

Subject Areas	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Linked Learning – World War 2		Linked Learning – War of the Worlds	Linked Learning – All things Japanese!	Linked Learning – Geography Mountains, Volcanoes and Earthquakes.	
English	<p>Narrative and understanding of genre</p> <p>Text - The Flying books of Morris Lessmore.</p> <p>Film extract – animated film of Morris Lessmore story. Use of Cinemagraph images as stimulus.</p> <p>Includes; descriptive writing, diary writing, narrative viewpoint, narrative writing and journalistic writing</p> <p>This text is also used as a guided reading text.</p>	<p>Non Chronological reports – Blitz</p> <p>Texts – various information texts about WW2.</p> <p>Film extracts – various Pathe News and documentary clips on WW2</p> <p>Evacuation debate.</p> <p>Propaganda – the language and bias of modern and World War 2.</p> <p>Balanced Arguments</p> <p>Texts – models of written persuasive and balanced reports.</p> <p>Film extracts – segments from live debates.</p> <p>Comparing balanced and persuasive writing. Structure of balanced reports. Conditional clauses and connectives. Hold class debates. Link to science unit on animals and humans (zoos, extinction, protecting the environment).</p> <p>Instructions – shelter building</p>	<p>Journalism – linked to War of the Worlds.</p> <p>Texts – range of newspapers</p> <p>Fim extracts – live news broadcasts Superman</p> <p>Multi media - written, spoken and visual journalistic reports. Language of reports. Broadsheets vs Tabloid. Interviewing techniques</p> <p>Narrative – War of the Worlds (science Fiction) H.G Wells</p> <p>Texts – War of the Worlds extracts. Extracts from other Science Fiction writing.</p> <p>Film Extracts – from War of the Worlds 2012 version. Invasion Titanium</p> <p>Character and setting description. Reading Film Use of flashbacks Comparing media Extended narrative writing Writing suspense and changing pace of writing.</p>	<p>Narrative – War of the Worlds (science Fiction) H.G Wells (continued)</p> <p>Character and setting description. Reading Film Use of flashbacks Comparing media Extended narrative writing Writing suspense and changing pace of writing.</p> <p>Author study – Michael Morpurgo (Long unit) (Kensuke’s Kingdom)</p> <p>Texts – Kensuke’s Kingdom Extracts from other Michael Morpurgo stories.</p> <p>Study of the author Comparing texts by the same author. Reading comprehension exercises Setting and character development Persuasive writing Non-Chronological report revisit Narrative viewpoint – revisit.</p> <p>Cross Curricular Links – scale drawings of the island.</p>	<p>Author study – Michael Morpurgo (Long unit) (Kensuke’s Kingdom) Continuation from term 4</p> <p>Poetry – Personification (linked to Geography –Mountains volcanoes and earthquakes)</p> <p>Learning poems. Writing personification Performing poetry. Similes, metaphors and alliteration. Pie Corbett activities.</p>	<p>Author / guided reading Books without text (inference through images – e.g. Arrival, Rose Blanche, Into the Woods and Freefall)</p> <p>Author / Guided reading – World War 2 books (narrative and non-fiction)</p> <p>Author / guided reading H.G Wells and science fiction stories.</p> <p>Author / guided reading Michael Morpurgo stories</p> <p>Author / guided reading Poets and poetry</p>

Maths	<p>Number – addition, subtraction, multiplication and division (Four operations and standard methods).</p> <p>Number – number and place value.</p> <p>Number – multiples, factors, square, cubed and Prime numbers</p> <p>Order of Operation.</p> <p>Fluency – each term regular practice of multiplications, number bonds, doubles and halves, place value, rounding and ordering number and quick fire mental methods.</p> <p>Number Problem solving – application of four operations</p>	<p>Number – fractions, decimals and percentages (linked to WW2 data)</p> <p>Statistics – graphs, charts and averages (linked to WW2 data of evacuation)</p> <p>Geometry – property of shape.</p> <p>Problem solving – number operation skills and FDP’s</p>	<p>Ratio and proportion (link to recipes in D.T)</p> <p>Algebra</p> <p>Measurement</p> <p>Geometry – position and direction.</p> <p>Problem solving – ration and proportion in real context.</p>	<p>Revisit of number</p> <p>Revision period</p> <p>Problem solving – past SAT questions</p>	<p>Revision period</p> <p>Coordinates, area and perimeter and scale drawing, direction and position (link to Kensuke Kingdom)</p> <p>Problem solving – past SAT questions</p>	<p>Shape investigations and problem solving.</p> <p>Tangram films</p> <ul style="list-style-type: none"> Emphasise how they move through translation and reflection etc. <p>PGL project – working with a budget and allocation of resources.</p> <p>Problem solving – PGL project</p>
Science	<p>Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. <p>Cross Curricular link – writing instructions for experiments and building the circuit wire game.</p> <p>Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Cross Curricular links – writing poetry on light and data collection/handling.</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. <p>Cross Curricular link:</p> <ul style="list-style-type: none"> Literacy - advertising/persuasive writing on healthy lifestyle Maths – heart rate investigations – calculating the mean and line graphs (resting heart rate, immediately after activity, during activity heart rate). Tracking their heart rate throughout the day. Discrete and continuous data – even throughout the day might 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms(linked to Literacy – War of the Worlds), plants and animals give reasons for classifying plants and animals based on specific characteristics. Endangered species and loss of habitat. <p>Cross Curricular link:</p> <ul style="list-style-type: none"> Maths: Rainforest – volumes of deforestation. Pie charts for comparing deforestations / biomes that cover the world / endangered species data. Maths: Design a conservation project for animals – volume, area/perimeter, costings, budget/profit, ratio and proportion. Scale drawings. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago. 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 and that adaptation may lead to evolution. <p>Cross curricular links – Non chronological report on animal adaptation. Look at work of Charles Darwin (link to Literacy – a biography) Geography link – biomes and vegetation linked to adaptation</p>		

			not be continuous line.			
Working Scientifically – main focus areas	<p>Electricity plan different enquiries to answer questions – building different circuits to meet certain requirements.. Report and present findings from enquiries in different ways. Use relevant scientific language and illustrations to discuss, communicate and justify ideas – circuit vocabulary. Talk about how scientific ideas have developed over time the discovery and development of Electricity in particular - .Benjamin Franklin, Thomas Edison and Michael Faraday.</p> <p>Light – plan different types of scientific enquiry to answer questions – a shadow puppet investigation.</p> <ul style="list-style-type: none"> - Take measurements using scientific equipment – shadow size - Record data using scientific diagrams, tables and graphs. - Make predictions to set up further comparative tests. 		<p>Living things and Microorganisms Plan scientific enquiries to answer questions – mould growth Take measurements and repeated readings. Record data using diagrams, classification keys, tables and graphs – branching diagrams Identifying scientific evidence that has been used to support or refute ideas – spread of disease.</p>	<p>Evolution and Inheritance Present findings from enquiries in oral and written forms – research presentations on adaptation and evolution. Identifying scientific evidence that has been used to support or refute ideas - evolution.</p>	<p>Animals, including humans Use relevant scientific language and illustrations to discuss, communicate and justify ideas – circulatory system vocabulary.</p> <p>Talk about how scientific ideas have developed over time.</p> <p>Take measurements using scientific equipment – heart rate</p> <p>Record data using scientific diagrams, tables and graphs.</p>	
Art & Design	<p>Pop Art</p> <ul style="list-style-type: none"> • To improve painting and drawing skills. • About great artists – Andy Warhol and Roy Lichtenstein. • Understand the cultural development of art. • Final product – a World War 2 iconic figure drawn in Pop Art style. <p>Cross curricular link – biographical work on Andy Warhol</p>	<p>Propaganda Posters for World War 2. Skill - use of figurative language and font styles.</p> <p>Silhouette art – Blitz skyline (pastel skills).</p> <p>Significant Artist: Perspective Art – Artist L.S Lowry Skill – perspective and fine pencil drawing – Blitz street scene.</p>	<p>Sculpture – improve mastery of art techniques - clay Design and make original micro-organism (link to Science).</p> <p>Significant Artists – abstract sculptors.</p>	No Art planned	<p>Japanese inkwork (link to Literacy) Calligraphy skills.</p> <p>Significant artist – Japanese Artist</p> <p>Willow pattern plates (link to Literacy).</p> <p>Sculpture of pots.</p> <p>Origami</p> <p>Charcoal drawings</p>	No Art unit planned
Computing	<p>ICT across the curriculum Evacuation presentation – using Prezi</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are ranked and selected and be discerning in evaluating digital content. • Select, use and combine a variety of software on a range of digital devices to present data and information. • Understand computer networks and the opportunities they offer for communication and collaboration. 	<p>ICT across the curriculum Evacuation presentation – using Prezi</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are ranked and selected and be discerning in evaluating digital content. • Select, use and combine a variety of software on a range of digital devices to present data and information. • Understand computer networks and the opportunities they offer for communication and collaboration. <p>Data loggers for light investigations</p> <ul style="list-style-type: none"> • Computer aided design for Shelters? 	<p>Use Scratch as basis for main computing unit. Create an alien escape game.</p> <ul style="list-style-type: none"> • Design, debug and write programs that accomplish specific goals. 	<p>Use Scratch as basis for main computing unit. Create a Space Invaders Game</p> <ul style="list-style-type: none"> • Design, debug and write programs that accomplish specific goals. 	<p>Use Scratch as basis for main computing unit.</p> <ul style="list-style-type: none"> • Design, debug and write programs that accomplish specific goals. 	<p>Use Scratch as basis for main computing unit.</p> <ul style="list-style-type: none"> • Design, debug and write programs that accomplish specific goals.

<p>Safety – including e-safety</p>	<p>Talking safely online Including relationships and communication and general internet safety.</p> <p>Pupils and students learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p> <p>Dangers of electricity. Linked to science and building electrical circuits. Dangers of water, electrical equipment and wiring.</p>	<p>Super Digital citizen Including self-images and identity as well as relationships and communication.</p> <p>Pupils and students explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p> <p>Personal safety – linked to Literacy. (How to act safely in different situations. Kitchen safety – use of equipment. Safety of working with D.T tools – how to use saws, glue-guns and cutting equipment.</p>	<p>Privacy rules Including privacy and security</p> <p>Pupils and students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p> <p>Safe use of tools – needles and sewing equipment.</p>	<p>What is Cyber-bullying Including relationships and communication and cyber-bullying.</p> <p>Pupils and students explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p>	<p>Selling stereotypes Including self-images and identity as well as information Literacy.</p> <p>Pupils and students explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids.</p>	<p>Managed risk taking – den building</p> <p>Max Respect – road safety and bus travel.</p> <p>Independence – acting and behaving safely when at home alone or when out by themselves.</p> <p>First Aid – online tutorial</p>
<p>Design & Technology</p>	<p>No D.T PLANNED</p>	<p>Take Shelter (link to Science Term 1 – using electrical circuits) Design: purposeful product for themselves based on design criteria. Generate, develop, model and communicate ideas through talk, writing, drawing, mock-ups and ICT. Make: select and use a range of tool to perform practical tasks. Select from a wide range of materials. Evaluate: explore and evaluate a range of existing products. Evaluate their own ideas and products against design criteria. Technical knowledge: build structures, exploring how they could be made stronger and more stable. Use electrical systems – warning lights system.</p> <p>Look at the rebuilding of Post War London and the development of prefab buildings.</p> <p>Cross Curricular links – Instruction writing and advertising. Maths – scaling up/down their shelter – in terms of panels/3D.</p>	<p>No D.T PLANNED</p> <ul style="list-style-type: none"> • 	<p>Make an Alien</p> <p>Sew an alien creation.</p> <ul style="list-style-type: none"> • Generate annotated sketches, pattern pieces. • Select from a wider range of textiles. <p>Evaluate their own ideas against design criteria and consider the views of others to improve their work.</p>	<p>Containers CC link to Maths – nets of 3d shapes, drawing nets of shapes, geometric patterns, translation and reflection.</p> <p>Key Artist - Clarice Cliff</p> <p>Design: purposeful product for themselves based on design criteria. Generate, develop, model and communicate ideas through talk, writing, drawing, mock-ups and ICT. Make: select and use a range of tool to perform practical tasks. Select from a wide range of materials. Evaluate: explore and evaluate a range of existing products. Evaluate their own ideas and products against design criteria. Technical knowledge: build structures, exploring how they could be made stronger and more stable.</p>	<p>Containers (link to Maths – nets of 3d shapes, drawing nets of shapes, geometric patterns)</p> <p>Key Artist - Clarice Cliff</p> <p>Design: purposeful product for themselves based on design criteria. Generate, develop, model and communicate ideas through talk, writing, drawing, mock-ups and ICT. Make: select and use a range of tool to perform practical tasks. Select from a wide range of materials. Evaluate: explore and evaluate a range of existing products. Evaluate their own ideas and products against design criteria. Technical knowledge: build structures, exploring how they could be made stronger and more stable.</p>
<p>Cooking & nutrition</p>		<p>Cook a World War 2 rationing recipe – e.g. Potato scone, Carrot buns. HOT MEAL</p>		<p>Cook a balanced meal based on seasonal produce. Produce will be;</p>		<p>Japanese meal (link to Kensuke) Stir fry, Sushi or Noodles.</p>

		Prepare and cook a variety of predominantly savoury meals. Cross curricular link – Maths - imperial to metric measures to within metric. Ratio and proportion for scaling up the recipe.		Understand seasonality. Know where and how a variety of ingredients are grown and processed. Understand and apply the principles of a healthy and varied diet. (link to Literacy – creating a balanced meal for a visiting alien)		Prepare and cook a variety of predominantly savoury meals. Understand and apply the principles of a healthy and varied diet. Plan and cook for an end of year party
Geography	Locational knowledge of the UK and Europe. (predominantly linked to history) <ul style="list-style-type: none"> Map and atlas reading skills. Plotting maps. Locational knowledge of counties and significant towns and cities of the UK. Land use patterns – bomb sites and why they were selected. 	Revisit geographical skills – maps, atlases, grid references and compass points. Locational knowledge – revisit locating and naming significant countries, counties, cities and areas of the world. Detail still to be planned	NO GEOGRAPHY PLANNED	Mountains, volcanoes and earthquakes. Human and Physical – key aspects of mountains, volcanoes and earthquakes around the world. settlement and land use patterns around these physical areas. Compare a region within North America (San Francisco) with a region of the UK (Snowdonia). Locational Knowledge – identify the significance of latitude, longitude, Equator, hemispheres and tropics. Time Zones. Geographical skills – use maps, atlases, digital mapping to locate and describe features studied. <u>Cross Curricular links</u> – Literacy – personification poetry for volcanoes and earthquakes. Report writing on significant volcanic or mountain locations. Journal entry for a mountain explorer. <ul style="list-style-type: none"> Maths – grid references and coordinates to plot where the volcanoes are found around the world. Maths – graph the mountain heights around the world. 	Locational Knowledge – identify the significance of latitude, longitude, Equator, hemispheres and tropics. Time Zones. (links to Literacy – Kensuke’s Kingdom) Place knowledge - Volcano study – Mount Fuji Geographical skills : Grid referencing – map skills Scale drawings – Kensuke’s Island Aerial photos converted to maps with keys Compass points. All used to build their knowledge of the UK and the wider world. <u>Cross Curricular links</u> – Maths – grid references and coordinates locating places on his island and be tour guides around the island. Scale it up and chalk it out on the playground and physically walk around it.	
History	A significant turning point in British history – Evacuation during World War 2. <ul style="list-style-type: none"> Chronology of 20th century events. Key historical figures and events from the period. Understand the life of a child during WW2 – specifically rationing, evacuation and the effects of The Blitz. Compare children from different nations – Jewish and German. Understand the long term effect of the war on British society. Anne Frank autobiography work. <u>Cross Curricular links</u> Geography – map and atlas skills. Literacy – Non Chronological reports, diary entries and biography work. Maths – creating timelines / data collection and pie charts linked to end of WW2 data and use of percentage for comparison. Art – Blitz skyline work with pastels and Propaganda posters.	No History planned	Local study – Gentleman’s Society and famous local people (Newton, Flinders, Johnson) Visit to the Gentleman’s Society Depth study of famous local people.	Japanese experience of World War 2 Detail to be planned Survivor stories from Nagasaki Japanese evacuation Treatment of Japanese in the USA P4C – Atomic bomb – right or wrong? Experience of Japanese children.		

	Visit to Duxford Air museum. Visit of We'll Meet Again					
Historical skills focus	<ul style="list-style-type: none"> Understand historical concepts such as cause and consequence, continuity and change and use them to draw contrasts, connections and to create their own structured accounts. Understand the methods of historical enquiry and how contrasting arguments of the past have been constructed. Gain historical perspective by placing their growing knowledge into different contexts – understand the link between local and national or international history. Develop the use of appropriate historical terms. 		<ul style="list-style-type: none"> Know how people's lives have shaped this nation. Understand historical concepts such as cause and consequence, continuity and change and use them to draw contrasts, connections and to create their own structured accounts. Understand the methods of historical enquiry. Gain historical perspective – understand the link between local and national or international history. 		<ul style="list-style-type: none"> Understand historical concepts such as cause and consequence, continuity and change and use them to draw contrasts, connections and to create their own structured accounts. Understand the methods of historical enquiry and how contrasting arguments of the past have been constructed. Gain historical perspective by placing their growing knowledge into different contexts – understand the link between local and national or international history. Develop the use of appropriate historical terms. Know and understand significant aspects of history of the wider world.	
Languages	Revision of asking for and giving personal information. To be able to follow a model pen portrait and adapt to form an introduction to themselves. To correctly form plurals.	To be able to give an opinion about school subjects. To be able to extend sentences with the connective parce que and adjectives.	To be able to tell the time and then describe a school timetable. To correctly form plurals of items in a pencil case.	To understand cultural differences around food and mealtimes. To improve dictionary skills with unknown food words. To extend written work with more connectives. To be able to perform a roleplay at the café	To correctly form numbers up to 100. To understand the differences in verbs from the 1 st to 3 rd person. To be able to correctly write a description of someone in the 3 rd person.	To be able to give an opinion about activities they like doing. To be able to describe what they do in different types of weather and give an opinion about it.
Music	Learn to sing evacuation songs Create and compose a marching chant. Listen to, and appreciate, World War 2 music.		War of the Worlds – Jeff Wayne Listen to, and appreciate the soundtrack to War of the Worlds. Compose original music to coincide with a science fiction story. Understand how the dynamics of music create mood.	War of the Worlds – Jeff Wayne Listen to, and appreciate the soundtrack to War of the Worlds. Compose original music to coincide with a science fiction story. Understand how the dynamics of music create mood.	Year 6 Play	Year 6 Play
R.E.	Judaism Children examine their prior knowledge of Judaism and learn about Jewish belief and God and what it is like to belong to a Jewish community. They explore the communities they belong to. Children reflect on the creation story and explore what this would teach Jews about God. Look at the She'ma – children reflect on important words and belongings that are special to them and why they are precious. Children discuss the artefacts used in Jewish worship with detailed religious vocabulary. Children explore their own beliefs and experiences of worship and what it means to them. Look at Special times – Shabbat and their own special times – make links between Christian belief and Jewish belief. Children research Jewish festivals and look at the feelings of those involved. Children look at the Torah and the importance of scroll – look at how it is treated and link to their own special objects and how they treat them and discuss how the Torah's teachings influences the lives of Jews. Children explore rules and moral codes and why they are important in society. And how their own beliefs and morals influence and affect their behaviour and actions. Children look at the festival of Yom Kippur and explore forgiveness and why it is important in society. Look at where this is shown in religious teachings in both Christianity and Judaism. The Christmas story- Children look at the celebration of Christmas and the		Buddhism Discuss pupils' existing knowledge of Buddhism Children learn about the Buddha – including- His years in the forest, learning meditation, The Buddha's enlightenment, His teaching of the Middle Way, His death Pupils explore what they think Siddattha's felt when he saw the four sights Learn Buddha is not a God to be worshipped, and that Buddhism has no belief in God. The Buddha's teaching (Dhamma) Children explore the Buddha's teaching of Five Precepts and the importance of moral codes in society. Children learn about the Four Noble Truths. Pupils discuss in trios 'suffering' - Children examine Buddhist values and their own values and how a religion can impact on your beliefs, behaviour and lifestyle. EASTER Chn work in 7 MA groups to produce a news report on one day of Easter week. Using Bibles and laptops/Ipads find out information and write a script. Practise their presentation in small hall and present their report to the rest of the class.		Faith Children Look at the Christian faith – its founder, sacred places, beliefs. Consider various people of faith – What difference did faith make to them? Explore C S Lewis and look at his biography discussing the events of his life and how they may have affected his faith thinking about how he may have felt relating this to personal experiences and feelings. Talk about how he chose to write books to share his faith, Discuss the Chronicles of Narnia and how CS Lewis created an imaginary land. Chn think about what land they would create if they could make a world. Children watch the video and explore how C S Lewis revealed to his readers the message of the New Testament and the Christians faith ? Chn investigate the Chronicles of Narnia to relate the characters and their story to the character of Jesus and His story. Looking at creation and how the world is at present, sin, paying the price for sin, forgiveness and new beginnings. Chn discuss in various formats those issues in their lives.	

Christmas story.						
PSHE	New Beginnings	Getting on and Falling Out	Going for Goals	Good to be me	Relationships	Changes
Physical education	Volleyball Dance – World of Sport (Haka)	Volleyball Yoga / Pilates – fitness and balance	Outdoor / adventurous Gymnastics	Golf Gymnastics	Cricket Athletics Rounders	Cricket Athletics.