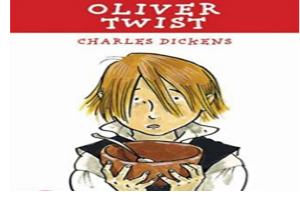









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Title</b>	<b>Workshop of the World</b> 	<b>Fantastic Forests</b> 	<b>Magnificent Materials</b> 	<b>Home Sweet Home</b> 	<b>Scenes from Priory Past</b> 	<b>Remarkable Journeys</b> 
<b>History / Geography</b>	<p><b>British History: Propaganda</b> 1000s AD - Today</p> <p><u>EQ: Can we rely on historical sources?</u></p> <p>1: How was information presented differently in WWII? <i>Chronology Evidence</i>            2: How was information presented differently in Victorian Britain? <i>Chronology Power Evidence</i>            3: How was information presented differently in Tudor Britain? <i>Chronology Power Evidence</i>            4: Can we rely on historical sources? <i>Evidence</i></p> <p><i>source, primary source, secondary source, source significance, source reliability, provenance, interpretation, bias, propaganda</i></p>	<p><b>Location and Place: North and South America</b></p> <p><u>EQ: How similar or different are the Amazon Rainforest, Tongass Forest and the New Forest?</u></p> <p>1: Where is North America and South America? What continents and oceans surround them? How would you get there from the UK (compass directions)? <i>Location</i>            2: What environmental regions would you find in North America and South America? <i>Location</i>            3: What countries and major cities would you find in North America and South America? <i>Location</i>            4: What are the physical similarities and differences between the Amazon Rainforest, Tongass Forest and the New Forest? <i>Place</i>            5: What are the human similarities and differences between the Amazon Rainforest, Tongass Forest and the New Forest? <i>Place</i>            6: How similar or different are the Amazon Rainforest, Tongass Forest and the New Forest? <i>Place Enquiry</i>            7: How can we care for forest environments? <i>Responsibility</i></p> <p><i>North America, South America, environmental region, continent, country, longitude, latitude, compass (North, North-East, East, South-East, South, South-West, West, North-West)</i></p>	<p><b>British History: Roman Britain</b> 0s AD - 400s AD</p> <p><u>EQ: What was the greatest impact of Roman occupation on Britain?</u></p> <p>1: Where is Rome and when was the Roman Empire significant? <i>Connection Chronology</i>            2: Why was it called the Roman 'empire' and why was it significant (cultural, economic, military, political, religious, social)? <i>Significance</i>            3: What caused the Romans to invade Britain? How did British society change when the Romans invaded? <i>Connection Evidence</i>            4: Why did the Romans leave Britain? How did British society change or stay the same when they left? <i>Connection Evidence</i>            5: What was the greatest impact of Roman occupation on Britain? <i>Significance</i>            6: Who left a greater legacy, the Ancient Greeks or the Romans? <i>Connection Evidence Significance</i></p> <p><i>invasion, change, continuity, combination of causes / consequences, characteristic features (culture, economy, military, politics, religion, society), legacy, relative significance</i></p>	<p><b>Location: The UK</b></p> <p><u>EQ: Is everywhere in the UK the same?</u></p> <p>1: What is the UK? <i>Location</i>            2: What counties would you find in the UK? Which are the largest? Which are closest to here? <i>Location</i>            3: What major cities would you find in the UK? How would you get from one to another (compass points)? <i>Location Enquiry</i>            4: Where do people live in the UK and how has this changed over time? <i>Location</i>            5: What geographical regions would you find in the UK and what are their physical and human characteristics? <i>Location</i>            6: How have the characteristics of regions in the UK changed over time? <i>Location</i>            7: Is everywhere in the UK the same? <i>Location Enquiry</i></p> <p><i>country, county, coast, compass (North, North-East, East, South-East, South, South-West, West, North-West), region</i></p>	<p><b>Local History: Christchurch</b> 1000s AD - Today</p> <p><u>EQ: What has Christchurch Priory seen in its history?</u></p> <p>1: What evidence is there in Christchurch of a significant history? <i>Evidence</i>            2: When was Christchurch Priory built and what was life like at that time? <i>Chronology</i>            3: What made Christchurch a growing place of settlement? <i>Connection Evidence</i>            4: When was the castle in Christchurch built, why was it significant and why is it now a ruin? <i>Chronology Connection Evidence</i>            5: How did smuggling change Christchurch in the 18th and 19th centuries? <i>Chronology Significance Evidence</i>            6: How did the arrival of the railway change Christchurch? <i>Chronology Connection Evidence</i>            7: What was life like in Christchurch during WWII? <i>Chronology Connection Evidence</i>            8: What has Christchurch Priory seen in its history? <i>Chronology</i></p> <p><i>relative significance</i></p>	<p><b>Physical Geography: Rivers</b></p> <p><u>EQ: What would we see on a journey along the River Stour?</u></p> <p>1: What physical features would you find along a river's course? <i>Processes</i>            2: What rivers are there in the local area? <i>Processes</i>            3: How can maps, grid references and map symbols identify features of physical geography? <i>Processes Enquiry</i>            4: How does a local river change over its course? How can we present this information using sketch maps and graphs? <i>Processes Enquiry</i>            5: Can we collect data on how a river is used? How can we collect this data, justifying and evaluating our data collection methods? <i>Enquiry</i>            6: What are the most significant rivers in the UK? <i>Processes Place</i>            7: What are the most significant rivers in the world? <i>Processes Location</i>            8: How can we care for river environments? <i>Responsibility</i></p> <p><i>river, water cycle, six-figure grid reference, symbol, key, sketch map, graph condensation, evaporation, infiltration, impermeable, precipitation, saturated, surface run off, transpiration bank, bed, channel, confluence, current, delta, downstream, deposition, depth, erosion, estuary, flood, flood plain, gorge, landform, lower course, middle course, upper course, meander, mouth, oxbow lake, river basin, source, tributary, valley, velocity, waterfall, width</i></p>
<b>Memorable Moments</b>	<p>Moment: Model Victorian Town (Christchurch/Oliver - Workhouse, Place Mill, Priory)</p> <p>Moment: Testing Parachutes / Boats (Science)</p>	<p>Visit: Forest Walk/Explore Victorian Christmas</p>	<p>Moment: Invasion / Wide Game Linked to Tactics and Roman/Viking Invasion</p> <p>Visit / Visitor: Wessex Archaeology / Upton Park</p>	<p>Moment: UK Place Brochure</p>	<p>Local Visit: Christchurch Trail - The Priory, Place Mill, Christchurch Castle, Norman House (History &amp; Art)</p> <p>Local Visit: Church (RE)</p>	<p>Local Visit: Follow That River! (Two Visits to the River at the Harbour and Stanpit Marsh, (Science - Habitats; Art - Sketches; RE - Pilgrimage)</p>

**Maths**

**Number and Place Value: Numbers to 1 000 000**

- 1: Reading and Writing Numbers to 100 000
- 2: Reading and Writing Numbers to 1 000 000
- 3: Reading and Writing Numbers to 1 000 000
- 4: Comparing Numbers to 1 000 000
- 5: Comparing Numbers to 1 000 000
- 6: Comparing Numbers to 1 000 000
- 7: Comparing Numbers to 1 000 000
- 8: Making Number Patterns
- 9: Making Number Patterns
- 10: Rounding Numbers to the Nearest 10 000
- 11: Rounding Numbers to the Nearest 100 000
- 12: Rounding Numbers

**Calculations: Addition and Subtraction**

- 1: Counting On to Add
- 2: Adding Within 1 000 000
- 3: Adding Within 1 000 000
- 4: Adding Within 1 000 000
- 5: Counting Backwards to Subtract
- 6: Subtracting Within 1 000 000
- 7: Subtracting Within 1 000 000
- 8: Subtracting Within 1 000 000
- 9: Adding and Subtracting Within 1 000 000
- 10: Adding and Subtracting Within 1 000 000

**Calculations: Multiplication and Division**

- 1: Finding Multiples
- 2: Finding Factors
- 3: Finding Common Factors
- 4: Finding Prime Numbers
- 5: Prime Numbers and Composite Numbers
- 6: Finding Square and Cube Numbers
- 7: Multiplying by 10, 100 and 1000
- 8: Multiplying 2-Digit and 3-Digit Numbers by a Single Digit
- 9-11: Multiplying 4-Digit Numbers
- 12-13: Multiplying a 2-Digit Number by a 2-Digit Number
- 14-15: Multiplying a 3-Digit Number by a 2-Digit Number
- 16: Dividing by 10, 100 and 1000
- 17-18: Dividing Without Remainder
- 19: Dividing With Remainder

**Calculations: Word Problems**

- 1: Solving Word Problems Using Multiplication and Division
- 2: Solving Word Problems Using Bar Models
- 3: Solving Multi-Step Word Problems
- 4: Solving Multi-Step Word Problems

**Statistics: Graphs**

- 1-3: Reading Tables
- 4-7: Reading Line Graphs

**Fractions, Decimals and Percentages: Fractions**

- 1: Dividing to Make Fractions
- 2: Writing Improper Fractions and Mixed Numbers
- 3: Finding Equivalent Fractions
- 4: Comparing and Ordering Fractions
- 5: Comparing and Ordering Improper Fractions
- 6: Comparing and Ordering Mixed Numbers
- 7: Making Number Pairs
- 8: Adding Fractions
- 9: Adding Fractions
- 10: Adding Fractions
- 11: Adding Fractions
- 12: Subtracting Fractions
- 13: Subtracting Fractions
- 14: Subtracting Fractions
- 15: Multiplying Whole Numbers by Proper Fractions
- 16: Multiplying Proper Fractions and Whole Numbers
- 17: Multiplying Mixed Numbers and Whole Numbers
- 18: Multiplying Mixed Numbers and Whole Numbers

**Fractions, Decimals and Percentages: Decimals**

- 1: Writing Decimals
- 2: Reading and Writing Decimals
- 3: Reading and Writing Decimals
- 4: Comparing Decimals
- 5: Comparing Decimals
- 6: Comparing Decimals
- 7: Writing Fractions as Decimals
- 8-14: Adding and Subtracting Decimals
- 15: Rounding Decimals

**Fractions, Decimals and Percentages: Percentages**

- 1: Writing Percentages
- 2: Equivalent Fractions and Decimals
- 3: Comparing Proportions Using Percentages

**Geometry: Geometry**

- 1: Types of Angles
- 2: Measuring Angles
- 3: Measuring Angles at a Point
- 4: Finding Angles at a Point on a Straight Line
- 5: Finding Angles Around a Point
- 6: Drawing Lines and Acute Angles
- 7: Drawing Lines and Obtuse Angles
- 8: Rectangles and Squares
- 9: Angles Inside Quadrilaterals
- 10: Solving Problems With Angles in Quadrilaterals
- 11: Solving Problems Involving Parallel Lines and Diagonals
- 12: Regular and Irregular Polygons

**Geometry: Position and Movement**

- 1: Naming and Plotting Points
- 2: Describing Translations
- 3: Describing Reflections
- 4: Describing Reflections
- 5: Describing Successive Reflections

**Measurement: Measurements**

- 1: Converting Units of Length: Centimetres and Millimetres
- 2: Converting Units of Length: Metres and Centimetres
- 3: Converting Units of Length: Kilometres and Metres
- 4: Converting Units of Mass: Kilograms and Grams
- 5: Converting Units of Volume: Litres and Millilitres
- 6: Converting Imperial and Metric Units of Measurement
- 7: Solving Word Problems: Length, Mass and Volume
- 8: Solving Word Problems: Time
- 9: Reading the Temperature

**Measurement: Area and Perimeter**

- 1: Perimeter of Rectangles and Squares
- 2: Area of Rectangles and Squares
- 3: Perimeter of Composite Shapes
- 4: Area of Composite Shapes
- 5: Estimating Area and Drawing to Scale

**Measurement: Volume**

- 1: Volume of Solids
- 2: Volume of Solids in Cubic Units
- 3: Finding the Volume of Cuboids
- 4: Finding the Volume of Liquids
- 5: Solving Word Problems Involving Volume

**Number and Place Value: Roman Numerals**

- 1: Roman Numerals to 1000
- 2: Years in Roman Numerals

**Counting On / Back in 1s, 10s, 100s, 1000s, 10 000s**

Count on 24 000 from 32 541.

32 541 + 1000 = 33 541  
33 541 + 1000 = 34 541  
34 541 + 1000 = 35 541  
35 541 + 1000 = 36 541  
36 541 + 1000 = 37 541  
37 541 + 1000 = 38 541  
38 541 + 1000 = 39 541  
39 541 + 1000 = 40 541

32 541 + 4000 = 36 541  
32 541 + 10000 = 42 541

Subtract 3000 from 650 452.  
Start at 650 452. Count back in 1000s.

650 452 - 1000 = 649 452  
649 452 - 1000 = 648 452  
648 452 - 1000 = 647 452

How can I count back from 50 000? You could exchange for ten.

650 452 - 3000 =

**Formal Written Method**

5 thousands + 7 thousands = 12 thousands  
12 thousands = 1 ten thousand + 2 thousands

$$\begin{array}{r} 15\ 000 \\ + 17\ 000 \\ \hline 32\ 000 \end{array}$$

15 000 + 17 000 = 32 000

Find the difference between £3.40 and £2.50.

$$\begin{array}{r} \overset{2}{\cancel{3}}\ \overset{14}{\cancel{4}}\ 0 \\ - \overset{2}{\cancel{2}}\ \overset{14}{\cancel{5}}\ 0 \\ \hline \overset{2}{\cancel{1}}\ \overset{14}{\cancel{1}}\ 0 \end{array}$$

$$\begin{array}{r} \overset{2}{\cancel{3}}\ \overset{14}{\cancel{4}}\ 0 \\ - \overset{2}{\cancel{2}}\ \overset{14}{\cancel{5}}\ 0 \\ \hline \overset{2}{\cancel{1}}\ \overset{14}{\cancel{1}}\ 0 \end{array}$$

£ 0 . 9 0

**Counting in Multiples**

1 row of 8 stamps.  
 $1 \times 8 = 8$

2 rows of 8 stamps.  
 $2 \times 8 = 16$

3 rows of 8 stamps.  
 $3 \times 8 = 24$

4 rows of 8 stamps.  
 $4 \times 8 = 32$

5 rows of 8 stamps.  
 $5 \times 8 = 40$

A multiple is a number you get when you multiply one number by another number.

8, 16, 24, 32 and 40 are multiples of 8.

The product of 5 and 8 is 40.

40 is a multiple of 5. 40 is also a multiple of 8.

Sam has 40 stamps altogether.

**Multiplying and Dividing by 10, 100 and 1000**

$5 \times 1000 =$

$5 \times 1\ \text{thousand} = 5\ \text{thousands}$

$5 \times 1000 = 5000$

**Formal Written Method:  $4dx1d$ ;  $3dx2d$ ;  $3d \div 1d$**

Multiply 253 by 17.

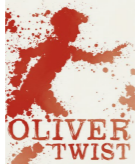
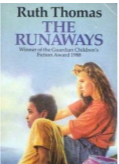


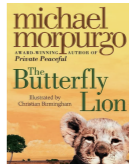
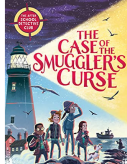
$$\begin{array}{r} 253 \\ \times 17 \\ \hline 1771 \\ + 2530 \\ \hline 4301 \end{array}$$

7 8 remainder 1

$$\begin{array}{r} 7\ 8\ \text{remainder } 1 \\ 6 \overline{) 469} \\ \underline{420} \phantom{0} \\ 49 \phantom{0} \\ \underline{48} \phantom{0} \\ 1 \phantom{0} \end{array}$$

$420 \div 6 = 70$

$48 \div 6 = 8$

<p><b>English</b> Writing</p>	<p>Genre Narrative / Non-Narrative (Setting, Character Description, Break in Story, Newspaper Report)</p> <p>Model Text Oliver Twist</p> <p>Toolkit Creating Plots</p>	<p>Genre Narrative Poetry</p> <p>Model Text The Highwayman</p> <p>Genre Non-Chronological Report</p> <p>Model Text Forests of the World</p> <p>Genre Non-Narrative Poster</p> <p>Model Text Looking After Forests</p> <p>Toolkit Persuasion</p>	<p>Genre Non-Narrative (Information Pages / Newspaper Reports)</p> <p>Genre Narrative</p> <p>Model Text The Wolves of Willoughby Chase</p> <p>Toolkit Paragraphing</p>	<p>Genre Narrative</p> <p>Model Text The Present</p> <p>Toolkit Atmospheres, Changes in Personality, Dialogue</p> <p>Genre Narrative</p> <p>Model Text Ali Baba and the Forty Thieves</p> <p>Toolkit Dialogue</p> <p>Genre Non-Narrative</p> <p>Model Text UK Brochure</p> <p>Toolkit Persuasion</p>	<p>Genre Non-Narrative (Recount)</p> <p>Model Text Stop Thief</p> <p>Toolkit Journalist Writing</p> <p>Genre Narrative (Cautionary / Environmental Tale)</p> <p>Model Text The Hat</p>	<p>Genre Non-Narrative (Non-Chronological Report)</p> <p>Model Text The Jabberwocky</p> <p>Genre Non-Narrative (Explanation Text)</p> <p>Model Text Earth Files - Rivers and Lakes; How Rivers Are Formed</p>
<p><b>English</b> Grammar &amp; Punctuation</p>	<ul style="list-style-type: none"> <li>Expanding noun phrases by adding modifying adjectives/prepositions (Characters and Settings)</li> <li>Nouns/pronouns for clarity &amp; avoiding repetition.</li> <li>Fronted adverbials followed by commas.</li> <li>Difference between plural and possessive -s</li> <li>Inverted commas for speech/quotes and punctuation between. (Robbery Scene)</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses/relative pronouns.</li> <li>Modal Verbs to indicate degrees of possibility, might, will.</li> <li>Adverbs to indicate degrees of possibility eg Perhaps.</li> <li>Punctuating with bullet points consistently (Explanation text)</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis using brackets, commas and dashes. (Narrative)</li> <li>Cohesion-Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>Subjunctive Form (Ali-Baba)</li> <li>Tenses present/past perfect</li> <li>Tenses present/past progressive.</li> </ul>	<ul style="list-style-type: none"> <li>Using commas and hyphens to avoid ambiguity</li> <li>Using expanded noun phrases to convey complicated information concisely. (Journalistic Report)</li> <li>Using semicolons, colons and dashes to mark boundaries between independent clauses (Narrative)</li> </ul>	<ul style="list-style-type: none"> <li>Active/Passive Voice (Explanation Text)</li> <li>Prefixes - Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Suffixes - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Colons to introduce lists (Non-Chron report)</li> </ul>
<p><b>English</b> Spelling</p>	<ol style="list-style-type: none"> <li>Year 5/6 Word List</li> <li>'Ough' String</li> <li>Silent Letters</li> <li>Etymology</li> <li>ible/able</li> <li>Homophones</li> </ol>	<ol style="list-style-type: none"> <li>Year 5/6 Word List</li> <li>Plurals s, es, ies</li> <li>Apostrophe for Contraction</li> <li>Use of Hyphen</li> <li>Proofreading</li> <li>Dictionaries: Roots and Morphemes</li> </ol>	<ol style="list-style-type: none"> <li>Year 5/6 Word List</li> <li>Revise Apostrophe for Possession</li> <li>Rare GPCs</li> <li>ibly/ably</li> <li>Homophones</li> </ol>	<ol style="list-style-type: none"> <li>Recap Spellings</li> <li>Proofreading</li> <li>Year 5/6 Word List</li> <li>Generating Words From Roots</li> <li>Revise Homophones</li> <li>'i' sound spelt 'ei'</li> </ol>	<ol style="list-style-type: none"> <li>Spelling Strategies / Y5/6 Words</li> <li>Using Etymological / Morphological Strategies for Spelling</li> <li>Proofreading</li> <li>Homophones</li> </ol>	<ol style="list-style-type: none"> <li>Recap Spellings</li> <li>Spelling strategies</li> <li>Proofreading</li> <li>Problem Suffixes</li> <li>Year 5/6 Word List</li> <li>Homophones KS2</li> </ol>
<p><b>English</b> Handwriting</p>	<ol style="list-style-type: none"> <li>Joining to / from the Letter 'r'</li> <li>Consistent Letter Height and Size</li> <li>Developing Fluency</li> <li>Correct Height of the Letter 't'</li> <li>Forming and Joining the Letter 's'</li> </ol>	<ol style="list-style-type: none"> <li>Break Letters</li> <li>Writing a Play Script</li> <li>Printing</li> <li>Forming Ascenders Correctly</li> <li>Presentation</li> </ol>	<ol style="list-style-type: none"> <li>Presentation</li> <li>Correct Formation of the Letter 'k'</li> <li>Forming the Letter 'y' Correctly</li> <li>Speed and Fluency</li> <li>Punctuation</li> </ol>	<ol style="list-style-type: none"> <li>Consistency in Letter Sizes</li> <li>Speedwriting</li> <li>Forming Small Letters Correctly</li> <li>Forming and Joining the Letter 'f'</li> <li>Writing with a Slant</li> </ol>	<ol style="list-style-type: none"> <li>Printing</li> <li>Speedwriting</li> <li>Writing Decorated Capital Letters</li> <li>Writing Letters</li> </ol>	<ol style="list-style-type: none"> <li>Paragraphs</li> <li>Presentation</li> <li>Revising Difficult Joins</li> <li>Different Handwriting Styles</li> </ol>
<p><b>English</b> Whole Class Reading</p>	<p>Oliver Twist (Abridged Version) Charles Dickens</p> 	<p>The Runaways Ruth Thomas</p> 	<p>Ruby Redfort: Look Into My Eyes Lauren Child</p> 	<p>The Demon Headmaster Gillian Cross</p> 	<p>The Butterfly Lion Michael Morpurgo</p> 	<p>The Case of the Smuggler's Curse Mark Dawson</p> 

<p><b>English</b> Text Study</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The Highwayman (Alfred Noyes)</li> </ul>	<ul style="list-style-type: none"> <li>• The Wolves of Willoughby Chase (Joan Aiken)</li> </ul>	<ul style="list-style-type: none"> <li>• Ali Baba and the Forty Thieves</li> </ul>	<ul style="list-style-type: none"> <li>• The Lion, the Witch and the Wardrobe (CS Lewis)</li> </ul>	<ul style="list-style-type: none"> <li>• The Jabberwocky (Lewis Carroll)</li> </ul>
<p><b>English</b> Let's Think in English</p>	<p><b>LTE: Voices 1</b> 'Voices in the Park' by Anthony Browne <i>frames of reference</i></p> <p><b>LTE: Voices 2</b> 'Voices in the Park' by Anthony Browne <i>narrative sequencing</i> Bridge to Oliver Twist Perceptive characters. How did we decide what this character was like?</p>	<p><b>LTE: The Enemy</b> 'The Enemy' by Davide Cali and Serge Bloch <i>frames of reference</i></p> <p><b>LTE: Rabbits</b> 'The Terrible Things' by Eve Bunting <i>symbolic reasoning</i></p> <p><b>LTE: Why?</b> 'Why?' by Nikolai Popov <i>frames of reference</i> How might our feelings about a real event change depending on how we write about it?</p>	<p><b>LTE: Feathers</b> 'Feathers' Short Film <i>symbolic reasoning</i> At what point do they mature?</p> <p><b>LTE: Conquerors</b> 'The Conquerors' by David McKee <i>intentions and consequences</i></p>	<p><b>LTE: Lulu</b> 'What Has Happened to Lulu?' by Charles Causley <i>classification</i></p> <p><b>LTE: Hole</b> 'The Black Hole' Short Film <i>intentions and consequences</i> Who is to blame for what happens to Bes? Bridging between Black hole and Lulu blame.</p> <p><b>LTE: Visitor</b> 'The Visitor' by Ian Serraillier <i>intentions and consequences</i> How could you build more serious tension into the Visitor? Make this more like The Highwayman.</p>	<p><b>LTE: Staircase</b> 'Staircase' by Langston Hughes <i>symbols reasoning</i> What would be the best symbol of life for the protagonist for Kick? Extended metaphor (life ain't like no world cup final).</p> <p><b>LTE: Last Stop</b> 'Last Stop on Market Street' by Matt de la Pena and Christian Robinson <i>symbolic reasoning</i> Is it okay that Grandma is lying? How to make the best out of a life of difficulty? Do symbols or metaphors help us to think about the best out of our situation?</p>	<p><b>LTE: Creatures</b> 'A Small Dragon' by Brian Patten 'A Boat' by Richard Brautigan <i>narrative sequencing</i> How the ends of the poems change the perspective on the creature.</p> <p><b>LTE: The Long Walk</b> 'The Long Walk' by George Layton <i>narrative sequencing</i> Does this have a beginning, middle and end? The journey only makes sense as you get to the end.</p> <p><b>LTE: Maker</b> 'The Maker' Short Film <i>narrative sequencing</i> What is the structure of Beowulf? Does that have any cycles in it in comparison to the Jabberwocky.</p>

**Science**

**Physics: Forces**

Gravity - Resistance - Mechanisms

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

*force, newtons, gravity, friction, air resistance, upthrust, balanced, unbalanced, gear, lever, pulley, planet, contact, non-contact, drag, thrust, lift, opposite, weight, mass, acceleration, deceleration*

**Physics: Earth and Space**

Solar System - Planetary Movement - Day / Night

- Describe the movement of the Earth and other planets relative to the sun in the solar system.
- Describe the movement of the moon relative to the Earth.
- Describe the sun, Earth and moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

*gravity, star, planet, hemisphere, attract, attraction, weight, moon, orbit, revolve, rotation, axis, equator, season, winter, autumn, mass, solar system, geocentric, heliocentric, sphere, ellipse phases, shadow, temperature, distance*

**Chemistry: Properties and Changes of Materials**

Material Properties - Dissolving - Separating Materials - Reversible / Irreversible

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated.

*property, transparent, opaque, soluble, insoluble, solute, solution, solvent, conduct, insulate, thermal, magnetic, filter, filtrate, evaporate, gas, solid, liquid, distillation, chromatography, state, burning, oxygen, particles*

**Biology: Living Things and Their Habitats**

Life Cycles - Reproduction

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

*bird, fish, amphibian, reptile, birth, mammal, invertebrate, carnivore, herbivore, omnivore, life cycle, prey, reproduction, movement, growth, respiration, sensitivity, nutrition, gestation, fertilisation, germination, pollination, seed dispersal, predator*

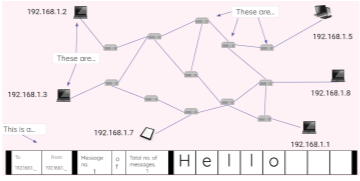
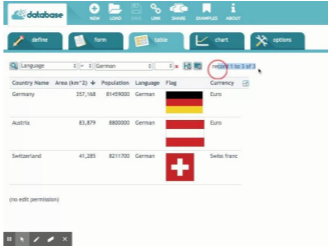
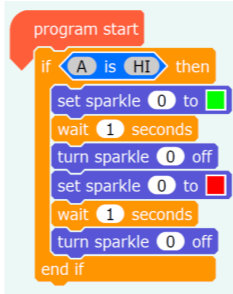

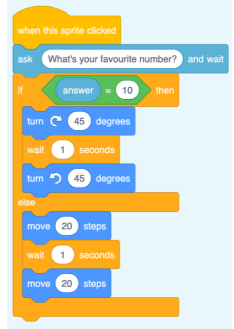
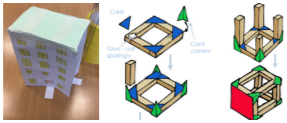
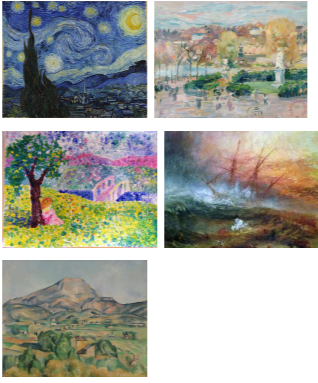


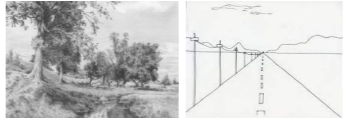

**Biology: Animals, Including Humans**

Close links to PSHE

Life Cycles - Changes

- Describe the changes as humans develop to old age.
- Understand that all living things have life cycles.

*puberty, life cycle, gestation, womb, growth, baby, asexual reproduction, reproduce, sperm, sexual reproduction, egg, foetus, birth, fertilisation*

<p><b>Computing</b></p>	<p><b>Online Safety and Wellbeing: 5</b></p> <p>How can we stay safe and well when using digital technology?</p> <p><b>Be Internet Sharp</b> digital footprint, positive, negative, settings</p> <p><b>Be Internet Alert</b> spear phishing, verifiable, deceptive, firewall, malware, encrypted</p> <p><b>Be Internet Secure</b> two-step verification, security token</p> <p><b>Be Internet Kind</b> bystander, upstander, harassment, amplify, block</p> <p><b>Be Internet Brave</b> PEGI rating, app store rating</p> <p><b>Be Internet Healthy</b> digital wellbeing</p>	<p><b>Computing Systems and Networks: Sharing Information</b></p> <p>How is information shared in systems?</p>  <p>Identifying and exploring how information is shared between digital systems.</p> <p>system, IP address, protocol</p>	<p><b>Data and Information: Flat-File Databases</b></p> <p>How can multiple sets of data be organised, used and presented?</p>  <p>Using a database to order data and create charts to answer questions.</p> <p>database, records, fields, group, sort, chart</p>	<p><b>Programming: Selection in Physical Computing</b></p> <p>How can algorithms be used with selection?</p>  <p>Exploring conditions and selection using a programmable microcontroller.</p> <p>selection, condition, condition-controlled loop, if... then..., microcontroller</p>	<p><b>Creating Media: Vector Drawing</b></p> <p>How can a variety of media be combined to meet a purpose?</p>  <p>Creating images in a drawing program by using layers and groups of objects.</p> <p>manipulate, object, group, duplicate, resize, rotate, layers, pixel</p>	<p><b>Programming: Selection in Quizzes</b></p> <p>How can algorithms be used with selection?</p>  <p>Exploring selection in programming to design and code an interactive quiz.</p> <p>selection, condition, if... then... else...</p>
<p><b>Art &amp; Design / Design &amp; Technology</b></p>	<p><b>Structures: Frame Structures</b></p> <p>Design, make and evaluate a <b>model of a building</b> (product) for the <b>class</b> (user) for <b>building a model village</b> (purpose).</p>  <p>1: What products already exist? How have significant architects helped shape the world? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use cross-sectional diagrams and prototypes to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Painting: Impressionist Landscapes</b></p>  <p><b>Colour Shape</b></p> <p>1: Inspiration: Vincent Van Gogh, Other Impressionist Landscape Artists (Berthe Morisot, Georges Seurat, JMW Turner, Cezanne)</p> <p>2: Techniques: Colour - Tertiary - Colour Match, Warm &amp; Cool</p> <p>3: Techniques: Using Colour to Convey a Moment / Emotion in a Landscape</p> <p>4: Techniques: Creating Form in Landscapes (Cezanne's Black Line)</p> <p>5: Creation: Own Piece</p>	<p><b>Sculpture: Modern Sculpture</b></p>  <p><b>Pattern Texture Form</b></p> <p>1: Inspiration: Objects Around Us, Duchamp ('What is Art?'), El Anatsui, Ai Weiwei, Celia Smith</p> <p>2: Techniques: Using Wire Frames to Create Form</p> <p>3: Creation: Own Piece</p>	<p><b>Electrical Systems: Monitoring and Control</b></p> <p>Design, make and evaluate a <b>fairground ride</b> (product) for an <b>interactive display</b> (user) for <b>entertainment</b> (purpose). <i>link to Computing</i></p>  <p>1: What products already exist? How has the invention and development of lights helped shape the world? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use annotated sketches to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Drawing: Local Sketches</b></p>  <p><b>Pattern Texture Line Form Space</b></p> <p>1: Inspiration: Local Environment, Alan Haydn (Local Painter), Diane Wright</p> <p>2: Techniques: Creating Lines, Patterns and Texture Using Sketching Pencils</p> <p>3: Techniques: Creating Shape and Form (Shading) Using Sketching Pencils</p> <p>4: Techniques: Scale and Proportion in Drawings (Foreground, Middleground, Background)</p> <p>5: Techniques: Perspective: Using a Single Focal Point and Horizon</p> <p>6: Creation: Own Piece</p>	<p><b>Food: Celebrating Culture and Seasonality</b></p> <p>Design, make and evaluate a <b>pizza</b> (product) for <b>themselves</b> (user) for a <b>pizza buffet</b> (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use exploded diagrams to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>

<p><b>Music</b></p>	<p><b>Unit Theme:</b> Rock Anthems <b>Style of Main Song:</b> Rock</p>	<p><b>Unit Theme:</b> Jazz and Improvisation <b>Style of Main Song:</b> Bossa Nova and Swing</p>	<p><b>Unit Theme:</b> Pop Ballads <b>Style of Main Song:</b> Pop Ballads</p>	<p><b>Unit Theme:</b> Old-School Hip Hop <b>Style of Main Song:</b> Old-School Hip Hop</p>	<p><b>Unit Theme:</b> Motown <b>Style of Main Song:</b> Motown</p>	<p><b>Unit Theme:</b> The History and Language of Music <b>Style of Main Song:</b> Classical</p>
<p><b>R.E.</b></p>	<p><b>Community</b> <a href="#">How do people show they are part of a community?</a></p> <p>Muslim traditions</p> <p><b>1: Communicate:</b> What does it mean to belong to a community? <b>2: Inquire:</b> How can Muslims all be part of one community? <b>3: Contextualise:</b> How do Muslims show they are part of one community? <b>4: Apply:</b> What similarities and differences are there between communities? <b>5: Evaluate:</b> Is it important to feel part of a community?</p> <p>A: community, belonging B: C: Allah (M), Islam (M), umma (M), pillars of Islam (M)</p>	<p><b>Salvation</b> <a href="#">Do we need a saviour?</a></p> <p>Christian traditions</p> <p><b>1: Communicate and Apply:</b> Who can be a 'saviour'? <b>2: Inquire:</b> Why did Christians believe they needed a saviour and what type of saviour did they expect? <b>3: Contextualise:</b> How do Christians remember the coming of their 'saviour'? <b>4: Inquire:</b> What type of saviour do Christians believe they got? <b>5: Contextualise:</b> How do Christians respond to their beliefs about their 'saviour'? <b>6: Evaluate:</b> Does the world need a saviour?</p> <p>A: B: salvation C: Messiah (C), grace (C), incarnation (C), redemption (C)</p> <p>UC: Incarnation: Was Jesus the Messiah?</p>	<p><b>Temptation</b> <a href="#">How do people show love through their response to temptation?</a></p> <p>Christian traditions Muslim traditions</p> <p><b>1: Communicate:</b> Should we always resist temptation and practice self-control? <b>2: Inquire:</b> What do Christians believe about temptation? <b>3: Contextualise:</b> How do Christians act in response to their beliefs about temptation? <b>4: Inquire:</b> What do Muslims believe about temptation? <b>5: Contextualise:</b> How do Muslims act in response to their beliefs about temptation? <b>6: Evaluate:</b> Is it ever ok to give in to temptation?</p> <p>A: love, temptation B: C: Allah (M), Ramadan (M), Lent (C)</p>	<p><b>Creation (3)</b> <a href="#">Creation and science: conflicting or complementary?</a></p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Muslim traditions Humanist approaches to life</p> <p><b>1: Communicate and Apply:</b> Can looking at the world change how we feel? <b>2: Inquire:</b> What do different Christians believe about creation? <b>3: Contextualise:</b> Can a scientist be a Christian? <b>4: Inquire:</b> What do different groups of people believe about the creation of the world? <b>5: Evaluate:</b> Creation and science: conflicting or complementary?</p> <p>A: creation, interpretation B: God C: atheism / agnosticism (Hu), evolution (Hu)</p> <p>UC: Creation (4) / Fall: Creation and science: conflicting or complementary?</p>	<p><b>God (3)</b> <a href="#">What does it mean to Christians for God to be holy and loving?</a></p> <p>Christian traditions</p> <p><b>1: Communicate and Apply:</b> What kind of god is worth valuing? <b>2: Inquire:</b> What does it mean for Christians to believe God is 'holy' and 'loving'? <b>3: Contextualise:</b> How well do Christian buildings represent their beliefs about God? church visit <b>4: Contextualise:</b> What difference does a belief in God's love make to Christians? <b>5: Evaluate:</b> What difference would it make to Christians if God was only holy or only loving?</p> <p>A: love, devotion B: God, holy C: redemption (C), repentance (C), reconciliation (C), sin (C)</p> <p>UC: God (3): What does it mean if God is holy and loving?</p>	<p><b>Special Journeys</b> <a href="#">What journeys are special for people?</a></p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions Muslim traditions</p> <p><b>1: Inquire:</b> What is 'special' to followers of religious traditions? <b>2: Communicate and Apply:</b> What journeys are special to me and to others? <b>3: Inquire and Contextualise:</b> What journeys are special to followers of religious traditions? <b>4: Communicate and Apply:</b> How are journeys special to people? <b>5: Evaluate:</b> Isn't a pilgrimage just a holiday?</p> <p>A: special B: holy, pilgrimage, sacred, samsara C: Hajj (M), Bodhgaya (B), Varanasi (H), Western Wall (J), Holy Land (C)</p>
<p><b>P.E.</b></p>	<p><b>Netball</b> The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams.</p>	<p><b>Football</b> The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p>	<p><b>Tag Rugby</b> The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p>	<p><b>Hockey</b> The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p>	<p><b>Rounders</b> The unit of work will challenge pupils to apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team.</p> <p>Pupils will be able to explore the skill set of each team and tactically select players to play in positions that utilise their skills.</p>	<p><b>Athletics</b> The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team.</p> <p>Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.</p>

	<p><b>Counter Balance &amp; Counter Tension</b> The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus.</p> <p>Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p>	<p><b>Health-Related Exercise</b> The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness.</p> <p>Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.</p>	<p><b>Dance: The Circus</b> The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus.</p> <p>Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group.</p>	<p><b>Communication and Tactics</b> The unit of work will refine pupils' ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils refining effective communication skills, essential to working within a team to complete the challenges.</p>	<p><b>Tennis</b> The unit of work will challenge pupils to apply their prior learning of playing the ball into space.</p> <p>Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p>	<p><b>Cricket</b> The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding.</p> <p>Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p>
<b>French</b>	<p><b>Greetings</b> Bonjour / salut / coucou. Ça va? Ça va très bien / bien / pas mal / bof / ça ne va pas. Comment t'appelles-tu ? Je m'appelle...</p> <p><b>Arriving in France</b> French geography. Meeting, greeting and introducing. Airport – suitcases – where are they? What belt number?</p> <p><b>Alphabet</b> Comment t'appelles-tu? Je m'appelle... Voici... Comment ça s'écrit? Ça s'écrit... (names).</p> <p><b>Places in Town</b> Je voudrais aller au/à la/aux + 6 places in town. Articles.</p> <p><b>Directions</b> Pour aller au/à la/aux... ? Allez à gauche/à droite/tout droit (actions). Articles.</p>	<p><b>Au Café</b> Je voudrais un/une + food / drink item (6 items). Articles.</p> <p><b>Paris</b> Je voudrais visiter + 6 places in Paris (le/la/l'/les). Où voudrais-tu visiter? Je voudrais visiter... Articles.</p> <p><b>Activities</b> J'adore / j'aime / je n'aime pas / je déteste + infinitives + activities (jouer/visiter/faire/aller). Introduction to Regular and Irregular Verbs.</p> <p><b>Christmas</b></p>	<p><b>Epiphany</b> 'La fête des rois.'</p> <p><b>Weather and Activities</b> Il fait froid / chaud / beau / mauvais / il y a du soleil / il y a du vent / il pleut/il neige. Quand il fait froid / chaud / beau / mauvais / il y a du soleil / il y a du vent / il pleut / il neige. J'aime / je n'aime pas + activities. Irregular Verbs and verbs in the infinitive form.</p>	<p><b>Describing Self and Others</b> J'ai les yeux... J'ai les cheveux... Bleus / marron / verts / blonds / / bruns / roux / mi-longs / longs / courts / raides / frisés. Il and Elle a les cheveux/les yeux... Present tense irregular verbs. Avoir ('je' form). Avoir ('il' and 'elle' form). Comment est ta famille? Ma mère / mon père / ma sœur / mon frère a les cheveux/a les yeux... Tu es comment? Je suis/Je ne suis pas... Il/Elle est comment ? Il/Elle est/Il/Elle n'est pas... Sportif / sportive, amusant / amusante, intelligent / intelligente, intéressant / intéressante, sympa, gentil / gentille.</p>	<p><b>J'ai Mal</b> J'ai mal au/à la... Present tense irregular verbs. Avoir.</p> <p><b>Chez le Médecin</b> Tu as un problème? J'ai mal... Avoir (je and tu form).</p> <p><b>Au Restaurant</b> Je voudrais + food (un/une). Articles. Tu as un problème? Il y a / il n'y a pas de ... Forkette / couteau / une mouche.</p> <p><b>Au Marché</b> Je voudrais un kilo de... 500g de... 100g de... C'est combien?</p>	<p><b>Verbs</b> Present tense regular -er verbs. Present tense regular -ir verbs. Present tense regular -re verbs. Present tense regular verbs.</p>
<b>P.S.H.E.</b>	<p><b>Jigsaw: Being Me in My World</b></p> <ul style="list-style-type: none"> <li>● Planning the Forthcoming Year</li> <li>● Being a Citizen</li> <li>● Rights and Responsibilities</li> <li>● Rewards and Consequences</li> <li>● How Behaviour Affects Groups</li> <li>● Democracy, Having a Voice and Participating</li> </ul> <p>&gt; I can compare my life with other people in my country and explain why we have rules, rights and</p>	<p><b>Jigsaw: Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>● Cultural Differences and How They Can Cause Conflict</li> <li>● Racism</li> <li>● Rumours and Name-Calling</li> <li>● Types of Bullying</li> <li>● Material Wealth and Happiness</li> <li>● Enjoying and Respecting Other Cultures</li> </ul> <p>&gt; I can explain the differences between direct and indirect types</p>	<p><b>Jigsaw: Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>● Future Dreams</li> <li>● The Importance of Money</li> <li>● Jobs and Careers</li> <li>● Dream Job and How to Get There</li> <li>● Goals in Different Cultures</li> <li>● Supporting Others (Charity)</li> <li>● Motivation</li> </ul> <p>&gt; I can compare my hopes and dreams with those of young people from different cultures.</p>	<p><b>Jigsaw: Healthy Me</b></p> <ul style="list-style-type: none"> <li>● Smoking, Including Vaping</li> <li>● Alcohol</li> <li>● Alcohol and Anti-Social Behaviour</li> <li>● Emergency Aid</li> <li>● Body Image</li> <li>● Relationships with Food</li> <li>● Healthy Choices</li> <li>● Motivation and Behaviour</li> </ul> <p>&gt; I can explain different roles that food and substances can play in</p>	<p><b>Jigsaw: Relationships</b></p> <ul style="list-style-type: none"> <li>● Self-Recognition and Self-Worth</li> <li>● Building Self-Esteem</li> <li>● Safer Online Communities</li> <li>● Rights and Responsibilities Online</li> <li>● Online Gaming and Gambling</li> <li>● Reducing Screen Time</li> <li>● Dangers of Online Grooming</li> <li>● SMARRT Internet Safety Rules</li> </ul> <p>&gt; I can compare different types of friendships and the feelings</p>	<p><b>Jigsaw: Changing Me</b></p> <ul style="list-style-type: none"> <li>● Having a Baby</li> <li>● Self and Body Image</li> <li>● Influence of Online and Media on Body Image</li> <li>● Puberty For Girls</li> <li>● Puberty For Boys</li> <li>● Conception</li> <li>● Growing Responsibility</li> <li>● Coping With Change</li> <li>● Preparing For Transition</li> </ul>



	<p>responsibilities to try and make the school and the wider community a fair place.</p> <p>&gt; I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>&gt; I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>&gt; I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>&gt; I can summarise different ways that I respect and value my body.</p>	<p>associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>&gt; I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>&gt; I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>&gt; I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>
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