



Term	Autumn		Spring		Summer	
Topic	Journeys	Journeys	Changes in our Local Environment	Ancient Greece	Marvellous Mountains	Vicious Vikings
<u>Big questions</u>	What makes people go on a journey?	Where does all our things come from? What is the journey of our things?	How is the UK changing? How has our area changed from the past and how will it change in the future?	What did the Greeks do for us? Can we thank the Ancient Greeks for anything in our lives today? How can we find out about the civilisation of Ancient Greece?	Where should we go on holiday? What should tourists know about the Alps?	Would the Vikings do anything for money? Where did the Vikings come from? What made them successful warriors?
<u>RE Come and See</u>	<p>Topic 1 Ourselves - Who am I? Prior learning: The family of God in Scripture Know and understand:</p> <ul style="list-style-type: none"> A deepening awareness of 'Who I am' – Explore Ourselves as made in the image and likeness of God – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Life and Dignity of the Human Person Family, Community and Participation</p> <p>Whatever the experience, family still remains the first place for growth and development, the basic social unit.</p> <p>Topic 2 Life Choices - Is commitment important? Prior learning: Confirmation: a call to witness Know and understand:</p>	<p>World View Islam – Ramadan and Pilgrimage Life and Dignity of the Human Person Family, Community and Participation Rights and Responsibilities</p> <p>Topic 3 Hope - What does it mean to live in hope? Prior learning: Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus Know and understand:</p> <ul style="list-style-type: none"> Waiting hopefully – Explore Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Topic 4 Mission - Do we all have a mission in life? Prior learning: knowledge and understanding of the life of the local Christian community Know and understand:</p> <ul style="list-style-type: none"> The mission of inspirational leaders – Explore Dioceses continue the work and mission of Jesus including ecumenism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Option for the Poor and Vulnerable Life and Dignity of the Human Person Family, Community and Participation</p> <p>The experience of community is an essential and enjoyable part of life for people of every age and faith.</p> <p>Topic 5 Memorial - Why do we need memories?</p>	<p>World View Judaism – Passover Life and Dignity of the Human Person Family, Community and Participation Rights and Responsibilities</p> <p>Topic 6 Sacrifice - Why do we need to make sacrifices? Prior learning: celebrating growth to new life Know and understand:</p> <ul style="list-style-type: none"> Giving or refusing to give; appreciating the cost of giving – Explore Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Family, Community and Participation - Life, especially family life, or life in school, is full of opportunities for self-giving.</p>	<p>Topic 7 Transformation - How can energy transform? Prior learning: the new life of the Easter message is spread through the power of the Holy Spirit Know and understand:</p> <ul style="list-style-type: none"> Transforming energy – Explore Pentecost, the celebration of the Spirit's transforming power – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Care for God's Creation</p> <p>Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service.</p> <p>Topic 8 Freedom and Responsibility - How do rules bring freedom? Prior learning: the importance of admitting wrong and being</p>	<p>World View Hinduism - Brahman Belief in one God Pilgrimage Family, Community and Participation Life and Dignity of the Human Person Rights and Responsibilities</p> <p>Topic 9 Stewardship - Can I be a steward of creation? Prior learning: different saints show people what God is like Know and understand:</p> <ul style="list-style-type: none"> Caring for the earth – Explore The Church is called to stewardship of Creation – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Care for God's Creation</p> <p>Climate, our world and what we can do to be good stewards of it.</p> <p>Life and Dignity of the Human Person</p>



	<ul style="list-style-type: none"> Showing care and commitment – Explore The call to life and love within the community; marriage – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Family, Community and Participation Solidarity Rights and Responsibilities</p> <p>Our lives are marked by many different experiences of being welcomed into new situations and groups. We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to workplaces and to social groupings.</p>	<p>Life and Dignity of the Human Person Family, Community and Participation Solidarity</p> <p>Gifts, given and received, are a sign and expression of love.</p>	<p>Prior learning: the Eucharist challenges and enables living and growing in communion</p> <p>Know and understand:</p> <ul style="list-style-type: none"> How memories are kept alive – Explore The Eucharist keeps the memory of Jesus’ sacrifice alive and present in a special way – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p>Solidarity</p> <p>Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another</p> <p>Life and Dignity of the Human Person Family, Community and Participation</p>	<p>Life and Dignity of the Human Person Care for God’s Creation</p>	<p>reconciled with each other and God</p> <p>Know and understand:</p> <ul style="list-style-type: none"> Freedom involves responsibility – Explore God’s rules for living freely and responsibly – the Commandments – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Option for the Poor and Vulnerable Networks of friendships and relationships enable human beings to live together.</p> <p>Life and Dignity of the Human Person Family, Community and Participation</p> <p>If human beings are to live together in relationships, there is always need for reconciliation.</p>	<p>Family, Community and Participation The Dignity of Work and the Rights of Workers</p>
English	<p>Class book: The Explorer by Katherine Rundell</p> <p>2 Week Whole School Project And Tango Makes Three by Peter Parnell and Justin Richardson</p> <p>Focused English Plan 1 Wolves in the Walls by Neil Gaiman Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.</p> <p>HfL - How To Be A World Explorer:</p>	<p>Class book: The Explorer by Katherine Rundell</p> <p>Unit of work: Cloud Tea Monkeys by Mal Peet and Elspeth Graham</p> <p>Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.</p> <p>Poetic Language Making the Ordinary Extraordinary! Make the ordinary extraordinary! Enjoy modern</p>	<p>Class book: The Boy at the back of the Class by Onjali Q. Raúf</p> <p>Unit of work: The Boy in the Tower</p> <p>Type of writing produced: Children invent their own chapter for Boy in the Tower</p> <p>Unit of work: Poetry unit HfL - Poetry: vocabulary building – Landscape poems based on pictures.</p>	<p>Class book: The Boy at the back of the Class by Onjali Q. Raúf</p> <p>Unit of work: Myths and Legends The Orchard Book of Greek Myths by Geraldine McCaughrean and Greek Myths by Marcia Williams</p> <p>Non-fiction - Discussion writing linked to Ancient Greece (2 weeks) E.g. Should Pandora open the box?</p> <p><u>Type of writing produced:</u></p>	<p>Class book: When the Lion roars by Jess Butterworth</p> <p>HfL - Love That Book Detailed English Plan Tales of Outer Suburbia by Shaun Tan This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.</p> <p>Mountains – non-fiction Blogs and Reports Travel Writing</p>	<p>Class book: Viking Boy by Tony Bradman</p> <p>Unit of work: Macbeth by William Shakespeare Type of writing produced: A Narrative retelling of Macbeth</p> <p>The Lion Hunt, featuring the following visual images: The lion hunt by Peter Paul Rubens Tiger in a tropical storm/ Surprised! by Henri Rousseau</p> <p>Poetry: HfL - The listener</p>



	<p>Your all-terrain training manual – Lonely Planet, Not for Parents A ‘thinned down’ version of an existing HfL plan, ensuring that core skills are prioritised</p>	<p>& classic poems. Explore apt word choices & imagery (simile, metaphor, personification), expanded noun phrases & relative clauses.</p>		<p>Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.</p>	<p>Explore exciting destinations through a range of travel writing. Revise pronouns, learn about relative clauses & punctuation, including uses of commas. Write own travel recount.</p>	
<p>Spelling Essential Spelling</p>	<ul style="list-style-type: none"> Review frequently misspelt words including some homophones and near homophones Review plurals – adding –s, –es, –ies, –ves Review suffixes beginning with consonant letters to words: –ment, –less, –ful, –ly Review suffixes beginning with vowel letters to words Focus on morphology 	<ul style="list-style-type: none"> Review suffixes beginning with vowel letters to words with unstressed syllables Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list Review soft c- words in statutory list Explore words with the /i:/ sound spelt ei after c Review word endings that sound like el 	<ul style="list-style-type: none"> Explore words with –cial or –tial endings Explore words ending in –cially or –tially Review words from Y34 statutory word list Explore words ending with –able and –ible Explore words ending with –ably and –ibly 	<ul style="list-style-type: none"> Explore words with –cious or –tious endings Explore words ending in –ent, –ence, –ency Explore words ending in –ant, –ance, –ancy Focus on words with affixes from Y3/4 and Y5/6 statutory word list Review commonly used and frequently misspelt words 	<ul style="list-style-type: none"> Explore words with silent letters such as b,k, or g Explore words containing the letters ough Focus on words with unstressed vowels from the statutory word list Review use of apostrophe for contraction Review use of apostrophe for possession 	<ul style="list-style-type: none"> Explore homophones and near homophones Explore use of hyphen to create compound words Focus on morphology and etymology
<p>Guided Reading</p>	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic
<p>Maths</p>	<p>Place Value and Rounding of Large Numbers Interpret Negative Numbers Place Value of Numbers with up to Three Decimal Places Multiply and Divide by 10, 100 and 1,000 Properties of Number – Multiples, Factors and Common Factors Prime and Composite Numbers Multiply and Divide Mentally Solve Problems Involving Knowledge of Key Facts</p>	<p>Add and Subtract Using a Range of Strategies Add and Subtract Using Formal Written Methods Formal Written Method for Multiplication Formal Written Method of</p>	<p>Short Division Equivalent Fractions Compare and Order Fractions Adding and Subtracting Fractions Problem Solving – All Four Operations Multiply Fractions by Whole Numbers Fraction Problem Solving</p>	<p>Measure – Converting Units of Measure Area Volume and Capacity Percentages Problem Solving – Percentages 3-D Shapes from 2-D Representations Reflection and Translation, Perimeter Estimate, Compare, Measure and Draw Angles Identify Unknown Angles</p>	<p>Formal Methods for Division and Multiplication in Increasingly Complex Problems Strategies for Multiplication and Division (Mental and Written) Solving Problems involving Scaling by Simple Fractions and Rates Conversion of Imperial and Metric Units of Measure Fractions, Decimals and Percentages Problem Solving Reading Timetables and Calculating with Time</p>	<p>Solve Problems involving the Four Operations Distinguish between Regular and Irregular Polygons Use Properties of Rectangles Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph Statistics – Interpreting and Evaluating Information Presented in Charts and Tables Roman Numerals</p>
<p>Maths fluency</p>	<ul style="list-style-type: none"> Estimation and number magnitude with larger numbers Rounding – to nearest 10, 100, 1000 with 4-digit numbers and building to rounding to nearest 10, 100, 1000 with any number Secure recall of multiplication and division facts up to 12 × 12 Find and/or recall factor pairs 		<ul style="list-style-type: none"> Multiplication mental strategies Add and subtract fractions Multiply and divide by 10, 100 and 1000 Mental and written multiplication and division strategies Read, write and convert time – Y4 revision 		<ul style="list-style-type: none"> Understanding decimals as part of our number system Prime numbers and other properties of numbers Calculating missing angles Finding percentages of a number Converting between metric units (and time units) 	



	<ul style="list-style-type: none"> Efficient strategies for addition and subtraction Properties of shapes with a focus on triangles 	Roman Numerals – Y4 revision	Multiplying proper fractions and mixed numbers		
<p>Science</p>	<p>Living things and Habitats (linking with English)</p> <ul style="list-style-type: none"> 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. <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p>Scientists linked to topic-Living Things and Their Habitats</p> <p>Jane Goodall- naturalist</p> <p>Sylvia Earle – Marine biologist</p>	<p>Animals, including Humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop from birth to old age. <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Scientists linked to topic- Animals, including Humans</p> <p>Alexander Fleming- Penicillin</p> <p>Louis Pasteur- Vaccination</p> <p>Eva Crane -Reproduction in Bees</p> <p>Virginia Apgar – obstetrical anaesthesiologist</p> <p>Life and Dignity of the Human Person – we are all created in God’s image.</p>	<p>Properties and change of materials</p> <ul style="list-style-type: none"> 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 Understand 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 with burning and the action of acid on bicarbonate of soda. <p>Pupils might work scientifically by: carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p>Scientists linked to topic- Properties and change of materials</p> <p>Sir Humphrey Davy- Separating gases</p> <p>Jamie Garcia (BP website)- Invention of a new plastic</p> <p>Becky Schroeder - fluorescence material</p>	<p>Earth & Space</p> <ul style="list-style-type: none"> 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 <p>Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> <p>Scientists linked to topic- Earth and Space</p> <p>Dr Sian Proctor- Analog Astronaut</p>	<p>Forces</p> <ul style="list-style-type: none"> 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>Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p> <p>Scientists linked to topic- Forces</p> <p>Isaac Newton- Gravity</p> <p>Albert Einstein- The Theory Of relativity</p>



	<p>Dr. Paula Kahumbu – wildlife conservationist</p> <p>Mangala Mani – Antarctic scientist</p> <p>Sir David Attenborough- Animal Behaviourist</p> <p>Care for God’s Creation – protecting people and the planet/environment – rainforest</p>			<p>Margaret Hamilton- Computer scientist (Moon Landings)</p> <p>Stephen Hawking- Black Holes</p> <p>Mae Jemison – Astronaut</p> <p>Claudius Ptolemy and Nicolaus Copernicus - Heliocentric vs Geocentric Universe</p> <p>Neil Armstrong- First man on the Moon</p> <p>Helen Sharman- GB astronaut</p> <p>Caroline Herschel – First to find a comet</p> <p>Valentina Tereshkova- Cosmonaut</p> <p>Care for God’s Creation – protecting people and the planet/environment</p>	<p>Galileo Galilei - Gravity and Acceleration</p> <p>Archimedes of Syracuse- Levers</p>
<p>Geography Rising Stars</p>		<p>Journeys- Trade <i>Where does all our stuff come from?</i> Children will:</p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer 	<p>Changes in our Local Environment <i>How is the UK changing?</i> Children will:</p> <ul style="list-style-type: none"> name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of 	<p>Mountains EUROPE – A STUDY OF THE ALPINE REGION: <i>Where should we go on holiday?</i> Children will:</p> <ul style="list-style-type: none"> use maps to focus on countries, cities and regions in Europe be taught to understand a region of another European country be taught to understand some of the physical and human processes that shape a region 	



		<p>mapping to locate countries and describe features studied</p> <p>The Dignity of Work and the Rights of Workers – fair pay for workers</p> <p>Rights and Responsibilities – right of all people Option for the Poor and Vulnerable - distribution of natural resources</p>	<p>these aspects have changed over time</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the UK use maps, atlases, globes and digital/computer mapping to locate countries and describe features use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>Care for God’s Creation – protecting people and the planet/environment – rainforest</p>		<ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world’s more significant human and physical feature <p>Care for God’s Creation – protecting people and the planet/environment – rainforest</p>	
Learning Outside the classroom	<p>Art Rainforest and landscape art</p> <p>Science Living Things and Their Habitats</p>	Geography	<p>DT Making shelter in forest school</p> <p>Geography Look at changes in our local environment</p>	Art Greek Pottery	Maths Fractions	PE – OAA (Outdoor Adventurous Activities) Learn to orientate and navigate using a map.
History Rising Stars	Journeys <i>What makes people go on a journey?</i>			Ancient Greece <i>What did the Greeks do for us?</i>		Vikings <i>Would the Vikings do anything for money?</i>



	<p>Children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time. 			<ul style="list-style-type: none"> • a study of Greek life and achievements and their influence on the western world <p>Children will:</p> <ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference. <p>The Dignity of Work and the Rights of Workers Rights and Responsibilities Family, Community and Participation</p>		<p>Children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time <p>The Dignity of Work and the Rights of Workers Rights and Responsibilities Family, Community and Participation</p>
Computing	<p>Online Safety</p> <p>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children</p>	<p>Coding</p> <p>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they</p>	<p>Spreadsheets</p> <p>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</p>	<p>Databases</p> <p>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can</p>	<p>Game Creator</p> <p>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to</p>	<p>3D Modelling</p> <p>Concept Maps</p> <p>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the</p>



	<p>implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p> <p>Coding</p> <p>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</p>	<p>go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</p> <p>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</p>		<p>select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</p>	<p>accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</p>	<p>success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email</p>
Music	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic
Art/DT	<p>Art: Rainforest and landscape art using water colours or oil pastels and a range of media Suggested artist: J.M.W Turner Artist or Monet</p> <p>To be able to demonstrate the illusion of depth using different tones, white and black with charcoal, pastel. The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching. To use viewing frames to focus on detail and to have a basic understanding of</p>	<p>DT: Cooking Make a survival bar for trekking Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>DT project: Shelter To investigate a range of shelters. To explore how to join and combine materials and components and find out how to reinforce structures. To find suitable textiles for the purpose of making a shelter. To be able to design a shelter for a particular purpose. To be able to make a shelter for a particular purpose. To be able to evaluate a finished product.</p>	<p>Art: Greek Pottery Recreate and etch design into wet clay then decorate Techniques- sculpture Drawing and painting</p> <p>To select and apply collage techniques appropriately to satisfy artistic expression. Consider colour, composition and pattern.</p>	<p>Art and DT project: Paper mache mountains Technical knowledge- strengthen, stiffen and reinforce a structure Painting and range of media</p> <p>To create wire sculptures and embellish to create different effects. To use different materials to create different effects. To learn how to apply paint with increasing control. To choose and use the correct size brush.</p>	<p>Art: Weaving To improve their mastery of art and design techniques To use different types of paint for different effects.</p>



	<p>perspective e. g the relative size of objects in pictures. To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects.</p>					
<p>PE Get Set PE</p>	<p>Swimming Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve:</p> <ul style="list-style-type: none"> • their swimming strokes, • learn personal survival techniques and how to stay safe around water. • to keep afloat and propel themselves through the water. • to be creative, designing their own personal survival course and creating a synchronised swimming sequence. • team games, collaborating and communicating with others. 	<p>Yoga To create yoga flow working safely with a partner To move with control from one pose to another demonstrating good balance To use breath to move from pose to pose</p>	<p>Dance Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence Thinking: creating, observing and providing feedback, using feedback to improve, selecting and applying skills</p>	<p>Fitness To analyse fitness data to identify areas of improvement To choose the best pace for a running events To encourage and motivate others To work with others to manage activities</p>	<p>Tennis Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p>OAA I can navigate around a course using a map I can orientate a map confidently I understand the need for tactics I know the rules of the game</p>
<p>PSHE Jigsaw</p>	<p>Being me and my world</p> <ul style="list-style-type: none"> • I know what I value most about my school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I can empathise with people in this country 	<p>Celebrate Difference</p> <ul style="list-style-type: none"> • I can give some examples of bullying behaviours including direct and indirect types. • I can explain the differences between direct and indirect types of bullying. • I can consider a range of bullying behaviours and 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I can suggest examples of dreams and goals a young person might have in a culture different from mine. • I can describe the dreams and goals of a young person in a culture different from mine. 	<p>Healthy Me</p> <ul style="list-style-type: none"> • I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives. • I can evaluate when alcohol is being used 	<p>Relationships</p> <ul style="list-style-type: none"> • I can tell you some basic rules about how to stay safe when using technology to communicate with my friends • I can explain how to stay safe when using technology to 	<p>Changing Me</p> <ul style="list-style-type: none"> • I can identify some changes that happen to girls' and boys' bodies during puberty. • I can describe how boys' and girls' bodies change during puberty. • I can give a detailed account of the changes that occur in girls' and



	<p>whose lives are different to my own</p> <ul style="list-style-type: none"> I understand that my actions affect me and others I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it <p>Life and Dignity of the Human Person Family, Community and Participation Solidarity Care for God's Creation</p>	<p>understand the impact these may have</p> <p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals. <p>Rights and Responsibilities</p>	<p>responsibly, antisocially or being misused.</p> <ul style="list-style-type: none"> I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse. <p>Life and Dignity of the Human Person respect and value my body</p>	<p>communicate with my friends.</p> <ul style="list-style-type: none"> I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe <p>Life and Dignity of the Human Person Family, Community and Participation Solidarity</p>	<p>boys' bodies during puberty, and I understand the emotional changes that may take place at the same time</p> <p>Life and Dignity of the Human Person</p>
RSE		<p>Story Sessions: Calming the Storm Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep</p>	<p>Session 1: Body Image Session 2: Funny Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online Session 5: Menstruation</p>	<p>Session 1: Is God Calling you? Session 1: Under pressure Session 2: Do You Want a Piece of Cake? Session 3: Self – Talk</p>	<p>Session 1: Sharing isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted lifestyles Session 5: Making Good Choices Session 6: Giving Assistance</p>	<p>Session 1: The Trinity Session 2: Catholic Social Teaching Session 1: Reaching Out</p>
French Language Angels	<p>Do you have a pet? Unit Objective: To say what pet you have and do not have in French</p> <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. 	<p>What is the date? Unit Objective: To be able to say the date in French</p> <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French. 	<p>The Weather Unit Objective: To be able to describe the weather in French</p> <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols. 	<p>Habitats Unit Objective: To speak and write about different habitats, plants and animals in French</p> <ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. 	<p>The Olympics Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire.</p> <ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in French. Learn 10 nouns and articles for common Olympic sports. 	<p>Clothes Unit Objective: To describe what clothes you are wearing by colour in French.</p> <ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.



	Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.			<ul style="list-style-type: none"> Name an animal and a plant that live and grow in each type of habitat. 	<ul style="list-style-type: none"> Explore the full present tense conjugation of the high frequency verb FAIRE. Look at the adjectival changes involved when you describe a male Olympian or female Olympian. 	<ul style="list-style-type: none"> Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.
Suggested Visits		Fair trade representative	Exploring our local environment	History off the Page – Ancient Greece workshop	Astronomy roadshow – Space dome	Royal Shakespeare Company