



2024-25	Autumn		Spring		Summer	
<p><b>RE</b> <b>Come and See</b></p>	<p><b>Topic 1 – Loving</b> Do you have to earn love? Prior learning: ourselves as made in the image and likeness of God. This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>The love and care of people – Explore</li> <li>God’s love is unconditional and never ending – Reveal</li> <li>Acquire the skills of assimilation, celebration and application of the above – Respond</li> </ul> <p>Whatever the experience, family still remains the first place for growth and development, the basic social unit.</p> <p><b>Topic 2 - Vocation &amp; commitment</b> What is commitment in life? Prior learning: the call to life and love within the community; marriage This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>Commitment in life – Explore</li> <li>The vocation to the priesthood and religious life – Reveal</li> <li>Acquire the skills of assimilation, celebration and application of the above – Respond</li> </ul> <p><b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b></p>	<p><b>World View</b> <b>Islam</b> – Guidance for Muslims <b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b> <b>Rights and Responsibilities</b></p> <p><b>Topic 3 – Expectations</b> Should we have expectations in life? <b>Prior learning:</b> Advent is the Church’s season of waiting in joyful hope for the coming of Jesus, the Promised One, at Christmas and at the end of time This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>The meaning of expectation – Explore</li> <li>Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – Reveal</li> <li>Acquire the skills of assimilation, celebration and application of the above – Respond</li> </ul> <p><b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b> <b>Solidarity</b></p>	<p><b>Topic 4 – Sources</b> Are books enriching? <b>Prior learning:</b> dioceses continue the work and mission of Jesus, including ecumenism <b>This Topic: learning outcomes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>A wide variety of books and the purpose for which they were written – <b>Explore</b></li> <li>The Bible as the story of God’s love, told by the People of God – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Option for the Poor and Vulnerable</b> <b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b></p> <p><b>Topic 5 – Unity</b> Why are we happiest when we are united? <b>Prior learning:</b> the Eucharist keeps the memory of Jesus’ sacrifice alive and present in a special way <b>This Topic: learning outcomes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>What nourishes and what spoils friendship and unity – <b>Explore</b></li> <li>The Eucharist challenges and enables the Christian family to live and grow in communion every day – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Life and Dignity of the Human Person</b></p>	<p><b>World View</b> <b>Judaism</b> – Rosh Hashanah, Yom Kippur <b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b> <b>Rights and Responsibilities</b></p> <p><b>Topic 6 - Death &amp; new life</b> Can any good come out of loss and death? <b>Prior learning:</b> Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus. Know and understand:</p> <ul style="list-style-type: none"> <li>Loss and death bring about change for people – <b>Explore</b></li> <li>The Church’s seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Life and Dignity of the Human Person</b> <b>Care for God’s Creation</b></p>	<p><b>Topic 7 – Witnesses</b> What do I want to witness to in my life? <b>Prior learning:</b> Pentecost is the celebration of the Spirit’s transforming power. <b>This Topic: learning outcomes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>The courage to be a witness – <b>Explore</b></li> <li>Pentecost: The Holy Spirit enables people to witness to the Easter message – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Care for God’s Creation</b></p> <p><b>Topic 8 – Healing</b> Who needs healing? <b>Prior learning:</b> God’s rules for living freely and responsibly – the Commandments <b>This Topic: learning outcomes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>When people become sick and need care – <b>Explore</b></li> <li>The Sacrament of the Anointing of the Sick – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Option for the Poor and Vulnerable</b> <b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b></p>	<p><b>World View</b> <b>Hinduism</b> – Karma <b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b> <b>Rights and Responsibilities</b></p> <p><b>Topic 9 - Common Good</b> How can we work together to build a just and fair world? <b>Prior learning:</b> the Church is called to stewardship of creation. <b>This Topic: learning outcomes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>Justice for the good of all – <b>Explore</b></li> <li>The work which Christians do for the common good of all – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b> <b>The Dignity of Work and the Rights of Workers</b></p>



					<p><b>Family, Community and Participation Solidarity</b></p>									
<p><b>Catholic Social Teaching</b> <b>ROOTED IN LOVE</b></p>	<p><b>Care for Creation</b> The world was made by God, so we take care of God's creation.</p>		<p><b>Preferential Option for the Poor</b> The 'preferential option' means allowing someone to have the first choice.</p>		<p><b>Solidarity and Peace</b> God calls us to be peacemakers in the world – to stand in solidarity with those in need.</p>		<p><b>Community and Participation</b> As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.</p>		<p><b>Dignity of Workers</b> Work is fundamental to the dignity of a person</p>		<p><b>Human Dignity</b> Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.</p>			
<p><b>English ESSENTIAL Writing</b></p>	<p><b>Whole school writing project (2 weeks)</b></p> <p><b>Essential Writing</b></p> <p><i>Narrative</i></p>  <p>Writing Outcome: Descriptive Scene</p> <p>10 -15 steps</p>	<p><b>Essential Writing</b></p> <p><i>Non-Chronological Report</i></p>   <p>Writing outcome: Non-Chronological Report</p> <p>15 steps</p>	<p><b>Essential Writing</b></p> <p><i>Narrative</i></p>  <p>Writing Outcome: Narrative</p> <p>10 steps</p>	<p><b>Essential Writing</b></p> <p><i>Persuasive Speeches</i></p>  <p>Writing Outcome: Persuasive Speech</p> <p>15 steps</p>	<p><b>Essential Writing</b></p> <p><i>Non-Chronological Report</i></p>  <p>Writing Outcome: Non-Chronological Report</p> <p>15 steps</p>	<p><b>Essential Writing</b></p> <p><i>Dialogue</i></p> <p>Texts provided by HFL</p> <p>Writing Outcome: Scene with Dialogue</p> <p>10 steps</p>	<p><b>Essential Writing</b></p> <p><i>Balanced Argument</i></p> <p>Texts provided by HFL</p> <p>Writing Outcome: Balanced Argument</p> <p>5 steps</p>	<p><b>Essential Writing</b></p> <p><i>Narrative</i></p>  <p>Writing Outcome: Narrative (fairy tale)</p> <p>15 steps</p>	<p><b>Essential Writing</b></p> <p><i>Biography</i></p>  <p>Writing Outcome: Biography</p> <p>10 steps</p>	<p><b>Essential Writing</b></p> <p><i>Advocacy Campaign</i></p>   <p>Writing Outcome: Advocacy Campaign</p> <p>15 steps</p>	<p><b>Essential Writing</b></p> <p><i>Narrative</i></p>  <p>Writing Outcome: Narrative</p> <p>10 steps</p>	<p><b>Essential Writing</b></p> <p><i>Advocacy Poetry</i></p>  <p>Writing Outcome: Advocacy Poetry (ballads)</p> <p>5 steps</p>	<p><b>Essential Writing</b></p> <p><i>Blogs</i></p> <p>Texts provided by HFL</p> <p>Writing Outcome: Blogs</p> <p>10 steps</p>	<p><b>Essential Writing</b></p> <p><i>Narrative</i></p>   <p>Writing Outcome: Narrative</p> <p>15 steps</p>
<p><b>Spelling ESSENTIAL</b></p>	<ul style="list-style-type: none"> <li>Review words with unexpected letters from Y3/4 statutory word list</li> <li>Review homophones and near homophones</li> </ul>		<ul style="list-style-type: none"> <li>Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list</li> </ul>		<ul style="list-style-type: none"> <li>Review words with the /i:/ sound spelt ei after c</li> <li>Review -ent, -ence, -ency, -ant, -ance and -ancy endings</li> </ul>		<ul style="list-style-type: none"> <li>Review words with silent letters b, k, l, h, t</li> <li>Focus on unstressed vowels: words from the Y5/6 statutory word list</li> <li>Review affixes: morphology</li> </ul>		<ul style="list-style-type: none"> <li>Review words containing ough</li> <li>Review words containing rarer letter combinations: words from the Y3/4 and 5/6 statutory word list</li> </ul>		<ul style="list-style-type: none"> <li>Review use of apostrophe for contraction</li> <li>Review use of apostrophe for possession</li> <li>Review commonly misspelt words from the class</li> </ul>			



	<ul style="list-style-type: none"> <li>Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly</li> <li>Review suffixes beginning with vowel letters to words</li> </ul>	<ul style="list-style-type: none"> <li>Explore suffixes beginning with vowel letters to words ending in -fer</li> <li>Review -cial, - tial, -cially and -tially endings</li> <li>Review -able, -ably, -ible and -ibly endings</li> <li>Review -cious and -tious endings</li> </ul>	<ul style="list-style-type: none"> <li>Review -tion, -ation, -cian, -ssion and -ssion endings</li> <li>Review -sure and -ture endings</li> <li>Review all suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Review affixes: words from the Y5/6 statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Focus on etymology: words from the Y5/6 statutory word list</li> <li>Review homophones and commonly confused words</li> <li>Review use of hyphen</li> </ul>	<ul style="list-style-type: none"> <li>Focus on morphology and etymology</li> <li>Revision of strategies to spell words</li> </ul>
<b>Maths ESSENTIAL</b>	<p>6LS1 - Place value                  6LS2 - Multiply and divide by 10 100 1000                  6LS3 - Choosing effective mental strategies                  6LS4 - Problem solving with 4 operations                  6LS5 – Application factors multiples and primes                  6LS6 - Formal method for multiplication                  6LS7 - Area of parallelograms and triangles                  6LS8 – Formal written method for short division                  6LS9 - Equivalent fractions                  6LS10 - Comparing and ordering fractions                  6LS11 - Adding and subtracting fractions                  6LS12 – Fraction and decimal equivalents                  6LS13 – Fractions, decimals and percentages                  6LS14 - Calculate percentages                  6LS15 - Properties of shape</p>		<p>6LS16 – Order of operations and algebra                  6LS17 - Formal method for long division                  6LS18 – Exploring relationships between area and perimeter                  6LS19 – Recognise and find angles                  6LS20 – Reflection and translation                  6LS21 – Multiplying fractions                  6LS22 – Dividing fractions                  6LS23 – Fractions, decimals and percentages problem-solving                  6LS24 - Ratio and proportion                  6LS25 - Volume                  6LS26 - Measures                  6LS27- Statistics: line graphs and pie charts</p>		<p>6LS28 – Algebra and sequences                  6LS29 – Statistics: calculate and interpret mean average                  6LS30 – Application of previous years’ learning                  6LS31 – Application of known facts and calculation strategies                  6LS32 – Constructing pie charts                  6LS33 – Statistical representations                  6LS34 – Further algebra                  6LS35 – Financial maths and enterprise                  6LS36 – Maths preparation for KS3</p>	
<b>Maths fluency</b>  Mini arithmetic papers  Retrieval grids	<ul style="list-style-type: none"> <li>Count in multiples of 2,4,6,7,8,9,25 and all powers of 10</li> <li>Read, write, order and compare numbers up to 1,000,000</li> <li>Find 10, 100, 1000 more or less than any given number</li> <li>Recognise the place value of each digit in numbers up to 1,000,000</li> <li>Use negative numbers in context and calculate intervals across 0</li> <li>Add and subtract numbers with up to 3 digits and tens</li> <li>Add and subtract numbers with up to 3 digits and hundreds</li> </ul>	<ul style="list-style-type: none"> <li>Add three one-digit numbers</li> <li>Add and subtract multiples of 10 and 100 and 1000 mentally</li> <li>Add and subtract decimal numbers with up to three places mentally</li> <li>Mental calculations and the four operations</li> <li>Column addition and subtraction</li> <li>Multiplication and division facts up to 12x12</li> <li>Multiply by 0 and divide by 0 or 1</li> <li>Multiply 3 single digit numbers</li> <li>Use known facts to work out sums e.g. <math>30 \times 5 = 3 \times 5 \times 10</math></li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide numbers by powers of 10, including decimals</li> <li>Multiply by 25</li> <li>Multiply and divide multiples of 100/10 by powers of 10</li> <li>Missing number problems – inverse</li> <li>Square and cubed numbers</li> <li>Prime numbers</li> <li>Count up and down in tenths, hundredths</li> <li>Unit fractions and non-unit fractions</li> <li>Adding fractions</li> <li>Subtracting fractions</li> </ul>	<ul style="list-style-type: none"> <li>Multiplying fractions by fractions</li> <li>Multiplying fractions by whole numbers</li> <li>Divide fractions by whole numbers</li> <li>Divide fractions by fractions</li> <li>Fractions of amounts</li> <li>Known FDP equivalents</li> <li>Finding 10% 25% 50% 75% of numbers</li> <li>Percentages of amounts</li> <li>BODMAS</li> </ul>	Consolidate learning for SAT’s	KS3 Preparation HFL
<b>Science Kapow</b>	<p><b>Living things: Classifying Big and Small</b>                  Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl</p>	<p><b>Energy: Light and Reflection</b>                  Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. Pupils investigate the effect of moving an object away from the surface it casts a</p>	<p><b>Living things: Evolution and Inheritance</b>                  Studying patterns in humans and other species, children learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace,</p>	<p><b>Energy: Circuits, batteries and switches</b>                  Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and</p>	<p><b>Animals: Circulation and Health</b>                  Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use</p>	<p><b>Making connections: Are some sunglasses safer than others?</b>                  Exploring sun safety, children investigate the efficacy of different sunglasses. They devise enquiries to test light and UV transmission of the lenses to form a conclusion about which</p>



	Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce branching and number classification keys to sort and identify organisms.	shadow on and the relationship between the incoming and reflected rays on a mirrored surface. Exploring real uses of mirrors allow children to apply what they have learned about light throughout the unit.	pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.	relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.	secondary sources to advise patients. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better.	sunglasses are best. The children summarise their findings through presentations and advertisements.
	<ul style="list-style-type: none"> <li>○ Carl Linnaeus</li> </ul>	<ul style="list-style-type: none"> <li>○ Thomas Edison -Invented electric light bulb</li> <li>○ Patricia Bath (BP website)- saving sight</li> <li>○ Thomas Young (Wave Theory of Light)</li> <li>○ Ibn al-Haytham -Light and our Eyes</li> <li>○ Percy Shaw - The Cats Eye</li> <li>○ Maria Telkes- Solar energy</li> </ul>	<ul style="list-style-type: none"> <li>○ Hippocrates -The Father of Medicine</li> <li>○ Rosalind Franklin – DNA</li> <li>○ Nettie Stevens – Geneticist</li> <li>○ Professor Alice Roberts - Evolutionary biologist</li> <li>○ Charles Darwin- Evolution</li> <li>○ Alfred Russell Wallace – naturalist</li> </ul>	<ul style="list-style-type: none"> <li>○ Nikola Telsa -AC electric system</li> <li>○ Alessandro Volta- Electrical Battery</li> <li>○ Nicola Tesla- Alternating Currents</li> <li>○ Edith Clarke -Electrical engineer</li> </ul>		
<b>Outdoor learning</b>	<ul style="list-style-type: none"> <li>● Rules and safety of outdoor learning</li> <li>● Hazards and risks lesson</li> <li>● Classification</li> <li>● Ordering numbers</li> </ul> <p><b>AYLESFORD</b></p>	<ul style="list-style-type: none"> <li>● Show how light is reflected using different resources</li> <li>● Light experiment outside using the light pyramids and sunlight (also can look at shadows)</li> <li>● Reflection of shapes outside</li> </ul>	<ul style="list-style-type: none"> <li>● Painting and making poppies outdoors</li> <li>● Make up a WW2 song</li> <li>● Building the highest and longest towers – Linked to DT</li> </ul> <p><b>BRITISH SCHOOLS MUSUEM</b></p>	<ul style="list-style-type: none"> <li>● Electrical circuits using outdoor learning materials</li> </ul>	<ul style="list-style-type: none"> <li>● Build and create digestive system from natural materials – linked to science</li> </ul>	<ul style="list-style-type: none"> <li>● Class fire with toasted marshmallows</li> </ul> <p><b>RESIDENTIAL TRIP</b></p> <p><b>SWIMMING</b></p>
<b>Geography</b> <b>Kapow</b>		<b>Why does population change?</b> Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.		<b>Where does our energy come from?</b> Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.		<b>Can I carry out an independent fieldwork enquiry?</b> Observing, measuring, recording and presenting their own fieldwork study of the local area.
<b>History</b> <b>Kapow</b>	<b>What does the Census tell us about our local area?</b> Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.		<b>British history 6: What was the impact of World War II on the people of Britain?</b> Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.		<b>Transition unit</b> <b>The Sikh Empire</b> Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.	



<p><b>Computing</b> <b>Purple Mash</b></p>	<p><b>Coding (6.1)</b></p> <ul style="list-style-type: none"> <li>To design a playable game with a timer and a score.</li> <li>To plan and use selection and variables.</li> <li>To understand how the launch command works.</li> <li>To use functions and understand why they are useful.</li> <li>To understand how functions are created and called.</li> <li>To use flowcharts to create and debug code.</li> <li>To create a simulation of a room in which devices can be controlled.</li> <li>To understand how user input can be used in a program.</li> <li>To understand how 2Code can be used to make a text-adventure game.</li> </ul>	<p><b>Online safety (6.2)</b></p> <ul style="list-style-type: none"> <li>To identify benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>To identify secure sites by looking for privacy seals of approval.</li> <li>To identify the benefits and risks of giving personal information.</li> <li>To review the meaning of a digital footprint.</li> <li>To have a clear idea of appropriate online behaviour.</li> <li>To begin to understand how information online can persist.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> </ul> <p><b>Spreadsheets (6.3)</b></p> <ul style="list-style-type: none"> <li>To use a spreadsheet to investigate the probability of the results of throwing many dice.</li> <li>To use a spreadsheet to calculate the discount and final prices in a sale.</li> <li>To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</li> <li>To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</li> </ul>	<p><b>Blogging (6.4)</b></p> <ul style="list-style-type: none"> <li>To identify the purpose of writing a blog.</li> <li>To identify the features of a successful blog.</li> <li>To plan the theme and content for a blog.</li> <li>To understand how to write a blog and a blog post.</li> <li>To consider the effect upon the audience of changing the visual properties of the blog.</li> <li>To understand how to contribute to an existing blog.</li> <li>To understand how and why blog posts are approved by the teacher.</li> <li>To understand the importance of commenting on blogs.</li> </ul>	<p><b>Text adventure (6.5)</b></p> <ul style="list-style-type: none"> <li>To find out what a text adventure is.</li> <li>To use 2Connect to plan a story adventure.</li> <li>To make a story-based adventure using 2Create a Story.</li> <li>To read and understand given code for a text adventure game.</li> <li>To debug and improve a text adventure game.</li> </ul>	<p><b>Networks (6.6)</b></p> <ul style="list-style-type: none"> <li>To learn about what the Internet consists of.</li> <li>To find out what a LAN and a WAN are.</li> <li>To find out how the Internet is accessed in school.</li> <li>To research and find out about the age of the Internet</li> <li>To think about what the future might hold.</li> </ul>	<p><b>Quizzing (6.7)</b></p> <ul style="list-style-type: none"> <li>To create a picture-based quiz for young children.</li> <li>To learn how to use the question types within 2Quiz.</li> <li>To explore the grammar quizzes.</li> <li>To make a quiz that requires the player to search a database.</li> <li>To make a survey and analyse the responses.</li> </ul> <p><b>Binary (6.8)</b></p> <ul style="list-style-type: none"> <li>To examine how whole numbers are used as the basis for representing all types of data in digital systems.</li> <li>To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).</li> <li>To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</li> </ul>
<p><b>Music</b> <b>Kapow</b></p>	<p><b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b> Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>	<p><b>Film music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><b>Songs of WW2</b> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p><b>Theme and variations (Theme: Pop Art)</b> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b>Baroque</b> Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>	<p><b>Composing and performing a Leavers' Song</b> Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>
<p><b>Art and design</b> <b>Kapow</b></p>		<p><b>Craft and design: Photo opportunity</b></p>		<p><b>Drawing: Make my voice heard</b> From the Ancient Maya to modern-day street art, children</p>		<p><b>Sculpture and 3D: Making memories</b></p>



		Developing photography skills and techniques to design a range of creative photographic outcomes.		look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.		Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
<b>Design and Technology</b> <b>Kapow</b>	<b>Textiles: Waistcoats</b> Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.		<b>Structures: Playgrounds</b> Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.		<b>Digital world: Navigating the world</b> Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.	
<b>PE</b> <b>Get Set PE</b>	<b>Netball</b> <ul style="list-style-type: none"> <li>I can create and use space to help my team.</li> <li>I can pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use marking, and/or interception to improve my defence.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>I can create and perform sequences using compositional devices to improve the quality.</li> <li>I can lead a small group through a short warm-up routine.</li> <li>I can use appropriate language to evaluate and refine my own and others' work.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can work collaboratively with others to create a sequence.</li> <li>I understand how to work safely when learning a new skill.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I understand what counterbalance and counter tension is and can show examples with a partner.</li> </ul>	<b>Volleyball</b> <ul style="list-style-type: none"> <li>I am inclusive of others, can share job roles and lead when necessary.</li> <li>I can orientate a map efficiently to navigate around a course.</li> <li>I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>I can use critical thinking skills to form ideas and strategies to solve challenges.</li> <li>I can work effectively with a partner and a group to solve challenges.</li> <li>With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>I can select the appropriate action for the situation.</li> <li>I can strike a bowled ball with increasing consistency and accuracy.</li> <li>I can use a wider range of fielding skills with increasing control under pressure.</li> <li>I can use the rules of the game consistently to play fairly.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>I can perform safe self-rescue in different water-based situations.</li> </ul> <b>Rounders</b> <ul style="list-style-type: none"> <li>I can compete within the rules showing fair play and honesty.</li> <li>I can help others to improve their technique using key teaching points.</li> <li>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>I can perform jumps for height and distance using good technique.</li> <li>I can select and apply the best pace for a running event.</li> <li>I can show accuracy and good technique when throwing for distance.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I use different strategies to persevere to achieve my personal best.</li> </ul>	
<b>RSE</b> <b>Ten Ten</b>	N/A	<b>Unit 1- Religious Understanding</b> <b>Story Sessions:</b> Calming the Storm	<b>Unit 3- Emotional Well-Being</b> <b>Session 1:</b> Body Image <b>Session 2:</b> Peculiar Feelings <b>Session 3:</b> Emotional Changes	<b>Continue - Unit 4- Life Cycles</b> <b>Session 4:</b> Hope Beyond Death <b>Session 5:</b> Coping with Change	<b>Unit 3- Life Online</b> <b>Session 1:</b> Sharing isn't Always Caring	<b>Unit 1- Religious Understanding</b> <b>Session 1:</b> The Trinity <b>Session 2:</b> Catholic Social Teaching



		<p><b>Unit 2- Me, My Body, My Health</b>  <b>Session 1:</b> Gifts and Talents  <b>Session 2:</b> Girls' Bodies  <b>Session 3:</b> Boys' Bodies  <b>Session 4:</b> Spots and Sleep</p> <p>CTS: <b>Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p>	<p><b>Session 4:</b> Seeing Stuff Online</p> <p><b>Unit 4- Life Cycles</b>  <b>Session 1:</b> Making Babies (Part 1)  <b>Session 2:</b> Making Babies (Part 2)  <b>Session 3:</b> Menstruation</p> <p>CTS: <b>Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p>	<p><b>Unit 1- Religious Understanding</b>  Unit Prayer &amp; Assessment Activity  <b>Session 1:</b> God Calling you</p> <p><b>Unit 2- Personal Relationships</b>  <b>Session 1:</b> Under pressure  <b>Session 2:</b> Do You Want a Piece of Cake?  <b>Session 3:</b> Self – Talk  <b>Session 4:</b> Build Others Up  Classroom Shorts</p> <p>CTS: <b>Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p>	<p><b>Session 2:</b> Cyberbullying  Classroom Shorts</p> <p><b>Unit 4- Keeping Safe</b>  <b>Session 1:</b> Types of Abuse  Classroom Shorts  <b>Session 2:</b> Impacted lifestyles  Classroom Shorts  <b>Session 3:</b> Making Good Choices  <b>Session 4:</b> Giving Assistance</p> <p>CTS: <b>Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p>	<p><b>Unit 2- Living in the Wider World</b>  <b>Session 1:</b> Reaching Out  <b>Session 2:</b> The World of Work  Classroom Shorts  <b>Session 3:</b> Money and Me  Classroom Shorts</p> <p>CTS: <b>Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p>
<p><b>French Language Angels</b></p>	<p><b>Fruits and Vegetables - Les fruits</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> </ul>	<p><b>Healthy Lifestyle - Manger et Bouger</b></p> <ul style="list-style-type: none"> <li>Name and recognise 10 foods and drinks that are considered good for your health.</li> <li>Name and recognise 10 foods and drinks that are considered bad for your health.</li> <li>Say what activities they do to keep in shape during the week.</li> <li>Say in general what they do to keep a healthy lifestyle.</li> <li>Learn to make a healthy recipe in French.</li> </ul>	<p><b>World War II - La Seconde Guerre mondiale</b></p> <ul style="list-style-type: none"> <li>Group/order unknown vocabulary to help decode texts in French.</li> <li>Improve listening and reading skills.</li> <li>Name the countries and languages involved in WW2.</li> <li>Say what the differences were in city and country life during the war.</li> <li>Learn to integrate all their new and previous language writing a letter.</li> </ul>	<p><b>At School - À l'école</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/ dislike certain school subjects.</li> <li>Tell the time (on the hour) in French.</li> <li>Say what time they study certain subjects at school.</li> </ul>	<p><b>At the Weekend - Le week-end</b></p> <ul style="list-style-type: none"> <li>Ask what the time is in French.</li> <li>Tell the time accurately in French.</li> <li>Learn how to say what they do at the weekend in French.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> </ul>	<p><b>Me in the World - Moi dans le monde</b></p> <ul style="list-style-type: none"> <li>About the many countries in the Francophone world.</li> <li>About different festivals (religious and non-religious) around the world. That we are different and yet all the same.</li> <li>That we can all help to protect our planet.</li> <li>How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).</li> </ul>