| **Autumn 1** | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Groovy Greeks** | | |
| **English** | **Virtual Trips:**  **Fitzwilliam Museum, Cambridge.**  **British Museum London.** | Historical fiction (5 weeks) Greek Myths.  Narrative, mystery and suspense (3 weeks) The Boy in the Tower. | **Greek Dress up day- food tasting, activities.** |
| **Maths** | Number-place value (3 weeks)  Number-addition and subtraction (3 weeks)  Statistics (2 weeks) |
| **Science** | States of Matter  **To 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 . To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.** |
| **P.E.** | Gymnastics  **To travel with a ball, showing changes of speed or direction To use a range of techniques when passing. To keep a game going using a range of ways of throwing To effectively play a competitive net/wall game using the rules given . To perform a range of rolls including back rolls consistently. To perform a range of actions and agilities with consistency. To perform with fluency and clarity of movement To make similar or contrasting shapes on the floor and on apparatus. To work with a partner to combine actions and maintain the quality of performance whilst performing**  Invasion Games – Netball/Benchball/basketball/Handball  **To try and make things difficult for my opponents by directing the ball in different spaces and using different speeds and heights To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending** |
| **Art/D&T** | Art- Collage and digital media  **Drawing upon traditional collaging techniques taught in Year 3, children will take, select and use photographs by overlapping and layering. Through areas of individual interest, the children will experiment with creating mood, feeling and movement through natural landscapes and townscapes. This could also include the development of photography e.g. rolls of film, polaroid, digital etc.**  **.** |
| **Hist/Geog** | Ancient Greece-History and Geography  To begin to find out who the ancient Greeks were, and place their civilisation in time**.**  To understand the different types of government in ancient Greece.  To compare and contrast the city states of Athens and Sparta.  To find out about Alexander the Great and assess different versions of the story.  To describe key aspects of physical and human geography of Alexander’s empire.  To locate the wider world in the time of Ancient Greece.  To use primary and secondary sources to find out about daily life in Greece.  To study Greek achievements and influence on the world- the Parthenon Marbles  To identify social and cultural diversities of Ancient Greek society  To investigate the significance of temples to the Ancient Greeks.  To investigate the teachings of the Greek Scholar’s and Philosophers  To research how modern life has been influenced by the Ancient Greeks-Olympic Games. |
| **R.E.** | Herts Scheme- Beliefs and practices; Symbols and actions (Identity and  belonging)  **Celebrations, key events in life and pilgrimage**  **Symbolic ways of expressing meaning**  **Exploring the incarnation through the Christmas story** |
| **R.S.E.** | One Education Recovery Curriculum Whole School Plan – 5 weeks – **1-Relationships. 2. School Community. 3. Transparent Curriculum. 4. Metacognition. 5.Space**  One Decision- **Keeping/staying safe**  **Peer pressure, adult’s and children’s views** |
| **Music** | Charanga Scheme- Livin’ on a prayer- rock anthems.  **To begin to sing solo, in unison and in parts with clear diction, controlled pitch and sense of phrasing. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression To create increasingly complex rhythmic and melodic phrases and to combine these in layers of sound To listen to and recall a range of sounds and patterns confidently To comment on the success and effectiveness of own and others’ work, suggesting improvements based on intended outcomes**  **Key vocabulary- Rock, structure, pulse, rhythm, pitch,**  **bridge, backbeat, amplifier, tempo, texture,**  **dynamics, chorus, bridge, riff, hook, improvise,**  **compose** |
| **French** | Aut 1- Enjoy your meal  **Likes/dislikes (food)**  **Reading and following a recipe to make Croque Monsieurs**  **Adapt a recipe to create own Croque Monsieurs Du, de la and des**  **Imperative verbs**  **Time connectives Tu aimes…?**  **Tu preferes …ou ….? Train de la nourriture (Babelzone)**  **Revision:e i u**  **Typical French food, eg: croque monsieur, snails** |
| **Computing** | Aut 1-[Computer Networks and the Internet](about:blank)  **1. Understand what each part of a computer network does, the internet and cloud computing plus the advantages/disadvantages of each.**  **2. What is email and how can we use it safely?**  **3. How and why can we collaborate online.**  **(2-3 Hours)**  [Ebook Creation](about:blank)  Pupil activity code: 6894  **1. Add page colour and style then position and format text.**  **2. Add and position images from camera/internet.**  **3. Add audio, including hiding it behind an object.**  **4. Add hyperlinks to text and images.**  **5. Add and format shapes.**  **6. Use hyperlinks for navigation. (3-5 Hours)** |
| **Enrichment** | 11 before 11- Create something amazing-Poppy display. 10 good deeds-PCSO 7 week project and local care home  Seeds to supper planters ready | | |
| **HALF TERM** | | | |

| **Autumn 2** | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Pharoahs** | | |
| **English** | **Archaeological dig-discovering Tutankhamen’s tomb** | Observational poetry and classic poems (3 weeks) TS Elliot, The Highwayman.  Information text-newspapers (3 weeks) Tuesday, David Weiner | Egyptian Dancing |
| **Maths** | Number-multiplication and division (3 weeks)  Perimeter and area (2 weeks)  Consolidation (2 weeks) |
| **Science** | Properties and changes of materials  **To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.** |
| **P.E.** | Aut 2 Team building/ dance **To use skills to solve basic skills and problems To choose a route and follow it by myself or in a group. To respond appropriately when the task or environment is changed. To plan different responses to different situations. To respond to a variety of stimuli showing a range of actions performed with control and fluency To think about characters and narrative ideas created by the stimuli’s. To respond to stimuli through movement**  **To experiment with a wide range of actions, varying and combining special patterns, speed, tension and continuity when working on my own or in a partner** |
| **Art/D&T** | DT- Structures- Marble run  **Recap previous knowledge re height etc multiply structures and how they are linked together**  **Joins. Friction and drops – angles of shoots affect speed**  **Angles Rube Goldberg machines – build interest and complexity.**  **Look at roller coasters.**  **Diagrams showing all components.**  **Layered diagram to show all steps** |
| **Hist/Geog** | Ancient Egypt  To place key events relating to Ancient Egypt on a timeline, learning the difference between AD and BC.  To investigate the social structure of ancient Egyptian societies and how it was organised.  To locate Egypt on a world map and identify physical and human characteristics.  To identify the role, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs.  To research what the pyramids were built for and explore what tomb paintings can tell us about life in ancient Egypt.  To investigate the greatest inventions and achievements of the Ancient Egyptians  To explore the belief system of the Ancient Egyptians and the significance of the Ancient Tombs.  To compare and contrast lives of rich and poor Egyptians.  To investigate geographical features of the River Nile including statistics and uses of the river  To understand the significance of the work of Egyptologists.  To give reasons why there may be controversy surrounding the removal of Egyptian artefacts.  To use historical sources to learn about education in Ancient Egypt. |
| **R.E.** | Herts Scheme- Beliefs and practices; Symbols and actions (Identity and  belonging)  **Celebrations, key events in life and pilgrimage**  **Symbolic ways of expressing meaning**  **Exploring the incarnation through the Christmas story** |
| **R.S.E.** | One Decision Scheme- **Keeping/staying healthy. Smoking. Adult’s and children’s views.** |
| **Music** | Charanga Scheme**-** Classroom Jazz. Jazz and Swing.  **To create increasingly complex rhythmic and melodic phrases and to combine these in layers of sound To describe, compare and evaluate different types of music, beginning to use musical vocabulary including some of the inter-related dimensions of music\* To comment on the success and effectiveness of own and others’ work, suggesting improvements based on intended outcomes To recognise and use a range of musical notations, including staff notation To listen to a wide range of high quality live and recorded music from different traditions, composers and musicians and to begin to discuss and compare the differences.**  **Key vocabulary- Appraising, Bossa Nova, syncopation,structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch,**  **tempo, dynamics, riff, hook, solo** |
| **French** | Aut 2-I am the music man  **Opinions**  **Musical instruments**  **Styles of music**  **Introduce yourself/your band**  **French X Factor competition**  **Listen to French pop music Gender**  **Adjectives to give opinions**  **Jouer + du/de la**  **Connectives: parce que**  **Tu aimes la musique…?**  **Tu joues d’un instrument?**  **Current French pop songs**  **ou an/en é/ez/er/ed/et**  **French pop songs and pop stars** |
| **Computing** | Aut 2-[Programming in Scratch](about:blank)  **From 2021 onwards, please liaise with previous class teacher for any pupil logins**  **Pupil activity codes: 9110, 0004, 3431**  **1. Program list variables that chooses randomly.**  **2. Program inputs,**  **conditions and sensing for interaction, data variables for scoring**  **and a game timer.**  **3.Program Inputs, outputs, loops, conditions, sensing and variables.**  **(5-7 Hours)** |
| **Enrichment** |  | | |
| **CHRISTMAS HOLIDAYS** | | | |

| **Spring 1** | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Journey to space** | | |
| **English** | **Letchworth Observatory to visit** | Science fiction and information booklets (3 weeks) The Jupiter Chronicles  Recount-diary writing (3 weeks) UFO diary Satoshi Kitamaura | **Stargazing evening- sleeping under the stars** |
| **Maths** | Number-multiplication and division (3 weeks)  Number-fractions (3 weeks) |
| **Science** | Earth & Space  **To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth. To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.** |
| **P.E.** | Gym  **To work with a partner to combine actions and maintain the quality of performance whilst performing. To develop a longer and more varied movement. To demonstrate smooth transitions between actions. To combine actions to make a sequence. To gradually increase the length of sequences**  **To work with a partner to make short sequences using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.**  Invasion games- tag rugby  **To travel with a ball, showing changes of speed or direction. To use a range of techniques when passing. To keep a game going using a range of ways of throwing. To effectively play a competitive game using the rules given; To try and make things difficult for my opponents by directing the ball in different spaces and using different speeds and heights** |
| **Art/D&T** | Art- Abstract Sculpture- Suggested artist- Gaudi  **Children continue to explore texture and learn the technique coiling. Children will be taught how to join through scoring to build up and create different shapes. Children will use mosaic techniques to add detail and embellishments. Through explorations children will develop their understanding of architecture and related human features.** |
| **Hist/Geog** | Journey to Space  **To place the space exploration events on a timeline of specific features**  **To appreciate the significance of scientific developments e.g. the invention of the telescope.**  **To examine methods of space exploration used today and compare to the past.**  **To give reasons why there was a significant interest in space exploration in the 1960’s.**  **To describe how the space race has affected life today.**  **To make comparisons between what has changed and stayed the same in the field of physics and astronomy.**  **To give reasons why there might be different accounts of history.**  **To identify the position and significance of latitude and longitude**  **To locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle**  **To understand the Prime/Greenwich Meridian and time zones (including day and night)** |
| **R.E.** | Herts Scheme- Identity and belonging; Prayer, worship and reflection  Ultimate questions(Symbols and actions)  **Belonging to a community, individual commitment and**  **religious leadership**  **Communicating beyond prayer and sacred spaces**  **Different ideas about God and gods, creation and**  **ultimate questions**  **Exploring themes in The Last Supper** |
| **R.S.E.** | One Decision Scheme –**Growing and changing-puberty. Adult’s and children’s views.** |
| **Music/Drama** | Charanga Scheme-Make you feel my love. Pop ballards.  **To create increasingly complex rhythmic and melodic phrases and to combine these in layers of sound To listen to and recall a range of sounds and patterns confidently to comment on the success and effectiveness of own and others’ work, suggesting improvements based on intended outcomes To recognise and use a range of musical notations, including staff notation**  **Key vocabulary Ballad, verse, chorus, interlude, tag**  **ending, strings, piano, guitar, bass, drums, melody,**  **compose, improvise, cover, pulse, rhythm, pitch,**  **tempo, dynamics, timbre, texture, structure** |
| **French** | The Planets  **Revision of colours**  **Mini book or ppt presentation about planets/design own planet and write about it**  **Près de/loin de...**  **Assez/très**  **Position of adjectives (BAGS)**  **Sentence building ….est près du soleil ou loin du soleil?**  **Bonjour Madame la lune (Babelzone unit 18)**  **qu r gn** |
| **Computing** | [E-Safety](about:blank)  **1. Keep personal information private.**  **2.Respect and protect again online bullies.**  **3. Understand the consequences of sharing photo/videos online.**  **4. Understand the term digital footprint.**  **5. How can we check online content is trustworthy.**  **6.How and where and who can we report concerns we have to. (1-2 Hours)**  [Physical Devices](about:blank)- pupil activity code: 4409  **1. Understand that computers use physical inputs and outputs and give examples.**  **2. Program physical inputs and outputs (e.g program LED lights)**  **​(2-3 Hours)**  **This will need microbits** |
| **Enrichment** | 11 before 11- hiking heroes and sleeping under the stars  The Great British space dinner- creating a meal for an astronaut. | | |
| **HALF TERM** | | | |

| **Spring 2** | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Road Trip USA** | | |
| **English** | **UK American Football** **coaching session** | Instructions (3 weeks) Not for parents, the real wonders of the world Anna Claybourne  Persuasive writing (3 weeks) How to..guides | **Independence Day American Sports Day & Cook Out**  (build-a-burger competition, cheerleading, BBQ) |
| **Maths** | Number-fractions (3 weeks)  Number-decimals and percentages (3 weeks) |
| **Science** | Living things and their habitats/Animals including humans  **To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals.**  **To describe the changes as humans develop to old age.** |
| **P.E.** | Invasion games- football  **To travel with a ball, showing changes of speed or direction**  **To use a range of techniques when passing. To keep a game going using a range of ways of kicking. To effectively play a competitive game using the rules given To try and make things difficult for my opponents by directing the ball in different spaces and using different speeds and heights.**  Dance  **To create and perform dances using a range of movement patterns in response to a range of stimuli. To use different compositional ideas to crate motifs To incorporate unison, cannon, actions and reaction, question and answer To remember, practice and combine longer, more complex dance phrases**. |
| **Art/D&T** | DT-Mechanisms **Build on levers, themed around a person etc.**  **Friction/ forces. Exploded diagram**  **Tweak design criteria as we go along.Number of dowels Create own flowcharts to show amendments** |
| **Hist/Geog** | North America  **To use maps to locate the USA and major states.**  **To identify and compare American states; key physical and human characteristics**  **To describe the similarities and differences between landscapes in the USA.**  **To research American cities, identifying their land use.**  **To compare a region in the UK with a region in North America.**  **To investigate the use of land use in National Parks.**  **To explore extreme climate and natural phenomena**  **To use secondary sources to plan a trip to the USA.**  **To research who the pioneers were and how they crossed the Western Frontier**  **To explore the lives of Native Americans and how they lived their day-to-day lives.**  **To investigate how the Native American tribes were affected by the new settlers and the conflicts.**  **To compare the idealised view of a cowboy and the reality of being a cowboy** |
| **R.E.** | Herts Scheme- Identity and belonging; Prayer, worship and reflection  Ultimate questions(Symbols and actions)  **Belonging to a community, individual commitment and**  **religious leadership**  **Communicating beyond prayer and sacred spaces**  **Different ideas about God and gods, creation and**  **ultimate questions**  **Exploring themes in The Last Supper** |
| **R.S.E.** | One Decision Scheme-**Being responsible-looking out for other’s. Adult and children’s views.** |
| **Music** | Charanga Scheme-The Fresh Prince of Bel-Air. Old school Hip hop.  **To create increasingly complex rhythmic and melodic phrases and to combine these in layers of sound To listen to and recall a range of sounds and patterns confidently to comment on the success and effectiveness of own and others’ work, suggesting improvements based on intended outcomes To recognise and use a range of musical notations, including staff notation To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression**  **Key vocabulary- Old-school Hip Hop, Rap, riff,**  **synthesizer, deck, backing loops, Funk, scratching,**  **unison, melody, compose, improvise, cover, pulse,**  **rhythm, pitch, tempo, dynamics, timbre, texture,**  **structure** |
| **French** | The Four seasons **Seasons Revision of weather and months**  **Writing the date**  **Traditional tale: Histoire des saisons**  **Perform puppet show based on story Adjectives (opposites)**  **en/au + seasons**  **Sentence building**  **Quelle est ta saison préférée?**  **Quel temps fait-il? Seasons rap (J’aime chanter) Silent t,s,x ç ch**  **Traditional American Indian folk tale** |
| **Computing** | [Data Handling](about:blank)- Pupil activity code: 4800  **1. Select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells.**  **2. Use formulae to find totals, averages and maximum/minimum numbers.**  **3. Select the correct chart type to present data.**  **4. Answer 'what if?...' questions.**  **(3-5 Hours)​** |
| **Enrichment** | Visit the Letchworth museum to view 3D model maps of Letchworth for inspiration. Meet a local artist  11 before 11- Hiking heroes. Prepping own bag, hiking locally. | | |
| **EASTER HOLIDAYS** | | | |

| **Summer 1** | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Traders and Raiders - 1st Half Term** | | |
| **English** | **Viking Encounter:**  **Virtual Trip-British Museum London.** | Scandanavian folktales (4 weeks) Hans Christian Anderson  Poetry (3 weeks) Michael Rosen, Roger McGough | **Viking Market** |
| **Maths** | Number-decimals (3 weeks)  Geometry-properties of shape (2 weeks) |
| **Science** | Forces **To 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** |
| **P.E.** | Batting skills- unihoc, lacrosse.  **To travel with a ball, showing changes of speed or direction . To use a range of techniques when passing To keep a game going using a range of ways of kicking. To effectively play a competitive game using the rules given. To try and make things difficult for my opponents by directing the ball in different spaces and using different speeds and heights.**  Batting Skills-cricket, rounders  **To travel showing changes of speed or direction. To use a range of techniques when striking. To keep a game going using a range of ways of striking. To effectively play a competitive game using the rules given. To try and make things difficult for my opponents by directing the ball in different spaces and using different speeds and heights** |
| **Art/D&T** | Art-Drawing for illustration-Suggested artist Quentin Blake, Axel Scheffler, Beatrix Potter, Roy Lichenstein  **Children will learn about techniques for different styles of sketching whilst introducing inks and watercolours and the impact this has on the reader. Children will apply the skills developed to create illustrations to a brief for a given passage of text. Compare different illustrative styles and develop their own style.** |
| **Hist/Geog** | Anglo-Saxons and Vikings  **To place key events on a timeline**  **To explore Britain before the Saxon and Viking invasions.**  **To locate Viking homelands and settlements.**  **To investigate land use in Viking settlements**  **To compare the physical landscape and culture of Scandinavian countries with the U.K..**  **To consider different versions of the Saxon and Viking invasions and why there may be different accounts.**  **To use secondary sources to find why King Alfred was dubbed ‘Alfred the Great**  **To find out about the Viking settlement of Britain and how this affected the Anglo Saxons**  **To explore what life was like for Vikings living in Britain.**  **To identify some ideas, beliefs, attitudes and experiences of men, women and children in Anglo Saxon and Viking England.**  **To give reasons for changes in houses, clothing, leisure, buildings, things of importance and way of life may have occurred in the period.**  **To find out how and when England became a unified country.** |
| **R.E.** | Sources of wisdom; Human responsibility and values;  Justice and fairness  **Sacred texts and stories, their guidance and impact**  **Taking responsibility for living together, the world,**  **values and respect**  **Reflecting on ethics, what is right and wrong, just and**  **fair** |
| **R.S.E.** | One Decision Scheme-**Feelings and emotions- Anger** |
| **Music/Drama** | Charanga Scheme-Dancing in the Street. Motown.  **To begin to sing solo, in unison and in parts with clear diction, controlled pitch and sense of phrasing To create increasingly complex rhythmic and melodic phrases and to combine these in layers of sound To listen to and recall a range of sounds and patterns confidently to comment on the success and effectiveness of own and others’ work, suggesting improvements based on intended outcomes To recognise and use a range of musical notations, including staff notation To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression**  **Key vocabulary-Soul, groove, riff, bass line, backbeat,**  **brass section, harmony, hook, melody, compose,**  **improvise, cover, pulse, rhythm, pitch, tempo,**  **dynamics, timbre, texture, structure** |
| **French** | On the way to school **Simple directions**. **Shops and places in town**  **Write route to school**  **Tour de France on bikes/scooters in playground**  **Il y a**  **Time connectives**  **Definite article**  **à + le = au**  **Comment vas tu à l’école?**  **Où est…? Où est-il? song (singing French)**  **oi au/eau in/ain Talking to non -native English speakers** |
| **Computing** | [Music Creation](about:blank) Pupil activity code: 6508  **1. Layer tracks using sounds and effects.**  **Create effective instrument tracks.**  **2. Edit tracks and effectively adjust volume and add effects.**  **3. Build a song using Live Loops.**  **(3-4 Hours)** |
| **Enrichment** | 11 before 11- tent building, pitching a tent, camp fire cooking. | | |
| **HALF TERM** | | | |

| **Summer 2** | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Fairtrade** | | |
| **English** | **Fairtrade Debate-Banana Split!** | Stories from significant authors (4 weeks) Kensuke’s Kingdom, Michael Morpurgo.  Explanation texts (3 weeks) Lonely Planet. How to be a world Explorer. | **Fairtrade baking enterprise project** |
| **Maths** | Number-decimals (1 week)  Geometry-position and direction (1 week)  Measurement-converting units (2 weeks)  Measurement-volume (1 week)  Consolidation (2 weeks) |
| **Science** | Force and magnets  **To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object**  **To identify the effects of air resistance, water resistance and friction, that act between moving surfaces**  **To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect**  **To predict if objects float or sink** |
| **P.E.** | Athletics-running, jumping, throwing  **To throw with accuracy and power. To throw to a target. To know the difference between sprinting and running. To practice running over short and long distance. To record and analyse personal performance in a variety of ways. To choose a running pace that allows me to reduce my time or increase my distance. To adapt skills and techniques to different challenges.**  Batting skills-tennis, badminton  **To travel showing changes of speed or direction. To use a range of techniques when striking. To keep a game going using a range of ways of striking. To effectively play a competitive game using the rules given. To try and make things difficult for my opponents by directing the ball in different spaces and using different speeds and heights** |
| **Art/D&T** | DT- Mechanical/electrical  **Research wearable technology**  **Look at static electricity – balloons – can we get enough charge to make something move** |
| **Hist/Geog** | Fairtrade  **To explore the concept of fairtrade and why it is important.**  **To identify ways in which we can support fairly traded goods**. |
| **R.E.** | Herts Scheme- Sources of wisdom; Human responsibility and values;  Justice and fairness  **Sacred texts and stories, their guidance and impact**  **Taking responsibility for living together, the world,**  **values and respect**  **Reflecting on ethics, what is right and wrong, just and**  **fair** |
| **R.S.E.** | One Decision Scheme**- Computer safety- image sharing. The working world-enterprise** |
| **Music/Drama** | Reflect, rewind, replay. Assessment unit.**To begin to sing solo, in unison and in parts with clear diction, controlled pitch and sense of phrasing To create increasingly complex rhythmic and melodic phrases and to combine these in layers of sound To listen to and recall a range of sounds and patterns confidently to comment on the success and effectiveness of own and others’ work, suggesting improvements based on intended outcomes To recognise and use a range of musical notations, including staff notation To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression**  **To begin to demonstrate confidence, expression, skill and musicality through taking different roles in performance and rehearsal**.  Key vocabulary- **Soul, groove, riff, bass line, backbeat,**  **brass section, harmony, hook, melody, compose,**  **improvise, cover, pulse, rhythm, pitch, tempo,**  **dynamics, timbre, texture, structure, rock, hip-hop, synthesiser, ballard, interlude, bridge, improvise.** |
| **French** | Beach scene  **Beach vocabulary**  **French beach resorts**  **Write pyramid beach poems Adjectives – position and agreement**  **Definite and indefinite articles**  **Prepositions**  **Verbs – 3rd person**  **Classifying nouns, adjectives and verbs**  **Que fait … dans l’image?**  **C’est quelle couleur? Colour song?**  **(Chantez plus fort/singing French)**  **ill j/ge silent h French artist – Degas**  **French beach resorts** |
| **Computing** | [App Design](about:blank)-pupil activity code: 8162  **1. Adjust slide size to mimic a phone/tablet size.**  **2. Add text and images to a slide.**  **3. Add icons and text to use as navigation.**  **4. Duplicate slides to create multiple pages of the app.**  **5. Create hyperlinks to create navigation.**  **(4-6 Hours)** |
| **Enrichment** | Whole school trip- Shepreth Wildlife Park | | |
| **SUMMER HOLIDAYS - END OF YEAR** | | | |