

	Autumn	Spring	Summer
English Core Text Writing	<p>Skellig - David Almond</p> <p>Third person narrative; Setting description, Character profile, Poetry, Balanced argument; Non-chronological report; Letter; Persuasive writing</p>	<p>Stormbreaker - Anthony Horowitz</p> <p>Job description/advert; Persuasive writing – pamphlet, formal letter; Narrative scene (escape); physical fitness/healthy eating guide; book trailer</p>	<p>When the Sky Falls- Phil Earle</p> <p>Diary Entry, poetry, script, mythology, balanced argument, biography</p>
Maths	<p>Number and place value, Four Operations, Fractions</p>	<p>Geometry – position and direction, Fractions, decimals, percentages, Algebra, Measurement – imperial and metric, perimeter, area and volume, ratio and proportion</p>	<p>Geometry – properties of shapes, problem solving, statistics, real life maths projects</p>
Science	<p>Biology: Animals including humans Evolution and inheritance What is adaptation? How are species / plants adapted to their environment? How does this help it to survive? What is evolution? How do fossils provide information about extinct things? Who was Mary Anning? Why is her work important? What is natural selection? How does natural selection effect evolution? Who was Charles Darwin? Why is his work important? How have humans evolved? Why was the theory of evolution not accepted at first? What are the similarities and differences between Neanderthals and homo sapiens?</p>	<p>Biology: Living things and their habitats The natural world What is MRS GREN? How do living organisms follow these rules? What are the kingdoms that living organisms can be organised into? Why is it useful to classify plants and animals? Who was Carl Linnaeus? Why is his work important? How can different organisms be classified using the Linnaean system? What are microorganisms? How can micro-organisms be helpful and harmful? What is the difference between fungi and other organisms?</p> <p>Physics: Energy Electricity What are the main parts of an electric circuit? What do these symbols represent in a simple circuit diagram? What is voltage? What can affect the brightness of a bulb? How can I fix this circuit? Which materials are electrical conductors / insulators?</p>	<p>Physics: Energy Light and optics How does light travel? How are shadows created? How does the length of a shadow change? What is reflection? What is refraction? What happens when light is refracted? How do eyes respond to light? What are the names of the main part of the eye? What do these parts do? What does it mean to be far sighted / near sighted?</p>
History	<p>World History: The Maya To understand the Timeline of the Maya. To know about the discovery of the Maya To know about the Mayan Gods To understand the significance of Mayan architecture To understand the importance of agriculture To know about Mayan culture.</p>	<p>British History: The Stuarts To understand the timeline of the Stuarts To know about Stuart Monarchs To know about Stuart houses and fashion To know about The Great Plague and The Great Fire of London To know about The English Civil War 1642-1651</p>	<p>Ancient Civilizations: Ancient Egypt (compared to The Maya) To know about the timeline of Egypt To understand the discoveries from Ancient Egypt To know about the Egyptian Gods- compared to Mayan gods To understand the significance of Ancient Egyptian architecture To understand the importance of the River Nile and agriculture to Ancient Egyptians. To know about Ancient Egyptian culture.</p>
Geography	<p>Extreme Weather - Is extreme weather caused by human or nature? - To know how hurricanes/tornado are formed and what is their cause - To understand hurricanes/ tornados and know where and when are they likely to happen -To know what impact a hurricane can have -To understand why they are they unusual events in the UK - To know how tsunamis are generated and what are they like</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: How do natural disasters affect people and life around them? -To know what some of the effects of natural disasters are. Previous learning in year 3/4 - earthquakes/volcano eruptions. -To know what impact this has on location</p>	<p>Trade and Interconnectedness - How is the world connected by Trade? - To understand what global trade is and why trade has become global. -To know what globalisation means. - To know how imports and exports work in the UK. -To know what import and export means. -To know that some cities are important in our trade industry because of where they are located. - To know why countries, need to import goods. - To understand how land is used for trade in the UK? - To know what the global supply chain is. - To understand why is cotton clothing more expensive.</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: What is fast fashion and how is it having an impact on our</p>	<p>Climate zones - Why does a place's location in the world affect its climate? - To identify the different lines of latitude and explain how latitude is linked to climate. -To know what is the difference between weather and climate. -To know how the shape of the world affects our climate. - To be able to locate different climate zones and explore the differences between the Northern and Southern Hemispheres To know how the climate vary between the Equator and the Poles? -To know the main climate zones. - To know how the temperature in London compares with that in Manaus. -To know how might those differences affect the landscape and vegetation of each place?</p> <p>- To be able to explore weather patterns within a climate zone</p>

		<p>environment? What can we do to help to reduce the damage of fast fashion on our planet? -To what 'fast fashion' is. -To discuss the negative impacts of fast fashion on the environment. -To know some of the ways we can help reduce the damage fast fashion is having on our planet.</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: Is all trade fair? -To know what fair trade is. -To name and locate different countries around the world using an atlas. -To use maps at various scales to make links between fair trade products such as flowers and jewellery to their source location.</p>	<p>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: What is renewable energy and does my local area have any? -To know energy sources are used around the UK and which of these are natural resources. -To use 6 figure grid references to locate wind farms in The East Midlands. -To know what renewable energy is. -To include an aspect of sustainable energy</p>
<p>Religious Education</p>	<p>Teachings, Wisdom and Authority. What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? Open choice of faiths.</p> <p>Christmas – What do the Gospels say about the birth of Jesus; why is it 'good news'? Differences in Gospel accounts of Matthew & Luke.</p>	<p>Religion, worldviews, family and community – what contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p> <p>Easter Did Jesus have to die? Sacrifice and atonement.</p>	<p>Beliefs in Action in the World - Christianity, Hinduism, Islam, Humanism. How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>
<p>Art and Design</p>	<p>Photography <i>Making Skills:</i> Developing skills in making art through digital processes. Cutting, tearing and ripping images <i>Knowledge of Artists:</i> Hannah Hoch, Jenny Holzer, Jerry Uelsmann, Edvard Munch, David McLeod, Imogen Cunningham, Brassai, Stephen McMennamy</p> <p>Drawing - Zentangle Patterns <i>Making Skills:</i> Improving drawing skills through intuitive pattern making <i>Formal Elements:</i> Developing skills in using line, pattern and colour <i>Knowledge of Artists:</i> Maria Thomas, Rick Roberts</p> <p>Craft – Zentangle Printing <i>Making Skills:</i> Using polyprint tiles to create elaborate Zentangle patterns <i>Formal Elements:</i> Developing skill, knowledge and understanding of patterns <i>Knowledge of Artists:</i> William Morris</p>	<p>Painting - Impressionism <i>Making Skills:</i> Developing mastery of painting techniques <i>Formal Elements:</i> Developing understanding of colour through practical painting exercises <i>Knowledge of Artists:</i> Claude Monet</p>	<p>Still Life - Memory Box <i>Making Skills:</i> Developing techniques, control and use of materials, including negative drawings <i>Formal Elements:</i> Learning about line and tone through drawing <i>Knowledge of Artists:</i> Cezanne, Fumke, Nicholson</p> <p>Design - Making a Hat <i>Making Skills:</i> Creating 3D sculptural forms using basic art materials <i>Formal Elements:</i> Creating 3D forms from 2D materials <i>Knowledge of Artists:</i> Milliners such as Stephen Jones and Bundle MaClaren</p>
<p>Music</p>	<p>Focus Exploring song writing. Children will explore lyrics and structure of songs in order to use ideas to compose their own song.</p> <p>Listening <i>Fresh Prince of Bell Air (Hip Hop)</i> <i>Benjamin Britten - New Year Carol</i> Listen to various pop songs with the theme of being yourself. -Identify where to place emphasis & accents in a song to create effects -Listen to songs and pieces of music with an understanding of the relationship between elements of music.</p> <p>Composing Compose a song about being yourself. -Create my own songs -Create songs with an understanding of the relationship between lyrics & melody</p>	<p>Focus Explore music that evokes emotions using elements of music – film music Children will listen to several different pieces in order to explore how emotions and mood are depicted in music through use of the elements of music.</p> <p>Listening -Continue to recognise the 7 elements of music and explore how they are used to create specific emotions and effects. -Major and minor – can change the mood of a piece i.e. major = happy, minor = sad -Listen to songs and pieces of music with an understanding of the relationship between elements of music.</p> <p>Composing Compose music and create a graphic score to reflect a picture and evoke emotions. - Combine sounds expressively. -Create music, which reflects given intentions & uses notations as a support for performances</p>	<p>Focus 1. <i>Musical Traditions: Folk music</i> Children will listen to at folk songs from the UK, discussing instruments, subject and lyrics and understanding the influence folk music has on pop music. 2. <i>BBC Ten Pieces: Doctor Who Theme –Delia Derbyshire</i> Children will use this piece as a starting point to exploring ICT for composing music.</p> <p>Listening 1. Folk songs -Recognise a syncopation pattern Understand that folk music is passed on by each generation & generally not written down -Recognise folk songs that are still popular today: Early one morning, Drunken Sailor, Scarborough Fair Look at how classical and folk music has influenced pop music e.g. Pachelbel's Canon In D 2. Doctor Who Theme How ICT brought changes to popular music</p> <p>Composing Use ICT (Garage Band) to create music with folk song or classical riff Know how to make creative use of the way sounds can be changed, organised or controlled using ICT Create music, which reflects given intentions & uses notations as a support for performances</p>

			<p>Composing and Performing a Leavers Song Children combine the musical elements taught throughout the year and create their very own leavers' song personal to their experiences as a class.</p>
<p>Design & Technology</p>	<p>Structure: Playgrounds <i>Design:</i></p> <ul style="list-style-type: none"> • Design a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs <p><i>Make:</i></p> <ul style="list-style-type: none"> • Build a range of play apparatus structures drawing upon new and prior knowledge of structures • Measure, mark and cut wood to create a range of structures • Use a range of materials to reinforce and add decoration to structures <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Knowing that structures can be strengthened by manipulating materials and shapes • Identifying the shell structure in everyday life (cars, aeroplanes, tins, cans) • Understanding man made and natural structures 	<p>Electrical Systems: Steady Hand Game <i>Design:</i></p> <ul style="list-style-type: none"> • Design a steady hand game - identifying and naming the components required • Draw a design from three different perspectives • Modelling ideas through prototypes <p><i>Make:</i></p> <ul style="list-style-type: none"> • Make electromagnetic motors and tweaking the motor to improve its function • Construct a stable base for an electromagnetic game • Accurately cut, fold and assemble a net • Decorate the base of the game to a high quality finish • Make and test a circuit <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Understanding how electromagnetic motors work • Learning that batteries contain acid, which can be dangerous if they leak • Learning that when electricity enters a magnetic field it can make a motor. 	<p>Mechanical systems: Automata Toys <i>Design:</i></p> <ul style="list-style-type: none"> • After experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement • Understanding how linkages change the direction of a force • Making things move at the same time <p><i>Make:</i></p> <ul style="list-style-type: none"> • Measure, mark and check the accuracy of the jelutong and dowel pieces required • Measuring, marking and cutting components accurately using a ruler and scissors • Assemble components accurately to make a stable frame • Understand that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles • Select appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Using a bench hook to saw safely and effectively • Exploring cams, learning that different shaped cams produce different follower movements • Exploring types of motions and direction of a motion <p>Textiles: Waistcoats <i>Design:</i></p> <ul style="list-style-type: none"> • Design a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme <p><i>Make:</i></p> <ul style="list-style-type: none"> • Use template pinning panels onto fabric • Mark and cut fabric accurately, in accordance with a design • Sew a strong running stitch, making small, neat stitches and following the edge • Tie strong knots • Decorate a waistcoat - attaching objects using thread and adding a secure fastening <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Learning different decorative stitches • Application and outcome of the individual technique • Sewing accurately with even regularity of stiches
<p>Computing</p>	<p>Communicating <i>Film</i> – To understand that filming techniques and video editing can be combined to create a video for a specific purpose. To know how editing, camera angles, and lighting techniques can be used to achieve a desired effect in a digital text. To be able to use software to create and edit complex digital texts, with elements from a variety of sources.</p> <p>Online Safety: Content</p> <ul style="list-style-type: none"> -Check the validity of a website. -Understand the need for privacy settings on any social networking sites -Know the importance of not uploading other people's images or content without their permission -Know that many commercial providers have sophisticated ways of trying to sell on the internet. <p>Privacy & Security</p> <ul style="list-style-type: none"> - Understand effective ways people can manage passwords - Know what to do if a password is shared, lost or stolen. - Understand how and why people should keep their software and apps up to date. - Understand simple ways to increase privacy on apps and services that provide privacy settings. 	<p>Finding Out <i>Advance Searches</i> – To understand how searches can be refined through the use of advanced search operators. To know why the accuracy of information on the internet should always be checked. To be able to use web-based tools to ask a question, find out information or submit information or opinion.</p> <p><i>Spreadsheets</i> – To know how spreadsheets can be used to create a simple model, perform calculations and are useful when numbers change to explore outcomes and what if scenarios e.g. currency converter. To be able to: enter labels, numbers & formulae into a spreadsheet; use a spreadsheet to convert one value to another based on a rule; design & create a simple spreadsheet model using information from experiments and real- life situations.</p> <p>Online Safety: Contact</p> <ul style="list-style-type: none"> -Understand the need for privacy settings on any social networking sites <p>Self-image & identity</p> <ul style="list-style-type: none"> - Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. 	<p>Computing <i>Programming</i> - To know that digital games and simulations are written using a programming language. To be able to create loops and nested loops to make a code more efficient. To be able to write an effective algorithm.</p> <p><i>Graphics</i> – To understand how graphics software can be used to create and edit an image for a specific purpose. To know that graphics software allows layers to be created within an image and that this allows complex images to be created and manipulated. To be able to select appropriate graphics tools to fulfil a design brief e.g. create an image for an advert. To be able to use the layers tool in graphics software to create a complex design with several graphical elements.</p> <p>Online Safety: Conduct</p> <ul style="list-style-type: none"> -Understand the importance of appropriate online behaviour and that online bullying is unacceptable. Know to whom to report any incidents. -Understand the different audience of a school Learning Platform and an online social network. <p>Online Bullying</p> <ul style="list-style-type: none"> - Know how to capture bullying content as evidence to share with others who can help me.

	<ul style="list-style-type: none"> - Understand ways in which some online content targets people to gain money or information illegally and describe strategies to help me identify such content. - I know that online services have terms and conditions that govern their use. <p>Copyright & Ownership</p> <ul style="list-style-type: none"> - Use search tools to find and access online content which can be reused by others. - Know how to make references to and acknowledge sources I have used from the internet. 	<ul style="list-style-type: none"> - Understand issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. - Understand the importance of asking until I get the help needed. <p>Online Relationships</p> <ul style="list-style-type: none"> - Understand how sharing something online may have an impact either positively or negatively. - Know how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. - Understand how things shared privately online can have unintended consequences for others. e.g. screen-grabs. - Understand that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. <p>Online Reputation</p> <ul style="list-style-type: none"> - Know the ways in which anyone can develop a positive online reputation. - Be able to explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity 	<ul style="list-style-type: none"> - Know how someone would report online bullying in different contexts. <p>Managing Online Information</p> <ul style="list-style-type: none"> - Understand how search engines work and how results are selected and ranked. - Understand how some online information can be opinion and can offer examples and understand how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. - Understand and define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online - Understand the concept of persuasive design and how it can be used to influence peoples' choices. - Know how to analyse and evaluate the validity of 'facts' and information and explain why using these strategies are important. - Understand how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. - Understand the difference between online misinformation and dis-information. <p>Health, wellbeing & lifestyle</p> <ul style="list-style-type: none"> - Know common systems that regulate age-related content and describe their purpose. - Understand the pressures that technology can place on someone and how / when they could manage this. - Understand the features of persuasive design and how they are used to keep users engaged (current and future use). - Be able to assess and action different strategies to limit the impact of technology on health.
PE	Hockey Basketball	Dance Handball/Netball	Athletics Rounders
PSHE	<p>Relationships: Families and Friendship To consider how my life may change as I grow up. To show acceptance</p> <p>Safe Relationships Recognising and managing pressure; consent in different situations. To recognise my freedom</p> <p>Respecting Ourselves and Others Expressing opinions and respecting other points of view, including discussing topical issues. To consider language and freedom of speech. To consider democracy</p> <p>DAaRT- responsibility, pressure and peer pressure, confident communication, bullying and cyberbullying, risks and consequences, stress, and support networks.</p>	<p>Living in the wider world: Belonging to a Community Protecting the environment; compassion towards others. To understand how our household rubbish pollutes the oceans. To exchange dialogue and express an opinion</p> <p>Media Literacy and Digital Resilience How information online is targeted; different media types, their role and impact</p> <p>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Health and well-being: Physical Health and Mental Wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and Changing Personal identity; recognising individuality and different qualities; mental wellbeing. To appreciate artistic freedom.</p> <p>Keeping Safe Keeping safe in different situations, including responding in emergencies and first aid</p>
Spanish	<p>Me in the World Know about the many countries in the world that speak Spanish. Understand different festivals around the world (religious and non-religious).</p> <p>Personal descriptions Describe the parts of the head and the face and the whole body.</p>	<p>The Weekend Know how to say what they do at the weekend. Know how to integrate connectives into their work. Be able to give an account of what they do and at what time at the weekend.</p> <p>My Town Describe a town, say what is there and what you can do in a town.</p> <p>Spanish landmarks Identify the most famous landmarks of Spanish-speaking countries.</p>	<p>Transport Name some means of transport.</p> <p>Geography of Spain Identify the regions and main cities, rivers and mountain ranges of Spain.</p> <p>The Olympics Say in Spanish the key facts of the ancient Olympics and of the modern Olympic games. Name key sports in the current Olympic games. Say what sports they play and what sports they do not play.</p> <p>Sports Talking about sports they play and their opinion of them</p>