

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<ul style="list-style-type: none"> • Reading <u>Short Film: Dreamgiver (Literacy Shed)</u> <u>Long piece writing outcome:</u> • Narrative • Explanation <p><u>Text: The Windrush Child by Benjamin Zephaniah</u></p> <p><u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> • Thought bubble • Informal letter narrative • Poem • Advice <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Persuasive pitch to the local council <p><u>Text: The Three Little Pigs Guardian Advert</u></p> <p><u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> • News Report • Persuasive Speech • Interview Script 	<ul style="list-style-type: none"> • Reading <u>Text: The Invention of Hugo Cabret by Brian Selznick</u> <u>Short burst writing outcomes:</u> • Journalistic writing • Flashback narrative • Speech • Discussion • Letter • Film critique <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Biography <p><u>Text: The Boy in the Tower by Polly Ho-Yen</u></p> <p><u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> • Journalistic writing • Formal letter • Non-chronological Report <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Own version narrative (past and present tense) 	<ul style="list-style-type: none"> • Reading <u>Short Film: Horror (Susan to find) (Literacy Shed)</u> <u>Long piece writing outcome:</u> • Narrative <p><u>Text: Suffragette: The Battle for Equality by David Roberts</u></p> <p><u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> • Formal letter • Short news report <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Persuasive campaign 	<ul style="list-style-type: none"> • Reading <u>Text: The Rabbits by John Marsden & Shaun Tan</u> <u>Short burst writing outcomes:</u> • Postcard • Formal speech • Diary entry <p><u>Long piece writing outcome:</u></p> <p>Balanced argument</p> <p><u>Text: The Unforgotten Coat by Frank Cottrell Boyce</u></p> <p><u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> • Diary • Explanation (sci experiment) • Dialogue • Non-chronological report <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Own version 'issue & dilemmas' narrative 	<ul style="list-style-type: none"> • Reading <u>Text: Grimm Tales for Young and Old by Phillip Pullman</u> <u>Short burst writing outcomes:</u> • Retelling from a particular viewpoint • Analyses • Dialogue <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Own version traditional tale <p><u>Text: Romeo & Juliet by William Shakespeare</u></p> <p><u>Short burst writing outcomes:</u></p> <ul style="list-style-type: none"> • Diary • Letter • Character description • Balanced argument <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Playscript 	<ul style="list-style-type: none"> • Reading <u>Text: Night Mail by W H Auden</u> <u>Short burst writing outcomes:</u> • Summaries • Analysis • Performance <p><u>Long piece writing outcome:</u></p> <ul style="list-style-type: none"> • Poem with similar structure

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

		What are the advantages of using computer control?		What are the inputs, processes, and outputs for a particular object?		What are the inputs, processes, and outputs for a particular object?
Art	Animals <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?		Messages in Art <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?		Symbolism <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?	

Music	Songs of WW2 Performance How do we sing a melody with expression? How do we sing a harmony with accuracy?	Fingal's Cave Listening, Composition How do we use musical vocabulary to describe music? Why are pitch, texture and dynamics important in musical compositions?	Clapping Music Performance and Composition What are Kodaly's advanced rhythms? How can we use advanced rhythms in composition?	Film Music Composition What are the key compositional ingredients of film music? Why is music important in films?	Theme & Variations Listening and Performance What is a theme and variation in music? Why is it important to perform rhythms accurately?	Songwriter Performance and Composition What are the structural features of a song? How do we write an effective melody?
P.E.	PPA – Tag Rugby Tennis	PPA – Tag Rugby Football	PPA – Hockey Gymnastics	PPA – Hockey Cricket	PPA – Athletics Outdoor Adventurous Activities	PPA – Athletics Outdoor Adventurous Activities
R.E.	Judaism Focus on Rosh Hashanah and Yom Kippur. Children will make connections in Judaism between repenting and being forgiven.	Hinduism 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.	Islam Focus on Hajj & Eid-UI Adha. Through these events, children will learn about the qualities that Muslims try to develop in their own lives.	Christianity 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.	Special Books Children will make connections between the sacred texts of the main 5 religions. They will describe how religious books are important to a believer.	Buddhism 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.S.H.E.	Relationships		Living in the Wider World This topic will be investigated under three headings: <ul style="list-style-type: none"> • Belonging to a community 		Health and Well-being The three areas that will be covered will be: <ul style="list-style-type: none"> • Physical and Mental Health 	

	Children will be discussing relationships within friends and families, recognising safe relationships, and also valuing respect for themselves and others. Discussion of global topical issues.		<ul style="list-style-type: none"> • Media literacy and digital resilience • Money and Work • Discussion of global topical issues.		<ul style="list-style-type: none"> • Growing and Changing • Keeping Safe Within this block, children will be taught SRE through the syllabus taken from the Christopher Winter Project. Discussion of global topical issues.	
SPANISH	Revisiting me Telling the time Everyday Life <i>Children will:</i> <i>Participate in brief conversations about themselves and others.</i> <i>Understand and say several o'clock time phrases.</i> <i>Say and write a sequence of daily routine sentences.</i> <i>Ask and answer some question about own daily routine.</i>	Time in the city <i>Children will:</i> <i>Understand brief descriptions of items in a house.</i> <i>Use a sequence of simple sentences with nouns and adjectives to describe a house.</i> <i>Ask and answer where something is, using prepositions of place.</i>	Investigating sports. <i>Children will:</i> <i>Say and write nouns for sport.</i> <i>Identify cognates and semi-cognates.</i> <i>Express a like/dislike of a sport.</i> <i>Identify and attempt to use parts of the present tense of jugar.</i> <i>Give an opinion.</i> <i>Say and write a description of a sport.</i>	At the funfair Favourite things Traditions <i>Children will:</i> <i>Understand information about a theme park.</i> <i>Describe funfair rides in simple sentences.</i> <i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i> <i>Say a simple statement about favourite things.</i> <i>Write a simple statement about favourite things.</i>	Café culture <i>Children will:</i> <i>Understand a target language menu.</i> <i>Ask for 3 drinks politely.</i> <i>Ask for 3 snacks politely.</i> <i>Ask politely for a typical target language breakfast item.</i> <i>Participate in short café roleplays.</i>	Performance Transition to KS3 Language Puzzle <i>Children will:</i> <i>Understand a simple short sketch.</i> <i>Develop and adapt a simple short sketch and add new language.</i> <i>Remember a short sketch.</i> <i>Participate in a sketch.</i> <i>Use a word reference tool and comprehension strategies to access unfamiliar language.</i> <i>Compile over time and write a sequence of short texts to describe themselves and the things they like.</i>
Events	<ul style="list-style-type: none"> • Harvest Festival • BHM 				<ul style="list-style-type: none"> • Production • Secret listeners- Trent park • Graduation • Disco 	