



Term	Autumn		Spring		Summer	
Topic	Journeys	Journeys	Changes in our Local Environment	Ancient Greece	Marvellous Mountains	Vicious Vikings
<u>Big questions</u>	What makes people go on a journey?	Where does all our things come from? What is the journey of our things?	How is the UK changing? How has our area changed from the past and how will it change in the future?	What did the Greeks do for us? Can we thank the Ancient Greeks for anything in our lives today? How can we find out about the civilisation of Ancient Greece?	Where should we go on holiday? What should tourists know about the Alps?	Would the Vikings do anything for money? Where did the Vikings come from? What made them successful warriors?
<u>RE Come and See</u>	<p><b>Topic 1</b> <b>Ourselves</b> - Who am I? Prior learning: The family of God in Scripture Know and understand:</p> <ul style="list-style-type: none"> <li>A deepening awareness of 'Who I am' – Explore</li> <li>Ourselves as made in the image and likeness of God – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b></p> <p>Whatever the experience, family still remains the first place for growth and development, the basic social unit.</p> <p><b>Topic 2</b> <b>Life Choices</b> - Is commitment important? Prior learning: Confirmation: a call to witness Know and understand:</p> <ul style="list-style-type: none"> <li>Showing care and commitment – Explore</li> </ul>	<p><b>World View</b> <b>Islam</b> – Ramadan and Pilgrimage <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</b> <b>Hope</b> - What does it mean to live in hope? Prior learning: Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus Know and understand:</p> <ul style="list-style-type: none"> <li>Waiting hopefully – Explore</li> <li>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 – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><b>Life and Dignity of the Human Person</b></p>	<p><b>Topic 4</b> <b>Mission</b> - Do we all have a mission in life? Prior learning: knowledge and understanding of the life of the local Christian community Know and understand:</p> <ul style="list-style-type: none"> <li>The mission of inspirational leaders – Explore</li> <li>Dioceses continue the work and mission of Jesus including ecumenism – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <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>The experience of community is an essential and enjoyable part of life for people of every age and faith.</p> <p><b>Topic 5</b> <b>Memorial</b> - Why do we need memories? Prior learning: the Eucharist challenges and enables living and growing in communion Know and understand:</p>	<p><b>World View</b> <b>Judaism</b> – Passover <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</b> <b>Sacrifice</b> - Why do we need to make sacrifices? Prior learning: celebrating growth to new life Know and understand:</p> <ul style="list-style-type: none"> <li>Giving or refusing to give; appreciating the cost of giving – Explore</li> <li>Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><b>Family, Community and Participation</b> - Life, especially family life, or life in school, is full of opportunities for self-giving. <b>Life and Dignity of the Human Person</b> <b>Care for God's Creation</b></p>	<p><b>Topic 7</b> <b>Transformation</b> - How can energy transform? Prior learning: the new life of the Easter message is spread through the power of the Holy Spirit Know and understand:</p> <ul style="list-style-type: none"> <li>Transforming energy – Explore</li> <li>Pentecost, the celebration of the Spirit's transforming power – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><b>Care for God's Creation</b></p> <p>Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service.</p> <p><b>Topic 8</b> <b>Freedom and Responsibility</b> - How do rules bring freedom? Prior learning: the importance of admitting wrong and being reconciled with each other and God Know and understand:</p>	<p><b>World View</b> <b>Hinduism</b> - Brahman Belief in one God Pilgrimage <b>Family, Community and Participation</b> <b>Life and Dignity of the Human Person</b> <b>Rights and Responsibilities</b></p> <p><b>Topic 9</b> <b>Stewardship</b> - Can I be a steward of creation? Prior learning: different saints show people what God is like Know and understand:</p> <ul style="list-style-type: none"> <li>Caring for the earth – Explore</li> <li>The Church is called to stewardship of Creation – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><b>Care for God's Creation</b></p> <p>Climate, our world and what we can do to be good stewards of it. <b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b></p>

*'As a family we live, love. Learn and celebrate with Jesus.'*



	<ul style="list-style-type: none"> <li>The call to life and love within the community; marriage – Reveal</li> <li>Acquire the skills of assimilation, celebration and application of the above – Respond</li> </ul> <p><b>Family, Community and Participation Solidarity</b></p> <p>Gifts, given and received, are a sign and expression of love.</p> <p><b>Family, Community and Participation Solidarity</b></p> <p><b>Rights and Responsibilities</b></p> <p>Our lives are marked by many different experiences of being welcomed into new situations and groups.</p> <p>We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to workplaces and to social groupings.</p>	<p><b>Family, Community and Participation Solidarity</b></p> <p>Gifts, given and received, are a sign and expression of love.</p>	<ul style="list-style-type: none"> <li>How memories are kept alive – Explore</li> <li>The Eucharist keeps the memory of Jesus’ sacrifice alive and present in a special way – Reveal</li> <li>Acquire the skills of assimilation celebration and application of the above – Respond</li> </ul> <p><b>Solidarity</b></p> <p>Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another</p> <p><b>Life and Dignity of the Human Person</b></p> <p><b>Family, Community and Participation</b></p>		<ul style="list-style-type: none"> <li>Freedom involves responsibility – Explore</li> <li>God’s rules for living freely and responsibly – the Commandments – Reveal</li> <li>Acquire the skills of assimilation, celebration and application of the above – Respond</li> </ul> <p><b>Option for the Poor and Vulnerable</b> Networks of friendships and relationships enable human beings to live together.</p> <p><b>Life and Dignity of the Human Person</b></p> <p><b>Family, Community and Participation</b></p> <p>If human beings are to live together in relationships, there is always need for reconciliation.</p>	<p><b>The Dignity of Work and the Rights of Workers</b></p>
<p><b>English</b></p>	<p>Class book: <b>The Explorer by Katherine Rundell</b></p> <p><b>2 Week Whole School Project</b></p> <p><b>Unit of Work: Wolves in the Walls by Neil Gaiman – HFL planning (2 weeks)</b> <u>Type of writing produced:</u> Produce a short story</p> <p><b>HfL - How To Be A World Explorer: Your all-terrain training manual – Lonely Planet, Not for Parents (2 weeks)</b> <u>Type of writing produced:</u> Produce an explanation text</p> <p><b>Key Texts: Wolves in the Walls, How To Be A World Explorer: Your all-terrain</b></p>	<p>Class book: <b>The Explorer by Katherine Rundell</b></p> <p>Unit of work: <b>Cloud Tea Monkeys</b> by Mal Peet and Elspeth Graham – <b>HFL planning (2 weeks)</b> <u>Type of writing produced:</u> Descriptive writing</p> <p>Unit of work: <b>Poetic Language (1 week) HT</b> <u>Type of writing produced:</u> Write poetry to describe something from an unusual perspective.</p> <p>Making the Ordinary Extraordinary!</p> <p><b>Key Texts: Cloud Tea Monkeys</b> Various poems</p>	<p>Class book: <b>The Boy at the back of the Class by Onjali Q. Raúf</b></p> <p>Unit of work: <b>The Boy in the Tower (Mystery and Suspense) – HFL planning (4 weeks)</b> <u>Type of writing produced:</u> Children invent their own chapter for Boy in the Tower</p> <p>Unit of work: <b>Poetry unit</b> HfL - Poetry: vocabulary building – Landscape poems based on pictures – <b>HFL planning (1 week)</b> <u>Type of writing produced:</u> A variety of landscape poems</p> <p><b>Key Texts: The Watertower and The Boy in the Tower</b></p>	<p>Class book: <b>The Boy at the back of the Class by Onjali Q. Raúf</b></p> <p>Unit of work: Myths and Legends – <b>HFL planning (4 weeks)</b> <u>Type of writing produced:</u> Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.</p> <p><b>Key Texts: The Orchard Book of Greek Myths by Geraldine McCaughrean and Greek Myths by Marcia Williams</b></p>	<p>Class book: <b>When the Lion roars by Jess Butterworth</b></p> <p>Unit of work: <b>Tales of Outer Suburbia by Shaun Tan</b> – <b>HFL planning (3 weeks)</b> <u>Type of writing produced:</u> Narrative writing – short story</p> <p>Unit of work: Mountains – <b>non-fiction HT</b> Blogs and Reports (2 weeks) Travel Writing <u>Type of writing produced:</u> Write own travel recount.</p> <p><b>Key Texts: Tales of Outer Suburbia by Shaun Tan</b> <b>Lonely Planet Kids- The Travel Book by Malcolm Croft, Lonely Planet ‘The Real Wonders of the World’ by Moira Butterfield, Tim Collins &amp; Anna</b></p>	<p>Class book: <b>Viking Boy by Tony Bradman</b></p> <p>Unit of work: <b>Macbeth by William Shakespeare</b> Type of writing produced: A Narrative retelling of Macbeth – <b>HFL planning (3 weeks)</b> <u>Type of writing produced:</u> A narrative retelling of Macbeth.</p> <p>Unit of work: The lion hunt by Peter Paul Rubens - Visual Literacy Tiger in a tropical storm/ Surprised! by Henri Rousseau – <b>HFL planning (2 weeks)</b> Type of writing produced: Narrative writing</p> <p>Unit of work: <b>narrative poetry</b> HfL - The listener (2 weeks)</p>



	training manual – Lonely Planet, Not for Parents				Claybourne, Steve Backshall's Deadly 60 by Steve Backshall	Type of writing produced: Creative writing  Key Texts: Macbeth by William Shakespeare Mr. William Shakespeare's plays by Marcia Williams Shakespeare Stories by Leon Garfield The Listeners, Walter de la Mare
<b>Spelling</b> Essential Spelling	<ul style="list-style-type: none"> <li>Review frequently misspelt words including some homophones and near homophones</li> <li>Review plurals – adding –s, –es, –ies, –ves</li> <li>Review suffixes beginning with consonant letters to words: –ment, –less, –ful, –ly</li> <li>Review suffixes beginning with vowel letters to words</li> <li>Focus on morphology</li> </ul>	<ul style="list-style-type: none"> <li>Review suffixes beginning with vowel letters to words with unstressed syllables</li> <li>Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list</li> <li>Review soft c- words in statutory list</li> <li>Explore words with the /i:/ sound spelt ei after c</li> <li>Review word endings that sound like el</li> </ul>	<ul style="list-style-type: none"> <li>Explore words with –cial or –tial endings</li> <li>Explore words ending in –cially or –tially</li> <li>Review words from Y34 statutory word list</li> <li>Explore words ending with –able and –ible</li> <li>Explore words ending with –ably and –ibly</li> </ul>	<ul style="list-style-type: none"> <li>Explore words with –cious or –tious endings</li> <li>Explore words ending in –ent, –ence, –ency</li> <li>Explore words ending in –ant, –ance, –ancy</li> <li>Focus on words with affixes from Y3/4 and Y5/6 statutory word list</li> <li>Review commonly used and frequently misspelt words</li> </ul>	<ul style="list-style-type: none"> <li>Explore words with silent letters such as b,k, or g</li> <li>Explore words containing the letters ough</li> <li>Focus on words with unstressed vowels from the statutory word list</li> <li>Review use of apostrophe for contraction</li> <li>Review use of apostrophe for possession</li> </ul>	<ul style="list-style-type: none"> <li>Explore homophones and near homophones</li> <li>Explore use of hyphen to create compound words Focus on morphology and etymology</li> </ul>
<b>Guided Reading</b>	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic
<b>Maths</b>	Place Value and Rounding of Large Numbers Interpret Negative Numbers Place Value of Numbers with up to Three Decimal Places Multiply and Divide by 10, 100 and 1,000 Properties of Number – Multiples, Factors and Common Factors Prime and Composite Numbers Multiply and Divide Mentally Solve Problems Involving Knowledge of Key Facts	Add and Subtract Using a Range of Strategies Add and Subtract Using Formal Written Methods Formal Written Method for Multiplication	Formal Written Method of Short Division Equivalent Fractions Compare and Order Fractions Adding and Subtracting Fractions Problem Solving – All Four Operations Multiply Fractions by Whole Numbers Fraction Problem Solving	Measure – Converting Units of Measure Area Volume and Capacity Percentages Problem Solving – Percentages 3-D Shapes from 2-D Representations Reflection and Translation, Perimeter Estimate, Compare, Measure and Draw Angles Identify Unknown Angles	Formal Methods for Division and Multiplication in Increasingly Complex Problems Strategies for Multiplication and Division (Mental and Written) Solving Problems involving Scaling by Simple Fractions and Rates Conversion of Imperial and Metric Units of Measure Fractions, Decimals and Percentages Problem Solving Reading Timetables and Calculating with Time	Solve Problems involving the Four Operations Distinguish between Regular and Irregular Polygons Use Properties of Rectangles Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph Statistics – Interpreting and Evaluating Information Presented in Charts and Tables Roman Numerals
<b>Maths fluency</b>	<ul style="list-style-type: none"> <li>Estimation and number magnitude with larger numbers</li> <li>Rounding – to nearest 10, 100, 1000 with 4-digit numbers and building to rounding to nearest 10, 100, 1000 with any number</li> <li>Secure recall of multiplication and division facts up to 12 × 12</li> </ul>		<ul style="list-style-type: none"> <li>Multiplication mental strategies</li> <li>Add and subtract fractions</li> <li>Multiply and divide by 10, 100 and 1000</li> <li>Mental and written multiplication and division strategies</li> </ul>		<ul style="list-style-type: none"> <li>Understanding decimals as part of our number system</li> <li>Prime numbers and other properties of numbers</li> <li>Calculating missing angles</li> <li>Finding percentages of a number</li> </ul>	



	<ul style="list-style-type: none"> <li>Find and/or recall factor pairs</li> <li>Efficient strategies for addition and subtraction</li> </ul> <p>Properties of shapes with a focus on triangles</p>	<ul style="list-style-type: none"> <li>Read, write and convert time – Y4 revision</li> <li>Roman Numerals – Y4 revision</li> </ul>	<ul style="list-style-type: none"> <li>Converting between metric units (and time units)</li> <li>Multiplying proper fractions and mixed numbers</li> </ul>
<p><b>Science</b></p>	<p><b>Living things and Habitats</b> (linking with English)</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Pupils might work scientifically by:</b> observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p><b>Scientists linked to topic-Living Things and Their Habitats</b></p> <p>Jane Goodall- naturalist</p> <p>Sylvia Earle – Marine biologist</p> <p>Dr. Paula Kahumbu – wildlife conservationist</p>	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop from birth to old age.</li> </ul> <p><b>Pupils could work scientifically by</b> researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p><b>Scientists linked to topic- Animals, including Humans</b></p> <p>Alexander Fleming- Penicillin</p> <p>Louis Pasteur- Vaccination</p> <p>Eva Crane -Reproduction in Bees</p> <p>Virginia Apgar – obstetrical anaesthetologist</p> <p><b>Life and Dignity of the Human Person – we are all created in God’s image.</b></p>	<p><b>Properties and change of materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><b>Pupils might work scientifically by:</b> carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p><b>Scientists linked to topic- Properties and change of materials</b></p> <p>Sir Humphrey Davy- Separating gases</p> <p>Jamie Garcia (BP website)- Invention of a new plastic</p> <p>Becky Schroeder - fluorescence material</p>
			<p><b>Earth &amp; Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky</li> </ul> <p><b>Pupils might work scientifically by:</b> comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> <p><b>Scientists linked to topic- Earth and Space</b></p> <p>Dr Sian Proctor- Analog Astronaut</p> <p>Margaret Hamilton- Computer scientist (Moon Landings)</p>



	<p>Mangala Mani – Antarctic scientist</p> <p>Sir David Attenborough- Animal Behaviourist</p> <p>Care for God’s Creation – protecting people and the planet/environment – rainforest</p>			<p>Stephen Hawking- Black Holes</p> <p>Mae Jemison – Astronaut</p> <p>Claudius Ptolemy and Nicolaus Copernicus - Heliocentric vs Geocentric Universe</p> <p>Neil Armstrong- First man on the Moon</p> <p>Helen Sharman- GB astronaut</p> <p>Caroline Herschel – First to find a comet</p> <p>Valentina Tereshkova- Cosmonaut</p> <p>Care for God’s Creation – protecting people and the planet/environment</p>	<p>Archimedes of Syracuse- Levers</p>	
<p><b>Geography</b> Rising Stars</p>		<p><b>Journeys- Trade</b> <i>Where does all our stuff come from?</i> Children will:</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>Changes in our Local Environment</b> <i>How is the UK changing?</i> Children will:</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical</li> </ul>		<p><b>Mountains</b> <b>EUROPE – A STUDY OF THE ALPINE REGION:</b> <i>Where should we go on holiday?</i> Children will:</p> <ul style="list-style-type: none"> <li>use maps to focus on countries, cities and regions in Europe</li> <li>be taught to understand a region of another European country</li> <li>be taught to understand some of the physical and human processes that shape a region</li> <li>extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range</li> </ul>	



		<p><b>The Dignity of Work and the Rights of Workers – fair pay for workers</b></p> <p><b>Rights and Responsibilities – right of all people</b></p> <p><b>Option for the Poor and Vulnerable - distribution of natural resources</b></p>	<p>geography of a region of the UK</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate</li> <li>• countries and describe features</li> <li>• use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul> <p><b>Care for God’s Creation – protecting people and the planet/environment – rainforest</b></p>		<p>of the world’s more significant human and physical feature</p> <p><b>Care for God’s Creation – protecting people and the planet/environment – rainforest</b></p>	
<b>Learning Outside the classroom</b>	<p><b>Art</b> Rainforest and landscape art</p> <p><b>Science</b> Living Things and Their Habitats</p>	<b>Geography</b>	<p><b>DT</b> Making shelter in forest school</p> <p><b>Geography</b> Look at changes in our local environment</p>	<b>Art</b> Greek Pottery	<b>Maths</b> Fractions	<b>PE – OAA (Outdoor Adventurous Activities)</b> Learn to orientate and navigate using a map.
<b>Educational experiences</b>		<b>Fair trade representative</b>	<b>Work around the local area and WGC town</b>	<b>History off the Page – Ancient Greece workshop Or British Museum</b>	<b>Astronomy roadshow – Space dome</b>	<b>Hindu temple</b> <b>Royal Shakespeare Company</b>
<b>History</b> Rising Stars	<p><b>Journeys</b> <i>What makes people go on a journey?</i></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> </ul>			<p><b>Ancient Greece</b> <i>What did the Greeks do for us?</i></p> <ul style="list-style-type: none"> <li>• a study of Greek life and achievements and their influence on the western world</li> </ul> <p>Children will:</p>		<p><b>Vikings</b> <i>Would the Vikings do anything for money?</i></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> </ul>



- establish clear narratives
- address and devise historically valid questions about significance and cause and change
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends over time.

- develop the use of historical terms
- address and devise historically valid questions
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- continue to develop a chronologically secure knowledge and understanding of world history
- consistently answer and ask historically valid questions about similarity and difference.

- understand how our knowledge of the past is constructed from a range of sources
- establish clear narratives within and across the periods
- develop the appropriate use of historical terms
- address historically valid questions about cause and significance
- construct informed responses that involve the thoughtful selection and organisation of relevant historical information
- note contrasts and connections over time

**The Dignity of Work and the Rights of Workers  
Rights and Responsibilities  
Family, Community and Participation**

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<p><b>Computing</b></p>	<p><b>Online Safety</b></p> <p>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p>	<p><b>Coding</b></p> <p>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</p>	<p><b>Spreadsheets</b></p> <p>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</p>	<p><b>Databases</b></p> <p>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</p>	<p><b>Game Creator</b></p> <p>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</p>	<p><b>3D Modelling</b></p> <p><b>Concept Maps</b></p> <p>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within</p>



	<p><b>Coding</b></p> <p>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</p>	<p>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</p>				software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email
<u>Music</u>	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic
<u>Art/DT</u>	<p><b>Art: Rainforest and landscape art</b> using water colours or oil pastels and a range of media Suggested artist: J.M.W Turner Artist or Monet</p> <p>To be able to demonstrate the illusion of depth using different tones, white and black with charcoal, pastel. The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching. To use viewing frames to focus on detail and to have a basic understanding of perspective e. g the relative size of objects in pictures. To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects.</p>	<p><b>DT: Cooking</b> Make a survival bar for trekking Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><b>DT project: Shelter</b> To investigate a range of shelters. To explore how to join and combine materials and components and find out how to reinforce structures. To find suitable textiles for the purpose of making a shelter. To be able to design a shelter for a particular purpose. To be able to make a shelter for a particular purpose. To be able to evaluate a finished product.</p>	<p><b>Art: Sculpture Greek Pottery</b> Recreate and etch design into wet clay then decorate Techniques- sculpture Drawing and painting</p>	<p><b>Art and DT project: Paper mache mountains</b> Technical knowledge- strengthen, stiffen and reinforce a structure</p>	<p><b>Art: Weaving</b> To use different materials to create different effects , including the use of fabric.</p>



<p><b>PE</b> Get Set PE</p>	<p><b>Swimming</b> Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve:</p> <ul style="list-style-type: none"> <li>• their swimming strokes,</li> <li>• learn personal survival techniques and how to stay safe around water.</li> <li>• to keep afloat and propel themselves through the water.</li> <li>• to be creative, designing their own personal survival course and creating a synchronised swimming sequence.</li> <li>• team games, collaborating and communicating with others.</li> </ul>		<p><b>Dance</b> Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence Thinking: creating, observing and providing feedback, using feedback to improve, selecting and applying skills</p>	<p><b>Fitness</b> To analyse fitness data to identify areas of improvement To choose the best pace for a running events To encourage and motivate others To work with others to manage activities</p>	<p><b>Tennis</b> Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p><b>OAA</b> I can navigate around a course using a map I can orientate a map confidently I understand the need for tactics I know the rules of the game</p>
<p><b>PSHE</b> Jigsaw</p>	<p><b>Being me and my world</b></p> <ul style="list-style-type: none"> <li>• I know what I value most about my school and can identify my hopes for this school year</li> <li>• I can empathise with people in this country whose lives are different to my own</li> <li>• I can empathise with people in this country whose lives are different to my own</li> <li>• I understand that my actions affect me and others</li> <li>• I can contribute to the group and understand how we can function best as a whole</li> <li>• I understand why our school community</li> </ul>	<p><b>Celebrate Difference</b></p> <ul style="list-style-type: none"> <li>• I can give some examples of bullying behaviours including direct and indirect types.</li> <li>• I can explain the differences between direct and indirect types of bullying.</li> <li>• I can consider a range of bullying behaviours and understand the impact these may have</li> </ul> <p><b>Rights and Responsibilities</b></p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• I can suggest examples of dreams and goals a young person might have in a culture different from mine.</li> <li>• I can describe the dreams and goals of a young person in a culture different from mine.</li> <li>• I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals.</li> </ul> <p><b>Rights and Responsibilities</b></p>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives.</li> <li>• I can evaluate when alcohol is being used responsibly, antisocially or being misused.</li> <li>• I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can tell you some basic rules about how to stay safe when using technology to communicate with my friends</li> <li>• I can explain how to stay safe when using technology to communicate with my friends.</li> <li>• I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe</li> </ul> <p><b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b></p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• I can identify some changes that happen to girls' and boys' bodies during puberty.</li> <li>• I can describe how boys' and girls' bodies change during puberty.</li> <li>• I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time</li> </ul> <p><b>Life and Dignity of the Human Person</b></p>



	benefits from a Learning Charter and can help others to follow it			<b>Life and Dignity of the Human Person</b> respect and value my body	<b>Solidarity</b>	
	<b>Life and Dignity of the Human Person</b> <b>Family, Community and Participation</b> <b>Solidarity</b> <b>Care for God's Creation</b>					
<b>RSE</b>		<b>Story Sessions:</b> Calming the Storm <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	<b>Session 1:</b> Body Image <b>Session 2:</b> Funny Feelings <b>Session 3:</b> Emotional Changes <b>Session 4:</b> Seeing Stuff Online <b>Session 5:</b> Menstruation	<b>Session 1:</b> Is God Calling you? <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 1:</b> Sharing isn't Always Caring <b>Session 2:</b> Cyberbullying <b>Session 3:</b> Types of Abuse <b>Session 4:</b> Impacted lifestyles <b>Session 5:</b> Making Good Choices <b>Session 6:</b> Giving Assistance	<b>Session 1:</b> The Trinity <b>Session 2:</b> Catholic Social Teaching <b>Session 1:</b> Reaching Out
<b>French</b> Language Angels	<b>Do you have a pet?</b> Unit Objective: To say what pet you have and do not have in French <ul style="list-style-type: none"> <li>Know the nouns and indefinite articles for 8 common pets.</li> <li>Ask somebody if they have a pet and give an answer back.</li> <li>Say in French what pet we have/do not have and give our pet's name.</li> </ul> Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.	<b>What is the date?</b> Unit Objective: To be able to say the date in French <ul style="list-style-type: none"> <li>Recognise and recall the 12 months of the year in French.</li> <li>Ask what the date is and say the date in French.</li> <li>Ask somebody when their birthday is and say when their own birthday is in French.</li> </ul>	<b>The Weather</b> Unit Objective: To be able to describe the weather in French <ul style="list-style-type: none"> <li>Recognise and recall the 9 weather expressions in French from memory.</li> <li>Ask what the weather is today and give a reply in French.</li> <li>Describe the weather in France, in French using a weather map with symbols.</li> </ul>	<b>Habitats</b> Unit Objective: To speak and write about different habitats, plants and animals in French <ul style="list-style-type: none"> <li>Say and write the key elements that animals and plants need to survive.</li> <li>Name the 5 most common types of habitats.</li> <li>Name an animal and a plant that live and grow in each type of habitat.</li> </ul>	<b>The Olympics</b> Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire. <ul style="list-style-type: none"> <li>Understand the key facts of the ancient and modern Olympics recounted in French.</li> <li>Learn 10 nouns and articles for common Olympic sports.</li> <li>Explore the full present tense conjugation of the high frequency verb FAIRE.</li> <li>Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</li> </ul>	<b>Clothes</b> Unit Objective: To describe what clothes you are wearing by colour in French. <ul style="list-style-type: none"> <li>Recognise and recall from memory 21 items of clothing.</li> <li>Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.</li> <li>Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</li> </ul>