

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b><u>Text: Crater Lake by Jennifer Killick</u></b>  <u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Narrative – Haunted Classroom</li> </ul> <p><b><u>Text: The Windrush Child by Benjamin Zephaniah</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Thought bubble</li> <li>• Informal letter narrative</li> <li>• Poem</li> <li>• Advice</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Persuasive pitch to the local council</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b><u>Text: Now or Never by Bali Rai</u></b>  <u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Diary entry</li> </ul> <p><b><u>Text: The Three Little Pigs Guardian Advert</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• News Report</li> <li>• Persuasive Speech</li> <li>• Interview Script</li> <li>• Debate</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Discussion Text</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b><u>Text: The Invention of Hugo Cabret by Brian Selznick</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Journalistic writing</li> <li>• Flashback narrative</li> <li>• Speech</li> <li>• Discussion</li> <li>• Letter</li> <li>• Film critique</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Biography</li> </ul> <p><b><u>Text: Suffragette: The Battle for Equality by David Roberts</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Formal letter</li> <li>• Short news report</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Persuasive campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b><u>Text: The Boy in the Tower by Polly Ho-Yen</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Journalistic writing</li> <li>• Formal letter</li> <li>• Non-chronological Report</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Own version narrative (past and present tense)</li> </ul> <p><b><u>Text: The Rabbits by John Marsden &amp; Shaun Tan</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Postcard</li> <li>• Formal speech</li> <li>• Diary entry</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Balanced argument</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b><u>Text: Grimm Tales for Young and Old by Phillip Pullman</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Retelling from a particular viewpoint</li> <li>• Analyses</li> <li>• Dialogue</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Own version traditional tale</li> </ul> <p><b><u>Text: Romeo &amp; Juliet by William Shakespeare</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Diary</li> <li>• Letter</li> <li>• Character description</li> <li>• Balanced argument</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Playscript</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b><u>Text: The Unforgotten Coat by Frank Cottrell Boyce</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Diary</li> <li>• Explanation (sci experiment)</li> <li>• Dialogue</li> <li>• Non-chronological report</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Own version ‘issue &amp; dilemmas’ narrative</li> </ul> <p><b><u>Text: Night Mail by W H Auden</u></b>  <u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> <li>• Summaries</li> <li>• Analysis</li> <li>• Performance</li> </ul> <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> <li>• Poem with similar structure</li> </ul>

<b>Maths</b>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions, decimals, percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Measures <ul style="list-style-type: none"> <li>- Conversions</li> <li>- Perimeter, area, volume</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Measures <ul style="list-style-type: none"> <li>- Conversions</li> <li>- Perimeter, area, volume</li> </ul> </li> <li>• Statistics</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio/Proportion</li> <li>• Algebra</li> </ul> <p>REVISION</p> <p>SATS</p>	<ul style="list-style-type: none"> <li>• Projects</li> </ul>
<b>Main Theme Title</b>	<b>WW2 South America</b>		<b>Protests throughout British history Migrations</b>		<b>Migration to Britain inc. Windrush Earth Matters</b>	
<b>Key curriculum focus</b>	<b>History Geography</b>		<b>History Geography</b>		<b>History Geography</b>	
<b>Guided question/ purpose</b>	<p><b>Cause &amp; Consequence:</b> How was Britain (in particular Enfield) affected by WW2?</p> <p>In what way does the geography of South America affect the lives of people who live there? <b>Locational knowledge</b></p>		<p><b>Similarity, difference &amp; significance</b> How were the protests in British history similar and different?</p> <p>How is migration causing change in the Shetland Islands? <b>Human and Physical geography</b></p>		<p><b>Similarity, difference &amp; significance.</b> What impact has migration had on Britain over time?</p> <p>What impact do rising temperatures have on the planet? <b>Human and physical geography</b></p>	
<b>Science</b>	<b>Animals including humans</b>	<b>Living things and their habitats</b>	<b>Light</b>	<b>Electricity</b>	<b>Evolution and inheritance</b>	<b>Evolution and inheritance</b>
<b>Computing</b>	<p><b>Physical Computing Computer Science</b> Write, test and debug programs that control physical components.</p>	<p><b>Introducing HTML Computers, Networks and the WWW</b> Recognise how websites are created and shared.</p>	<p><b>Photo editing Digital Literacy – inc. online safety</b> Use software and recognise the impact digital technology has on our daily lives.</p>	<p><b>Managing Online Information Digital Literacy – inc. online safety</b> Critically evaluate online information.</p>	<p><b>3D Modelling Digital Literacy – inc. online safety</b> Use software and recognise the how technology is used in the world around us.</p>	
<b>D&amp;T</b>		<p><b>Monitoring and control</b> Why do we use computer control programs to operate products? What are the advantages of using computer control?</p>		<p><b>Fairgrounds</b> How do gears help to change the speed or direction of movement of an object?</p> <p>What are the inputs, processes, and outputs for a particular object?</p>		<p><b>Pulleys or gears</b> How do gears help to change the speed or direction of movement of an object?</p> <p>What are the inputs, processes, and outputs for a particular object?</p>

<b>Art</b>	<p><b>Animals</b>  <i>Albrecht Durer, A Greyhound, 1500</i>          How can we use line to create a detailed animal form like Albrecht Durer?          How can we use different grades of pencils to create tone?          How can we create a sense of movement in our drawings?</p>		<p><b>Messages in Art</b>  <i>Barbara Jones-Hogu, Oh Freedom, 1971</i>          How has Barbara Jones-Hogu used art to spread a message?          How can we use lino prints and collographs to create pattern and form?          Can you use colour to create emotions in your art?</p>		<p><b>Symbolism</b>  <i>Frida Kahlo, Self-Portrait with Thorn Necklace and Hummingbird, 1940</i>          How has Frida Kahlo used symbolism in her art?          How can we use line and shape to create likeness in our self-portraits?          Can you mix and apply colours to represent objects you have drawn from observation?</p>	
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<b>Music</b>	<p><b>Songs of WW2 Performance</b>          How do we sing a melody with expression? How do we sing a harmony with accuracy?</p>	<p><b>Fingal's Cave Listening, Composition</b>          How do we use musical vocabulary to describe music? Why are pitch, texture and dynamics important in musical compositions?</p>	<p><b>Clapping Music Performance and Composition</b>          What are Kodaly's advanced rhythms?          How can we use advanced rhythms in composition?</p>	<p><b>Film Music Composition</b>          What are the key compositional ingredients of film music?          Why is music important in films?</p>	<p><b>Theme &amp; Variations Listening and Performance</b>          What is a theme and variation in music?          Why is it important to perform rhythms accurately?</p>	<p><b>Songwriter Performance and Composition</b>          What are the structural features of a song?          How do we write an effective melody?</p>
<b>P.E.</b>	<p><b>PPA – Tag Rugby Tennis</b></p>	<p><b>PPA – Tag Rugby Football</b></p>	<p><b>PPA – Hockey Gymnastics</b></p>	<p><b>PPA – Hockey Cricket</b></p>	<p><b>PPA – Athletics Outdoor Adventurous Activities</b></p>	<p><b>PPA – Athletics Outdoor Adventurous Activities</b></p>
<b>R.E.</b>	<p><b>Judaism</b>          Focus on Rosh Hashanah and Yom Kippur.          Children will make connections in Judaism between repenting and being forgiven.</p>	<p><b>Hinduism</b>          Focus on the Hindu community and the Mandir.          Children will make connections between the themes of the Hindu narratives about the gods and the parallel experiences for humans trying to live a good life.</p>	<p><b>Islam</b>          Focus on Hajj &amp; Eid-UI Adha.          Through these events, children will learn about the qualities that Muslims try to develop in their own lives.</p>	<p><b>Christianity</b>          Focus on Holy Week and the Pentecost.          Children will look at why and how Christians celebrate Easter and the impact this has on their lives.</p>	<p><b>Special Books</b>          Children will make connections between the sacred texts of the main 5 religions. They will describe how religious books are important to a believer.</p>	<p><b>Buddhism</b>          Focus on the Buddhist community.          Children will learn about the qualities and practices that the Buddhists aspire to through the teachings and stories of Buddha.</p>
<b>P.S.H.E.</b>	<p><b>Relationships</b>          Children will be discussing relationships within friends and families, recognising safe relationships, and also valuing respect for themselves and others.</p> <p><b>Discussion of global topical issues.</b></p>		<p><b>Living in the Wider World</b>          This topic will be investigated under three headings:</p> <ul style="list-style-type: none"> <li>• Belonging to a community</li> <li>• Media literacy and digital resilience</li> <li>• Money and Work</li> <li>•</li> </ul>		<p><b>Health and Well-being</b>          The three areas that will be covered will be:</p> <ul style="list-style-type: none"> <li>• Physical and Mental Health</li> <li>• Growing and Changing</li> <li>• Keeping Safe</li> </ul>	

