

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Right of the month</b>	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
<b>Skills Builder</b>	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
<b>DT</b>	<b>Information Technology</b> use search technologies effectively <b>Word Processing</b> use a range of software to achieve specific goals	<b>STEM Project: Stop the Spread</b>  <b>Anderson shelters</b> Understand how to strengthen, stiffen and reinforce more complex structures	<b>Computer Science</b> understand, use and debug events and variables in block coding		<b>Skills Builder Project</b> <b>Legal Eagles</b>	<b>Computer Science</b> use and understand Python code  Computing Outcome project
<b>English</b>	Private Peaceful	Goodnight Mr. Tom	Theseus & the Minotaur	Freedom	Judaism non-fiction	Holes
	Non-chronological report Persuasive speech Monologues	Letter writing Explanation text Poetry	Narrative News report Play Script	Biography Discussion text	Editing and improving writing portfolios	Setting & character description Recount Promotional brochures
	Y1, 2, 3, 4, 5+ semi-colon and colon, active and passive voice, subjunctive; explain the simple, perfect and progressive tenses; recognise and use some vocabulary and structures, appropriate for formal speech and writing					
Oracy including Skills Builder Step 6, Topic Talk and debating motions including at least one linked to current affairs e.g. This house believes children should not have been evacuated in WWII...tests should be banned for all primary school children.						

<b>Maths</b>	Place Value 4 operations	Co-ordinates Fractions	Fractions, decimals & percentages Algebra	Ratio & proportion Perimeter, area volume Converting units of measure	Statistics 2d/3d shape SATS revision and Prep BODMAS	Money Sense Multiplication Bee Problem solving
<b>Science</b>	Living things and their habitats	Animals Including Humans <i>STEM Project: Stop the spread (micro-organisms)</i>	Electricity	Evolution and Inheritance	Light	SRE
<b>History</b>	<p><b>World War 1</b> How did relationships between countries change in the lead up to WW1? What caused WW1? How did life change at home? What was life like in the trenches? What was the impact of WW1? What were the key events during WW1?</p> <p><b>World War 2</b> How did relationships between countries change in the lead up to WW2? What caused WW2? How did life change at home? What was life like in London? What was life like in Nazi occupied countries? What were key events during WW2? What was the impact of WW2? What can we learn from significant figures who were alive during WW2?</p>					
<b>Geography</b>			<p><b>Exploring the world:</b> States and cities in North America, Topographical features in North America, Geographical superlatives</p> <p><b>Compare and contrast:</b> Environmental change (global warming), The impact of the slave trade (Britain vs North America)</p>			
<b>RE</b>					<p>What can we learn from religions about deciding what is right or wrong? (Christians, Jews and Humanists) If God is everywhere, why go to a place of worship? (Christians, Hindus and Jews) Why do some people think life is like a journey and what significant experiences mark this? (Christians, Jews and Humanists)</p>	
<b>PE</b>	Invasion Games - Tag Rugby Orienteering	Health Related Exercise Gymnastics - Matching and Mirroring	Invasion Games - Hockey Dance - DDMix	Invasion Games - Netball Problem Solving	Invasion Games - Dodgeball Striking and Fielding Games - Cricket	Young Leader Award Athletics

<b>Art</b>	<b>Collage</b> <i>PSHE</i>  <i>Annie Leibovitz</i> <i>Andy Warhol</i>	<b>STEM Project: Stop the Spread</b>  <b>Charcoal Drawing</b> <i>WWI and WWII</i>  <i>John Singer Sargent</i>	<b>Textiles and Printing</b> <i>North America</i>  <i>Anni Albers</i>	<b>Painting and Digital Media</b> <i>Evolution</i>  <i>David Oliveira</i>	<b>Sculpture</b> <i>Rivers</i>  <i>Haegue Yang</i>	<b>Theatre Design</b>  <i>Merris Shirley Prendergast</i>
<b>Music</b>	<b>Happy</b> - Learn to sing and play instrumental parts (using note range E,D,C,B,A,G,E and rhythm values of quavers, dotted crotchets, minims, semibreves and rests).	<b>Classroom Jazz 2</b> – Using two tunes ‘Bacharach Anorak’ and ‘Meet The Blues’ to explore jazz and improvisation. Exploring the keys of C Major (using note range C,D,E,F,G,A,B,C and rhythm values crochets and quavers) and C Blues (note range C,Bb,G,F,C)	<b>A New Year Carol</b> – An exploration of a song, A New Year’s Carol, from Benjamin Britten’s Friday Afternoons including gospel and classical versions. Learn to sing and learn different rhythmic phrases from the song.	<b>Music and Me (Representation in Music)</b> - including contextual listening of the work of a range of empowering and inspirational female musical role models, video interviews and composition based on the topic using music technology programme.	<b>You’ve Got A Friend</b> - Learn to sing and play instrumental parts (using note range C,D,E,F,G,A,B and rhythm values crochets, quavers, dotted crotchets, minims, dotted minims, semibreves and rests).	<b>Leavers’ Show Prep (programme tbc)</b>
<b>PSHE/RRS</b>	<b>Mental Health and Emotional Wellbeing</b> <i>Healthy Minds</i>	<b>Identity, society and Equality</b> <i>Human Rights</i>	<b>Keeping Safe and Managing Risk</b> <i>Out and About</i>	<b>Drug, Alcohol and Tobacco Education</b> <i>Weighing up Risk</i>	<b>Relationships and Sex Education (RSE)</b> <i>Healthy Relationships</i>	
<b>Latin</b>	Minimus Textbook Chapter 10 How beautiful Grammar focus: Conjunctions	Minimus Textbook Chapter 10 How beautiful Grammar focus: Conjunctions	Minimus Textbook Chapter 11 -A sad day Grammar focus: Subject & Object	Minimus Textbook Chapter 11 -A sad day Grammar focus: Subject & Object	Minimus Textbook Chapter 12 -Gods! Hear our prayers Grammar focus: Revision	Minimus Textbook Chapter 12 -Gods! Hear our prayers Grammar focus: Revision
<b>Computing</b>	<b>Information Technology</b> use search technologies effectively <b>Word Processing</b> use a range of software to achieve specific goals	<b>Computer Science</b> understand, use and debug events and variables in block coding	<b>Digital Literacy</b> use technology safely, respectfully and responsibly	Consolidation of computing skills	Consolidation of computing skills	<b>Computer Science</b> use and understand Python code  Computing Outcome project