

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<p>Weekly themes:</p> <ul style="list-style-type: none"> Welcome Back – LIFE Rosh Hashanah Recycling week Yom Kippur Black History Month World Mental Health World Food Day <p>Drop Down theme: Di de los Muertos</p> <p>SEMH theme: Problem solving</p>	<p>Weekly themes:</p> <ul style="list-style-type: none"> Remembrance Day Diwali World Children’s Day Giving Tuesday Hanukah Christmas <p>Drop Down theme: Christmas around the world</p> <p>SEMH theme: Self-worth</p>	<p>Weekly themes:</p> <ul style="list-style-type: none"> Young Campaigners World Religion Day Holocaust LGBTQ History Month Internet Safety <p>Drop Down theme: Charities</p> <p>SEMH theme: Self-Awareness</p>	<p>Weekly themes:</p> <ul style="list-style-type: none"> Random acts of kindness Mental health/ self-harm awareness World Book Day Commonwealth Day International Women’s Day Easter <p>Drop Down theme: Easter</p> <p>SEMH theme: Relationships</p>	<p>Weekly themes:</p> <ul style="list-style-type: none"> Eid St George’s Day Local Community VE Day International Day against homophobia, Biphobia and Transphobia Cultural Diversity <p>Drop Down theme: World Cultures</p> <p>SEMH theme: Communication/ Interactions</p>	<p>Weekly themes:</p> <ul style="list-style-type: none"> Pride Gypsy/ Roma/ Traveller Month Refugee Week Windrush Careers Mental Health/ addiction <p>Drop Down theme: BBA-pooloza</p> <p>SEMH theme: Independence</p>
English FOR Blue: poetry Black: fiction	Harry Potter and the Philosopher’s Stone JK Rowling	Cosmic - Frank Cotrell Boyce	Flood Land - Marcus Sedgewick	Twitch by M.G. Leonard	Wolf Brother - Michelle Paver	The Arrival - Shaun Tan

<p>Green: non-fiction</p>	<p>Teaching approaches To be able to select and retrieve information from the novel. To understand the genre and make comparisons to similar stories. To explore the writers effect and views on the characters. To be able to explore the format of a non-fiction text.</p> <p>Writing outcomes Children to write PEE paragraphs. To create a magical creature. To write a narrative, creating characters and plot.</p>	<p>Teaching approaches To explore dilemmas, empathising with characters. To consider how particular situations make individuals behave and do. To build an imitative picture of a fantasy world, based on real life experiences.</p> <p>Writing outcomes Plan writing by discussing writing similar to that which they are planning to write. Draft and write by composing and rehearsing sentences orally. Write a narrative, creating characters and plot. Draft and write arguments based on themes explored in a text.</p>	<p>Teaching Approaches To engage children with a story which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion. To write in role in order to explore and develop empathy for children. To develop creative responses to the text through drama, storytelling and art work.</p> <p>Writing Outcomes Identify audience and purpose for writing. Selecting the appropriate form and using similar writing as models. Noting and developing initial ideas, using research where necessary.</p>	<p>Teaching Approaches Response to illustration Reading Aloud Role on the Wall Debate and Discussion Book Talk Visualisation Text Marking Double Bubble Readers Theatre Conscience Alley Freeze Frame and Thought Tracking Hot Seating Story mapping</p> <p>Writing outcomes Knowledge Organisers Balanced Argument Information Writing Personal Writing Writing in Role Poetry Explanatory Writing News Report Extended Narrative</p>	<p>Teaching approaches To understand the genre of ‘quest stories’ To consider different view points To build an imaginative picture of a different world To explore themes of bravery and loyalty</p> <p>Writing outcomes Plan writing by identifying the audience and purpose. Draft and write by selecting appropriate grammar and vocabulary. To write a narrative, describing setting,</p>	<p>Teaching approaches To develop deep comprehensive skills to learn about the narrative Giving time and space to allow children to depict the illustrations. To recognise sequence and be able to make predictions.</p> <p>Writing outcomes Plan and design your own wordless graphic novels. Explore other ways of communication. Developing listening to others points of view.</p>
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					characters and atmosphere and integrate dialogue to convey the character.	
Spelling – Purple Mash	Recap of mixed spellings pattern from previous years Recap from prior years Recap from prior years STAT LIST – Random Words ending in -able and – ably Consolidating	Words with silent letters Words with the /i:/ sound spelt ei after c and other consonants Exceptions to the i before e rule except after c STAT LIST – RANDOM Words containing the letter string ough Consolidating	Recap Autumn Term Words containing the letter string ough Words ending in able STAT LIST – Random Homophones – words that are confused Consolidating	Endings which sound like /ʃəs/ spelt -cious or -tious Words ending in -ancy Nouns that end in -ce/-cy and verbs that end in -se/-sy STAT LIST Random Words with silent letters Consolidating	Recap – Spring Term Homophones – words that are confused Words ending in ably (continued) STAT LIST Random Words with silent letters Consolidating	ly endings Words with silent letters STAT LIST Random Consolidating End of year statutory words assessment End of year statutory words assessment
Grammar	<ul style="list-style-type: none"> • Week 1-3 Ready to write (choosing nouns and pronouns for clarity, expanded noun phrases, fronted adverbials with commas, plural and possessive -s, punctuating direct speech) • Week 4-6 Relative clauses (beginning with who,, which, where when, whose, that or an implied 		<ul style="list-style-type: none"> • Week 1-3 Parenthesis (Brackets, dashes and commas) Week 4-6 Expanded noun phrases (Conveying complicated information concisely) Week 7-11 Tenses (using the perfect form of verbs to mark relationships of time and cause) 	<ul style="list-style-type: none"> • Week 1-2 Commas (clarifying meaning and avoiding ambiguity in writing) Week 3-9 Cohesion (devices to build cohesion within a paragraph, linking ideas using adverbials) 		

	relative pronoun) Week 7-8 Modal verbs (degree of possibility) Week 9-11 Adverbs (degree of possibility) Week 12 Assessment and consolidation		<ul style="list-style-type: none"> Week 12 Assessment and consolidation 	<ul style="list-style-type: none"> Week 10 Prefixes (verb prefixes e.g. dis-, de-, mis-, over- and re-) Week 11 Suffixes (converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, ify) Week 12 Assessment and consolidation 		
Guided Reading	Mr Stink	Diary of a wimpy kid	Harry potter and the chamber of secrets	Just jack	Alex Rider	Ghost stories
Reading VIPERS	First news	Alice in wonderland	The time machine	Wind in the willows	Swiss family Robinson	Peter pan
Maths White Rose Maths	Place value Week 1 – 2 Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers Addition and subtraction Week 3 - 4 Add and subtract integers Multiplication and division Week 5-7 Common factors Common multiples	Fractions A Week 1 – 2 Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers Fractions B Week 3 – 4 Multiply fractions by integers	Ratio Week 1-2 Add or multiply? Use ratio language Introduction to the ratio symbol Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio problems Proportion problems Recipes Algebra Week 3-4 Function machines 2-step function machines	Decimals and percentages Week 1 – 2 Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount – one step Percentage of an amount – multi-step	Shape Week 1 - 3 Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle – special cases Angles in a triangle – missing angles Angles in a quadrilateral Angles in polygons Circles Draw shapes accurately Nets of 3-D shapes	Consolidation and problem solving Weeks 1-6 The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this we have looked to provide cross curricular links where appropriate, for example, including tasks that develop design and technology skills

	<p>Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation</p>	<p>Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole</p> <p>Measurement (converting units) Week 5 Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures</p>	<p>Form expressions Substitution Formulae Form equations Solve 1-step equations Solve 2-step equation Find pairs of values Solve problems with two unknowns</p> <p>Decimals Week 5-6 Place value within 1 Place value – integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Multiply and divide decimals in context</p>	<p>Perimeter and area and volume Week 3-4 Shapes – same area Area and perimeter Area of a triangle – counting squares Area of a right-angled triangle Area of any triangle Area of a parallelogram Volume – counting cubes Volume of a cuboid</p> <p>Statistics Week 5-6 Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p>	<p>Position and direction Week 4 The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections</p> <p>Themed projects Week 5-6 The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.</p>	<p>and geographical knowledge. They also provide a great opportunity to explore and develop enterprise.</p>
<p>Science Switched on</p>	<p>Animals, including humans - staying alive</p>	<p>Electricity – Electrifying</p>	<p>Let it shine - Light</p>	<p>Living things and their habitats - Classifying critters</p>	<p>We're evolving - evolution and inheritance</p>	<p>We are dinosaurs - Scientific enquiry</p>

<p>Science- First Edition</p>	<p>Subject knowledge: • Identify and name the main parts of the human circulatory system, and describe the main functions of the heart, blood vessels and blood. • Recognise the impact of exercise on the way their bodies function. Working scientifically: • Record using scientific diagrams. • Report findings from enquiries e.g. display and other presentations. • Take measurements, using a range of scientific equipment. Record data and results. Report findings, including conclusions, causal relationships and explanations. • Plan a scientific enquiry to answer question. Identify scientific evidence that has been used to support or refute ideas or arguments. • Draw conclusions, causal relationships and explanations. • Present</p>	<p>NC strand: Electricity Subject knowledge: • Use recognised symbols when representing a simple circuit in a diagram. • Associate the brightness of a lamp or volume of a buzzer. • Compare the reasons for variations in how components function. • Associate the brightness of a lamp and volume of a buzzer with the number of voltage of cells used in the circuit. • Use recognised symbols when representing a simple circuit in a diagram. • Research information on renewable energy Working scientifically: • Record using scientific diagrams. • Record using scientific diagrams and present findings including conclusions. • Identify scientific evidence that has been used to support or refute ideas or arguments about renewable energy.</p>	<p>NC strand: Light Subject knowledge: • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Recognise that light appears to travel in straight lines. Working scientifically: • Report findings from enquiries, including conclusions and causal relationships. • Plan a scientific enquiry to answer a question, including recognising and controlling variables where necessary (fair test), present findings including conclusions. • Present findings</p>	<p>NC strand: Living things and their habitats Subject knowledge: • How living things are classified into broad groups. • Give reasons for classifying animals based on specific characteristics. • Classify into broad groups according to common observable characteristics and differences – including microorganisms / fungi / five kingdoms • Classification – Carl Linnaeus Working scientifically: • Use classification keys • Plan different types of scientific enquiries to answer questions. • Plan different types of enquiry – researching using secondary resources. • To know about the life and work</p>	<p>NC strand: Evolution and inheritance Subject knowledge: • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways. • Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Recognise that living things have changed over time and that fossils provide</p>	<p>NC strand: Evolution and inheritance Subject knowledge: • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Compare everyday materials on the basis of their properties, thermal conductivity. • Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working scientifically: • Plan different types of scientific enquiries to answer questions, report</p>
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	<p>findings including conclusions, causal relationship and explanations. Use to support or refute arguments. • To know about the life and work of a scientists – John Boyd Orr.</p> <p>• Record data and results as a graph or report conclusions. To know about the life and work of a scientists – John Boyd Orr.</p>		<p>including conclusions. • Record using scientific diagrams, present findings including conclusions. • Report and present findings from enquiries including conclusions, causal relationships.</p>	<p>of a scientists – Carl Linnaeus.</p>	<p>information about living things that inhabited the Earth millions of years ago. Working scientifically: • Record data and results using tables. • Record data using diagrams • Record results, report and present findings, including conclusions, causal relationships and explanations. Identify scientific evidence that has been used to support ideas. • Identify scientific evidence that has been used to support ideas. To know about the life and work of a scientists – Mary Anning.</p>	<p>and present findings from enquiries. • Plan a scientific enquiry controlling variables where necessary, taking repeat readings when appropriate, using test results to make predictions, present findings, including explanations. • Record data and results, report findings, including conclusions, causal relationships and explanations of and degree of trust in results. • Identify evidence to support or refute ideas. • Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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<p>Humanities Plan Bee</p>	<p>Geography – our local area</p> <ul style="list-style-type: none"> • To explore economic activity as part of a local area study. • To explore land use as part of a local area study. • To explore settlements as part of a local area study. • To explore rivers as part of a local area study. • To explore mountains and hills as part of a local area study 	<p>History – Space</p> <ul style="list-style-type: none"> • To learn about the invention and development of the telescope and how it changed astronomy. • To find out about the early years of space exploration from 1940 to 1970. • To find out about the first landing on the moon. • To find out about Mae Jemison. • To investigate some of the ways in which astronauts explore space today 	<p>Geography – Exploring Brazil</p> <ul style="list-style-type: none"> • To know the location of Brazil • To explore the physical geography of Brazil • To understand the importance of the Amazon rainforest • To find out about the urbanisation of Brazil • To explore life in a Brazilian city • To explore Rio de Janeiro as a tourist Destination • To explore the culture of Brazil 	<p>History – Crime and punishment</p> <ul style="list-style-type: none"> • To introduce the broad trends of crime and punishment from the Romans to the 21st century. • To explore crime and punishment in the Roman period. • To explore and punishment in the Anglo-Saxon and Viking period. • To explore crime and punishment in the medieval and Tudor periods. • To explore crime and punishment in the early modern period. • To explore crime and punishment in the Victorian period. • To recap the history of crime 	<p>History – Children in Victorian Britain</p> <ul style="list-style-type: none"> • To place the Victorians on a timeline and consider what life was like for children in this period. • To find out what life was like for poor children in Victorian Britain. • To understand some of the changes that took place for poor children in the 19th century. • To be able to compare modern and Victorian schooling. • To investigate how Victorian children spent 	<p>Geography – extreme earth</p> <ul style="list-style-type: none"> • To find out about the Earth’s climate and areas of extreme temperatures. • To find out about the water cycle and the distribution of water across the world. • To find out about extreme weather conditions across the world. • To find out about earthquakes and what causes them • To find out about tsunamis
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				and punishment and compare it to today	<p>their leisure time.</p> <ul style="list-style-type: none"> To find out about daily life for children in Victorian Britain. To recall information about the life of children in Victorian times. To find out about daily life for children in Victorian Britain. To recall information about the life of children in Victorian times. 	<p>and how they are caused.</p> <ul style="list-style-type: none"> To find out what volcanoes are and how they are formed.
Art and DT Plan Bee	<p>DT – Bird houses</p> <ul style="list-style-type: none"> To investigate the purpose and appearance of bird houses. 	<p>DT – Space</p> <ul style="list-style-type: none"> Exploring examples of past and present sundials 	<p>ART - Express yourself</p> <ul style="list-style-type: none"> To explore how clothing can be used express ourselves. 	<p>ART – People in action</p> <ul style="list-style-type: none"> To be able to record from first-hand observation. 	<p>DT/ Art – Extreme earth</p> <ul style="list-style-type: none"> To be able to design, make and evaluate a waterproof container To be able to design, make and evaluate interactive info-boxes. 	

	<ul style="list-style-type: none"> To investigate the materials and features of bird houses and how to draw diagrams. To investigate and practise woodwork skills. To be able to design a bird house for a specific bird. To be able to make a bird house by following a plan. To evaluate, make predictions and promote a completed bird house. 	<ul style="list-style-type: none"> before designing, making and evaluating a sundial. Creating motorised circuits in order to create a moving Mars Curiosity Rover Exploring the world of origami and using this understanding to make an origami star. Creating a fictional planet using mixed media. 	<ul style="list-style-type: none"> To observe and draw different facial expressions. To create wire models to express body language. To explore how lines and fonts can express ideas. To explore how artists use colour to express themselves in their art. To study the artwork of Chuck Close and explore his techniques. 	<ul style="list-style-type: none"> To study facial expressions relating to movement. To study the techniques of artists when portraying movement. To be able to create a montage to portray movement. To be able to use printing to create movement art. To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art. 	<ul style="list-style-type: none"> To explore and recreate Hokusai's 'The Great Wave'. To use colour, line and shading to create artistic tornadoes. To be able to create a clay sculpture of an animal that lives in extreme conditions. 	
PE	Basketball Swimming	Gymnastics	Badminton	Swimming / Striking and Fielding	Outdoor Adventurous activities	Swimming Athletics

	<ul style="list-style-type: none"> • To be able to enter the water safely in a variety of ways. • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids. • To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes. • Use recognised arm and leg actions, lying on their front or back. • To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move. • Use a range of recognised strokes. • Swim confidently and fluently on the surface and underwater. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps • using mats and benches to help with agility • Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a group gymnastics routine • Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement. 	<p>Using balloons allows more reaction time.</p> <ul style="list-style-type: none"> • Send and receive the shuttlecock by throwing and catching before using a racket. • A short handle racket can allow better manipulation and a larger racket face can make the shuttlecock easier to hit. • Not using a racket at all and just using the hand can make it easier to hit the shuttlecock. • Using a larger shuttlecock may make it easier to strike. • A larger playing area will give players more time and space to move. • Removing a net or barrier may improve success rate. • Using a brightly coloured shuttlecock or a balloon with a bell inside it may help students with visual impairment 	<p>This Football unit focuses on the main skills needed to play the world’s most popular sport. Children will be learning how to dribble with the ball, as well as to pass and receive. They will learn about the fundamental principles of attacking and defending, such as finding space when attacking and denying a player space when defending. The defensive skills of marking and tackling will also be covered, as well as shooting and the importance of fitness in football. The children will take part in a range of different football-based games and drills in pairs, small groups and as a whole class.</p>	<p>In this Athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills, as well as learning new techniques. They will be refining their sprint technique and learning how to work as a relay team by practising an effective baton changeover. They will learn the technique for throwing the javelin (pull throw) and how to execute the standing triple jump. The unit culminates in a class pentathlon that the children will compete in as part of a team,</p>	<ul style="list-style-type: none"> • To be able to enter the water safely in a variety of ways. • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids. • To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes. • Use recognised arm and leg actions, lying on their front or back. • To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.
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					<p>using and applying the running, throwing and jumping techniques they have learnt during the unit. Throughout the unit, they will be trying to improve their own performance, as well as help others to achieve their personal best.</p>	<ul style="list-style-type: none"> • Use a range of recognised strokes. • Swim confidently and fluently on the surface and underwater.
<p>Computing Kapow</p>	<p>Introduction to Python</p> <ul style="list-style-type: none"> • Iterate ideas, testing and changing throughout the lesson and explain what their program does. • Use nested loops in their designs, explaining why they need two repeats. 	<p>Big Data 1</p> <ul style="list-style-type: none"> • Understand why barcodes and QR codes were created. • Create (and scan) their own QR code using a QR code generator website. • Explain how infrared can be used to transmit a Boolean type signal. 	<p>Big Data 2</p> <ul style="list-style-type: none"> • Recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software. 	<p>Online Safety</p> <ul style="list-style-type: none"> • Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. 	<p>History of computers</p> <ul style="list-style-type: none"> • Explain how to record sounds and add in sound effects over the top. • Produce a simple radio play with some special effects 	<p>Skills Showcase</p> <ul style="list-style-type: none"> • Evaluate code, understanding what it does and adapt existing to code for a specific purpose. • Debug programs and make them

	<ul style="list-style-type: none"> • Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. • Use loops in Python and explain what the parts of a loop do. • Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it. 	<ul style="list-style-type: none"> • Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets. • Take real-time data and enter it effectively into a spreadsheet. • Presenting the data collected as an answer to a question. • Recognising the value of analysing real-time data. • Analyse and evaluate transport data and consider how this provides a useful service to commuters. 	<ul style="list-style-type: none"> • Recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities. • Make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning. • Explain ways that Big Data or IoT principles could be used to solve a problem or improve efficiency within the school and prepare a presentation about their idea, considering the 	<ul style="list-style-type: none"> • Explain how sharing online can have both positive and negative impacts. • Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. • Explain what a 'digital reputation' is and what it can consist of. • Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. • Describe ways to manage passwords and strategies to 	<p>and simple edits which demonstrate an understanding of how to use the software.</p> <ul style="list-style-type: none"> • Create a document that includes correct date information and facts about the computers and how they made a difference. • Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding 	<p>more efficient using sequence, selection, repetition or variables.</p> <ul style="list-style-type: none"> • Design appropriate housing for their product using CAD software, including any input or output devices needed to make it work. • Create an appealing website for their product, aimed at their target audience which explains what their product is and what it does, using persuasive language. • Create an edited video of
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				<p>privacy of some data.</p> <ul style="list-style-type: none"> • Present their ideas about how Big Data/IoT can improve the school and provide feedback to others on their presentations. 	<p>add extra security such as two-factor authentication.</p> <ul style="list-style-type: none"> • Explain what to do if passwords are shared, lost, or stolen. • Describe strategies to identify scams. • Explain ways to increase their privacy settings and understand why it is important to keep their software updated. 	<p>of the reliability of their sources.</p> <ul style="list-style-type: none"> • Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available. 	<p>their project, articulating the key benefits.</p> <ul style="list-style-type: none"> • Describe and show how to search for information online and be aware of the accuracy of the results presented.
PSHE/	<p>Zones of Regulation tools</p> <p>problems</p> <p>create your own avatar</p> <p>change of behaviour</p> <p>My tools</p>	<p>Being me</p> <p>My Year Ahead</p> <p>Being a Global Citizen 1</p> <p>Being a Global Citizen 2</p>	<p>Celebrating differences</p> <p>Am I Normal?</p> <p>Understanding Difference</p> <p>Power Struggles</p> <p>Why Bully</p> <p>Celebrating Difference</p> <p>Celebrating Difference</p>	<p>Dreams and goals</p> <p>Personal Learning Goals</p> <p>Steps to Success</p> <p>My Dream For the World</p> <p>Helping to Make a Difference</p> <p>Helping to Make a Difference</p>	<p>Healthy Me</p> <p>Taking responsibility for my health and well-being</p> <p>Drugs</p> <p>Exploitation</p> <p>Gangs</p> <p>Emotional and Mental Health</p>	<p>Relationships</p> <p>What is Mental Health?</p> <p>My Mental Health</p> <p>Love and Loss</p> <p>Power and Control</p> <p>Being Online: Real or Fake? Safe or Unsafe?</p>	<p>The year ahead</p> <p>My Self Image</p> <p>Puberty</p> <p>Babies: Conception to Birth</p> <p>Boyfriends and Girlfriends</p> <p>Adolescent Friendships</p>

		The Learning Charter Our Learning Charter Owning our Learning Charter			Recognising Our Achievements		Managing Stress and Pressure		Using Technology Responsibly		Real self and ideal self The Year Ahead	
Citizenship Votes for school (Adaptive curriculum based on world events)	Topic Theme: Environment & climate change	Topic Theme: Crime, justice & extremism	Topic Event: Black History Month	Topic Event: Anti-Bullying Week	Topic Event: LGBT History Month	Topic Event: Safer Internet Day	Topic Theme: Jobs, economy & education	Topic Theme: Science & technology	Topic Event: Earth Day	Topic Theme: Crime, justice & extremism	Topic Theme : Global issues & politics	Topic Theme: Equalities & identity
RE Plan Bee	What is a Church (Christianity) <ul style="list-style-type: none"> Children will consider whether a 'church' is a building, its people, or both. They will go on to find out about 		Expressing faith through art <ul style="list-style-type: none"> Children will consider the idea that faith is an emotional experience. They will think about ways in which emotions can be portrayed using 		What is the Quran? <ul style="list-style-type: none"> Children will understand what the Qur'an is and where it originated. They will consider what the word 		Buddhist workshops <ul style="list-style-type: none"> Children will learn about the Three Universal Truths and the Five Moral Precepts, both of which are core 		What happens when we die? <ul style="list-style-type: none"> Children will think about losses, and how big or small they may 		Jewish workshop <ul style="list-style-type: none"> Children will identify prayer as being central to Jewish worship. 	

	<p>makeshift or adapted places of worship, then read and discuss what is written about the formation of the Christian church in the Bible.</p> <ul style="list-style-type: none"> • Through reading excerpts from the Bible, children will consider how Christians serve members of their own community. They will go on to consider ways in which churches also serve other communities such as the neighbourhoods in which they are based. 	<p>facial expressions, tone of voice and body language, as well as identifying why people like to express their emotions in a variety of different ways.</p> <ul style="list-style-type: none"> • Children will find out why members of the clergy wear different coloured vestments at different times during the Christian calendar. They will also think about other symbols associated with Christian festivals and consider how symbols and colours can often be linked. 	<p>‘sacred’ means and identify that the Qur’an is sacred to Muslims. They will go on to reflect on what is important or sacred to them in their own lives.</p> <ul style="list-style-type: none"> • Children will summarise the importance of the Qur’an for Muslims through class discussions and through independent work in a variety of formats. They will consider everything they have found out about the Qur’an and how Muslims use it to deepen their faith and help them live their lives. 	<p>teachings of Buddhism. Children will be encouraged to discuss their own opinions of them. In their independent work children will explore these concepts in more detail, and define them in their own words.</p> <ul style="list-style-type: none"> • Children will learn that Buddhists believe in a continuous cycle of life, death and rebirth, which can only be broken by achieving enlightenment. They will find out what karma is, and how it can affect rebirth. 	<p>be. They will go on to consider the importance of understanding how they and others might feel when experiencing a bereavement, and how people cope with this type of loss.</p> <ul style="list-style-type: none"> • Children will consider the importance of expressing sadness when experiencing loss, and learn about ways in which people cope and seek help with their feelings of sadness. Following this, children may explore ways in which feelings 	<p>Children are encouraged to think about what and how Jews might pray, including the use of tefillin, prayer shawls and kippahs. They will have the chance to look at some specific Jewish prayers for themselves and see if they can interpret their meaning</p> <ul style="list-style-type: none"> • Children will find out what happens when Jews go to the synagogue to worship, looking at key people involved in worship and finding out how the Torah
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						can be expressed through art	and other objects are used, before questioning the significance of the Star of David for Jewish worshippers.
Cooking	Creating chicken dishes and learning the importance of cross-contamination.	Baking different types of biscuits using different methods and techniques.	Creating dishes, such as soups to use different cutting, chopping techniques and learning the importance of knife safety.	Bake to different types of cakes and lamb dishes with an Easter theme.	Making dishes from food around the world for students to learn the diversity of food from other cultures.	Students plan and create their own dish- Ingredients, method, practical, cost, equipment.	
Forest School	<p>To identify different animals that live in forest school.</p> <p>Rules and understanding Forest School(Woodland Walk) • Teamwork/creativity and Boundaries (Den building)</p> <ul style="list-style-type: none"> • Senses • Safe tool use 	<p>To use my senses to discover things in forest school</p> <p>Respecting the environment</p> <ul style="list-style-type: none"> • Using tools safely • Manipulating wood • Consistency / ration 	<ul style="list-style-type: none"> • Native plants and terrain change • Senses • Patience / fine motor skills • Safe tool use / whittling / predicting 	<p>Worms and their habitat • Parts of a</p> <ul style="list-style-type: none"> • Find natural items on the list • How to build stably 	<p>Follow a map</p> <ul style="list-style-type: none"> • Giving detailed instructions • Follow verbal direction • Common plants at forest school • Creativity 	<ul style="list-style-type: none"> • Number patterns in nature • Knot tying and shelter • Creativity • Improve memory 	

		<ul style="list-style-type: none">• Fire safety / cooking with whittled sticks				
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