
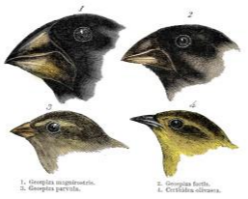




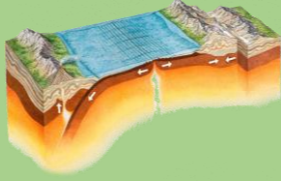



Area of Learning	Autumn Term		Spring Term		Summer Term	
<p>Inquisitive-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...</p> <p>Persistent-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...</p> <p>Disciplined-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...</p> <p>Imaginative-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...</p> <p>Collaborative-I can share my idea... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...</p>						
6	 <p>Azimuth-Do we do better together?</p>		 <p>Species-Are we all mutants?</p>		 <p>Commotion-What moves you?</p>	
	English	Model Text-The Gas Mask Plot-Portal Toolkit-Dialogue	Diary-Anne Frank/WWII veterans	Model Text-Kidnapped Tale of Fear Toolkit-Settings/Suspense	Explanation – Adaptation and evolution of an animal	Model text-The Caravan Plot- Warning Tale Toolkit- Character/Action
Key text	When the Sky Falls by Phil Earle		Darwin's Dragons by Lindsay Galvin		The Fox Girl and the White Gazelle by Victoria Williamson	
Visits	Bentley Priory (Battle of Britain)		Authors for world book day Cambridge Museum of Zoology (Evolution)		Strangers' Hall (Robert Kett)	
Maths	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.					
Science	Light (how it travels, how we see, shadows)	Electricity (voltage and power in circuits, circuit components, symbols and diagrams)	Evolution and inheritance (how living things inherit characteristics)	Living things and their habitat (classification, characteristics of plant and animal groups)	Animals including humans (circulatory system, diet and exercise, healthy living)	
Longitudinal Study	How much do we grow over the year? Measuring height, arm span, foot length each term.					
History/ Geography	The Battle of Britain Evaluate and critique the point of view – 'The Battle of Britain was won by the pilots and planes.		'The World - How is it divided? American biomes, deserts, lakes and swamps human geography and culture		Rebellion, mass movements and migration Robert Kett, Human rights protest, refugees and migrants	
Computing	Computer Systems and Networks: Communication and collaboration Online Safety via Project Evolve	Creating Media: 3D Modelling Online Safety via Project Evolve	Data and information: Spreadsheets Online Safety via Project Evolve	Programming A: Variable in games Key knowledge: Variables Online Safety via Project Evolve	Programming B: Sensing with Microbits Key knowledge: Variables Online Safety via Project Evolve	Searching: Explore how search results are ranked Barefoot selecting / ranking search activity Creating Media: Web page creation
PE	Handball OAA	Dance Dodgeball	Gymnastics (including safety) Fitness	Netball Tag rugby	Sports day Athletics	Rounders Tennis
Art/ Design Technology	Automata Toys	2d perspective drawing - Henry Moore artist	Printing chin colle beetles - local print artist Amy Bowman	Navigating the world - digital DT WeDo lego control/programming	Exploring identity	(Humanae) Steady hand games

Music	Rio Samba Rhythm Unit Instruments: Samba percussion set	Music Technology Instruments: iPad for music technology	Pentatonic melodies Composition unit inspired by Elton John music. Instrument: Glockenspiels.	Music Mashup Singing and instrumental unit Instruments: Ukulele and Glockenspiels	Year 5/6 Summer Performance Practise and perform	Year 5/6 Summer Performance and leavers assembly. Yr7 Transition unit
MFL (French)	Core Vocabulary Lessons – Irregular Verbs & Days/Months/Seasons	Weather Christmas* Le Bleu et de France*	At the Café	At School	The Weekend	Me in the World Bastille Day*
R.E	What is Christianity? - Project	Is it possible for something to always be right (or wrong)?	What is Hinduism? - Project	What difference does the resurrection make to Christians?	How do religions express themselves through the Arts?	
PSHE/RSE	Being in my World Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

	Autumn Term		Spring Term		Summer Term	
<p>Inquisitive-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...</p> <p>Persistent-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...</p> <p>Disciplined-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...</p> <p>Imaginative-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...</p> <p>Collaborative-I can share my idea... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...</p>						
5						
	Heliosphere-Why isn't the Earth flat?		Obsidian-Is history prejudiced?		Meander-Why do we need rivers?	
English	Model Text-Clock Close Plot-Portal Toolkit- Setting	Model Text - Cave Elves Information Text - Non- Chronological Report	Model Text- Smaug Plot-Def. the Monster Toolkit- Character & Dialogue	Persuasion – Letters Point of View Model – Batman and Robi	Model Text-The Old Mill Plot-Tale of Fear Toolkit- Suspension/Action	Discussion-Journalism Should Goldilocks be gaoled?
Key text	The Odyssey-Gillian Cross		Front Desk-Kelly Yang		The Explorer-Katherine Rundell	
Visits	The Royal Observatory		Sainsbury Centre?		Peak District	
Maths	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.					
Science	Forces (gravity, air resistance, water resistance, friction)	Earth and Space (Earth, Sun and Moon, the solar system).	Animals including humans (human development from birth to old age)	Living things and their habitats (life cycles and reproduction in humans and plants)	Properties and changes of materials (dissolving, separating materials, reversible and irreversible changes)	
Longitudinal Study	Do taller people have bigger hand spans? Collect data from a sample of children in each year group to see if there is a pattern between height and hand span.					
History/ Geography	ANCIENT GREECE (Ancient Civilisation): What is the legacy of Ancient Greece in the world we live in now?		THE MAYA: Why don't we know as much about the Maya civilizations as Eurasian ones?		UK and Europe: How does the course of a river change from source to mouth? Where in the UK and Europe are major rivers found? Europe: What are Europe's main natural resources and how are they distributed? The World: Fair Trade	
Computing	Computer Systems and Networks: Systems and searching Online Safety via Project Evolve	Creating Media: Vector drawing Online Safety via Project Evolve (Ongoing)	Data and information: Flat-file databases Online Safety via Project Evolve	Programming A: Selection in physical computing Key knowledge: Conditional Selection Online Safety via Project Evolve	Programming B: Selection in quizzes Key knowledge: Conditional Selection Online Safety via Project Evolve	Searching: Barefoot Data-dash - Evaluating digital content Creating Media: Video editing Online Safety via Project Evolve
Physical Education (PE)	Handball OAA	Young leaders Volleyball	Gymnastics (including safety) Basketball	Gymnastics Hockey	Cricket Athletics / Sports day	Sports day Athletics Tennis

Art/ Design Technology	Typography and maps	Stuffed toys (Odyssey link)	What could be healthier? (Food Tech)	Making monotypes	Bridges/Viaducts	Set design
Music	West African Rhythm Unit Instruments: Djembes	Ukulele Melody Unit Instruments: Ukulele	Water, Water Everywhere Composition unit Instrument: Boomwhackers and Glockenspiels	Rock Band! Melody unit Instruments: Percussion, Ukulele, voice	Year 5/6 Summer Performance Practise and perform	Year 5/6 Summer Performance Reflect and rewind unit
MFL (French)	Core Vocabulary Lessons – Regular Verbs & Colours /Numbers	The Planets	What is the date?	In the classroom	Do you have a pet?	Clothes
R.E	How do different religions explain the suffering in the world? (Christianity, Buddhism and Hinduism) <i>Linking between Buddhism and Hinduism as Dharmic religions.</i>		What can we learn about the meaning of life from the great philosophers? <i>(Christianity, Buddhism and Philosophers)</i> <i>Builds on Y3 (What is Philosophy?).00</i>		How do religions use music and art to share their stories and teachings? <i>(Christianity, Islam)</i>	
PSHE/RSE	Being Me in My World Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating	Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Area of Learning	Autumn Term		Spring Term		Summer Term	
<p>Inquisitive-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...</p> <p>Persistent-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...</p> <p>Disciplined-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...</p> <p>Imaginative-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...</p> <p>Collaborative-I can share my idea... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...</p>						
4						
	Iteru-Do museums steal?		Tectonic-Why do people live near volcanoes?		Heptarchy-Was Alfred great?	
English	Model Text-The Canal Plot-Warning Toolkit-Dialogue and Action	Recount – 1 st Person Diary Hare & Tortoise's Big Race	Model Text-Poppy, Waldo & The Giant Plot-Meeting Toolkit-Character/Opening & Endings	Explanation – How to catch a grass goblin.	Model Text-Zelda Claw Plot- Quest /Tale of Fear Toolkit-Suspense/setting	Discussion – Should boys learn cookery?
Key text	The Ancient Egypt Sleepover-Stephen Davies		The Last Bear-Hannah Gold		Beowulf-Michael Morpurgo	
Visits	Portals to the Past (Fitzwilliam 2024)		Norwich Forum Science Festival		West Stow	
Maths	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.					
Science	States of matter (changes of state, evaporation and condensation)	Sound (vibration, pitch and volume)	Animals including humans (digestive system, teeth and food chains)	Electricity (simple circuits, insulators and conductors)	Living things and habitats (classification keys, animal habitats, changes in the environment, how animals adapt to their environment)	
Longitudinal Study	How does the rate of evaporation of liquids change with temperature? Comparing evaporation rates of liquids across the seasons.					
History/ Geography	EGYPTIANS (Ancient Civilisation): Chronology - what came before Egyptians and what comes after?		Europe – mountains and water cycle. Case study of The Alps, Germany How are mountains formed and what are their features? Earthquakes and volcanoes - Ring of fire. How do Earthquakes and volcanoes affect the lives of people in Asia?		ANGLO-SAXONS and VIKINGS (British History): How do the discoveries at Sutton Hoo and other archaeology tell us about the Anglo-Saxons and Viking invaders in our area? (Local Link)	
Computing	Computer Systems and Networks: The Internet Online Safety via Project Evolve	Creating Media: Photo editing Online Safety via Project Evolve	Data and information: Data logging Online Safety via Project Evolve	Programming A: Repetition in shapes Key knowledge: Repetition Online Safety via Project Evolve	Programming B: Repetition in games Key knowledge: Repetition Online Safety via Project Evolve	Searching: Appreciate how search results are ranked. Spider Programs (Google) Creating Media: Audio editing Online Safety via Project Evolve
Physical Education (PE)	Yoga (NA) OAA (FT)	Dance (NA) Football (FT)	Netball (FT) Gymnastics (including safety)	Gymnastics (NA) Tag rugby (FT)	Sports day (NA) Rounders (FT)	Athletics/ Sports day (NA) Tennis (FT)

Art and Design Technology	Storytelling through drawing	Adapting a recipe (Food Tech)	Exploring still life	Torches	Fastenings (Anglo-Saxon link)	Sculpture, structure, inventiveness and determination
Music	Samba Afoxe Rhythm unit Instruments: Samba percussion set	Recorder Unit 2 Melody Unit Instruments: Recorders	Movie makers Composition unit inspired by silent film (Pixar animation) Instrument: Glockenspiel.	Music for a spring afternoon – stage and screen Performance unit	Music in parts Melody and Rhythm unit Instruments: Samba and Glockenspiels	Major and Minor Melody Unit
MFL (French)	Greetings, How are you?, Colours, Numbers 0 to 12, What is your name?, How old are you?		Numbers 13-31, Months of the Year, When is your birthday?, Days of the week, What is the date?		My family, Brothers and sisters, Pets /animals, Weather, Parts of the face and body	
R.E	How do people make moral decisions? <i>Builds on Swift Y2 (Right and Wrong) and links to Y3 (What is Philosophy?).</i>		Why do Christians call the day Jesus died 'Good Friday'? (The Easter Story)		What difference does being a Hindu make to daily life? What does it mean to be a Hindu? <i>Links to previous learning about Hindus in Y2, Y1 and EYFS.</i>	
PSHE/RSE	Being Me In My World Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

