

Autumn Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
History	Question	What was World War 2 and when was it? Who was the leader of Britain?	Who was Winston Churchill?	Who was Adolf Hitler?		Who was evacuated during WW2? What was it like to be a child during WW2?	Who was evacuated during WW2? What was it like to be a child during WW2?	What was food rationing and what impact did it have on families?	What was the role of women during WW2?	What was the Holocaust?	Is it fair that some people were sent to concentration camps? Can you think of any similarities between the holocaust and events happening in the world today?	Who was Anne Frank and what impact did she have?	
	Skills	I can develop a chronologically secure knowledge and understanding of world history, establishing clear narratives written and by learning about the events leading to the outbreak of World War II. I can explain why World War II began and order events from early World War II on a timeline.	I can communicate about historical events and significant people from the past and begin to present them in different ways.	I can communicate about historical events and significant people from the past and begin to present them in different ways.		I can identify and state reasons for and results of historical events, situations, and changes in the 1940s. I can empathise with how refugees today may feel. I can develop an understanding of how child evacuees might have felt during World War Two. I can select and use the most appropriate sources of evidence to gather information and recognise bias.	I can identify and state reasons for and results of historical events, situations, and changes in the 1940s. I can empathise with how refugees today may feel. I can develop an understanding of how child evacuees might have felt during World War Two.	I begin to use more precise historical language. I can make comparisons between different historical periods.	I can use historical vocabulary to describe periods studied. I can identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.	HISTORICAL ENQUIRY: I can ask and answer questions, and select and record information relevant to the focus of the enquiry.	HISTORICAL ENQUIRY: I can ask and answer questions, and select and record information relevant to the focus of the enquiry. I can use dates and ask abstract historical terms to critically analyse historical events. I can choose how to communicate comparisons from different historical periods.		I can find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources. I can use dates and ask abstract historical terms to critically analyse historical events.
	Knowledge	I know about the events that led up to Britain declaring war on Germany in 1939. I know when World War 2 took place.	I know who Neville Chamberlain and Winston Churchill were. I know how long they were PM for and what key roles they played in WWII.	I know who Adolf Hitler was and his role in WW2.	I know what the impact of the Blitz was on children in UK.	I know that children were evacuated from the city to the countryside in waves of time. I know what conditions were like for children who were evacuated. I know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.	I know that children were evacuated from the city to the countryside in waves of time. I know what conditions were like for children who were evacuated. I know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.	I know what impact food rationing had on families. I know which foods were rationed and the reasons why.	I know the experiences of women during WW2. I can explain how the role of women differed before, during and after the war.	I know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.	I know that some people were sent to concentration camps and why.		I know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. I know who Anne Frank was and what impact she has had.
	Activity	Children to complete KWL sheet first for WW2. Play Neville Chamberlain speech. Look at videos and images to find out facts about the past. Place significant events in a timeline. Compare two sources of evidence - class discussion of why Chamberlain declared war on Germany - was this action justified?	Research about the Neville Chamberlain/ Winston Churchill. Produce biography/fact file.	Research about the Adolf Hitler. Produce biography/fact file.	Look at photograph of the Blitz and written account of Blitz - children draw arrow adding captions to both pieces of evidence showing what it was like for children during the Blitz.	Make a suitcase of items taken by an evacuee, thinking about which items are essential and which are desirable. Give reasons for choices made. Show different written & photographic evidence. re. evacuation - children select most appropriate pieces of evidence.	Using selected evidence - children write a diary entry/letter from the viewpoint of an evacuated child. Using their own diary entries and prior knowledge compare 2020 Covid 19 lockdown -with photographic evidence. re. evacuation of chn. in WW2.Chn. debate which was worse lockdown or evacuation?	Look at copies of ration books and lists of what an average family would be allowed each week. Create plates comparing todays meals and meals during WW" when rationing was enforced. Produce a weekly menu of meals a family could produce when on rationing.	Produce a propaganda poster encouraging women to take on the roles previously held by men. Complete chart showing how the role of women changed pre war and post war.	Question and answer sheet describing how and why Jews were subject to Nazi prejudice and discrimination during the war.	Produce a 'Lessons to Live' by poster.		Detail how Anne Frank's life changed and why. Use different sources of evidence to create factfile about Anne Frank.
Science	Question	What do you already know about living things - humans?	In which ways do humans and animal offspring usually mirror their parents?	What are the different stages of growth?	Why is exercise important?	Why is it important to have a healthy diet?	What are the main organs of the human body?	How is the pulse rate measured?	What happens to your heart rate when you exercise?	What do you already know about light and sound?	How do we see objects?	What is reflection? Which materials are reflective?	
	Skills	Consider the following: What do you know? What you would like to learn and what you have learnt? Children to complete the KWL grid for humans - what do they already know about the subject?	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Ask a wide range of relevant scientific questions.	Ask a wide range of relevant scientific questions.	Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	Plan and carry out a range of enquiries.	Plan and carry out a range of enquiries.	Consider the following: What do you know? What you would like to learn and what you have learnt? Children to complete the KWL grid for light and sound - what do they already know about the subject?	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.
	Knowledge	I can recognise that living things produce offspring that resemble their parents.	I can recognise particular stages in the growth of humans and other animals.	Research health problems linked to unhealthy lifestyles - diabetes, heart disease, obesity.	I can label the main organs of the human body.	I can describe how, when humans exercise, their heart rate increases.	I can describe how light and sound travel.						
Geography	Question	Where is Germany? Which countries annex Germany? Which countries were part of the Allies? Which were the Axis?	Which continents were involved in WW2? Where were they located in relation to each other?	How did the transport on the seas play a role in the war? How does being an island nation (Britain) play a role in the war?	What is the human impact of war? Why does war cause people to migrate?								
	Skills	I can locate Germany in Europe and the annexing countries including Poland and Belgium. I can locate all main countries within the world which were part of the Allies and those which were part of the Axis. Locate the world's countries using maps to focus on Europe, concentrating on countries and major cities.	I can name and locate countries of Europe and their capital city on a world map, atlas or globe. I can compare the characteristics of different and understand how some of these aspects have changed over time.	I understand the phases of migration from voluntary to enforced. I can explain why war affects migration and influences routes of migration.									
	Knowledge	I know that Germany is in Europe and which countries annex it. I can name all main countries within the world which were part of the Allies and those which were part of the Axis.	I know that every continent was involved in WW2. I know which countries and capital cities were involved in WW2.	I know that Britain is an island nation and the trade routes and defences are dependent on the surrounding seas. Activity: Discuss how being an Island nation had advantages and disadvantages during WW2. make comparisons list.	Activity: Plot routes of migration during WW2 - noting transport used - reference Migration of Jews & Schindler								
	Question	What technology do we use at home and at school? How does this technology help us? What is a website?	What technology do we use at home and at school? How does this technology help us? What is a website?	What technology do we see in our local area? What is a website and why is it useful?	What technology do we see in our local area? What is a website and why is it useful?	Who was Charles Babbage. Why are they significant to the technological world? What did this person do to change the computing world?	Who was Charles Babbage. Why are they significant to the technological world? What did this person do to change the computing world?	How can I use technology? What can I do with it? How can it help me? How can I use technology to create? How can I use text, images and sound? How can technology help me to present my work?	How can I use technology? What can I do with it? How can it help me? How can I use technology to create? How can I use text, images and sound? How can technology help me to present my work?				

Computing	Skills	I can identify technology at home and at school. I can explain how this technology helps me and my family. I can explain what a website is used for.	I can identify technology at home and at school. I can explain how this technology helps me and my family. I can explain what a website is used for.	I can identify technology in the local area. I can explain how this technology helps people. I can use a website and access different areas of the website.	I can identify technology in the local area. I can explain how this technology helps people. I can use a website and access different areas of the website.	I can name the significant person. I can explain why they are significant.	I can name the significant person. I can explain why they are significant.	I can use text and images in programmes and applications. I can use various tools such as brushes, pens, eraser, stamps and shapes. I can change the size and colour. I can use applications and programmes to communicate my ideas. I can use text, text boxes and images in programmes and applications. I can use various tools such as brushes, pens, eraser, stamps and shapes. I can set and resize objects, images and fonts. I can use applications and devices to communicate ideas, work, messages and demonstrate control. I can save, retrieve and organise my work.	I can use text and images in programmes and applications. I can use various tools such as brushes, pens, eraser, stamps and shapes. I can set and resize objects, images and fonts. I can use applications and devices to communicate ideas, work, messages and demonstrate control. I can save, retrieve and organise my work.						
	Knowledge	I can name different types of technology.	I can name different types of technology.	I can list ways that technology can help.	I can list ways that technology can help.	I know who Charles Babbage was and why he is significant.	I know who Charles Babbage was and why he is significant.	I know how different applications can help to retrieve and organise work.	I know how different applications can help to retrieve and organise work.						
PSHE	Question	What are my goals for this year?	What are children's rights?	How do my actions affect others?	Why is it important to show good behaviour?	How can we work best as a team?	What is democracy and what are the benefits of a school community?								
	Skills	I know how to feel welcome and I know how to make others feel the same.	I have the skills to understand my own wants and needs and I can compare these with children in different communities.	I have the skills to understand my own wants and needs and be able to compare these with children in different communities.	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	I have the oracy skills to contribute to the group and I understand how we can function best as a whole.	I have the skills to model the rules set out in the Learning Charter.								
RE	Question	What do we know about charities already?	What do we know about charities already?	How and why does Christian Aid try to change the world?	How and why does Christian Aid try to change the world?	Will I make a positive difference to the world in my lifetime?	Will I make a positive difference to the world in my lifetime?	How do global religious charities use the web? Could they do better?	How do global religious charities use the web? Could they do better?	How can I express my ideas about unfairness in our world through a creative piece of work?	How can I express my ideas about unfairness in our world through a creative piece of work?	How can I express my ideas about unfairness in our world through a creative piece of work?	How can I express my ideas about unfairness in our world through a creative piece of work?	What have I learned about the two charities? Will it make a difference to me?	
	Skills	To be able to ask and respond to questions about fairness and justice in the world.	To be able to ask and respond to questions about fairness and justice in the world.	To make links between the belief and teachings of Islam and/or Christianity and the work of the two charities. To show understanding of the issues of justice, fairness and poverty that the charities address.	To make links between the belief and teachings of Islam and/or Christianity and the work of the two charities. To show understanding of the issues of justice, fairness and poverty that the charities address.	To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning.	To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning.	To evaluate the ways in which charity websites work for themselves. To be able to work as part of a team.	To evaluate the ways in which charity websites work for themselves. To be able to work as part of a team.	To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT.	To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT.	To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT.	To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT.	To express their own views and responses to issues of poverty and injustice, in the light of religious understanding. To participate thoughtfully in role play for learning. To summarise their learning about world development and the two faith based charities.	
ART	Question	Can the materials I use have an effect?	Can the materials I use have an effect?	Can I create an effective colour palette based on a range of shades of blue?	Can I create an effective colour palette based on a range of shades of blue?	Use the qualities of watercolour to create a simple design.	Use the qualities of watercolour to create a simple design.	How can you draw details?	How can you draw details?						
	Skills	I can name the ways that charities can be helpful. I can name a project of Islamic relief.	I can name the ways that charities can be helpful. I can name a project of Islamic relief.	I can retell a story of Jesus about wealth. I can describe a project of Christian Aid.	I can retell a story of Jesus about wealth. I can describe a project of Christian Aid.	I know the names of two charities and I can compare them in terms of fairness and generosity.	I know the names of two charities and I can compare them in terms of fairness and generosity.	I can list the work of two charities. I can name ways that two charity websites share their work.	I can list the work of two charities. I can name ways that two charity websites share their work.	I can name some unfair things in today's world.	I can name some unfair things in today's world.	I can name two charities and I can list the things that they do.			
DESIGN	Question	What were Anderson Shelters and why were they important?	What would make a sturdy shelter?	Can you design a simple model shelter that would keep a Lego figure dry?	Make-select from and use a wider range of shades of blue.	Can you carry out a fair test to ensure your design is going to be successful?	Can you carry out a fair test to ensure your design is going to be successful?	How do I know if my design is successful?	How do I know if my design is successful?						
	Skills	Research what Anderson Shelters were and why they were important. Impact of Humans : I know why this was important.	Research what makes a sturdy shelter. Learn types of shelters, assess their strengths and weaknesses.	Produce detailed plans including a cross-section and a perspective drawing.	Make-select from and use a wider range of shades of blue.	Evaluate plans against their own design. Know why your design was successful.	Evaluate plans against their own design. Know why your design was successful.	I can research and design an activity. Write recipe with partner.	I can research and design an activity. Write recipe with partner.						
MFL	Question	What do you already know?	When I grow up I'd like to...?	How do you spell that?	How are you feeling?	What am I going to do?	What am I going to do?	Can you present information about yourself?	Can you present information about yourself?						
	Skills	Children demonstrate their french skills. Children share their written and oral work.	I can use the simple future tense. Engage in conversation saying what you would like to do when you are older.	Develop proper pronunciation and intonation. Challenge: use a french dictionary.	I can select the appropriate word. Children have knowledge of how to use a dictionary.	I can use the near future tense. Know names of places and people.	I can use the near future tense. Know names of places and people.								
MUSIC	Question	How does this song make you feel?	What does this song make you feel?	How can you tell a story through music?	How do you perform to an audience?	What is an ensemble?	What is an ensemble?	How do you give feedback to a group?	How do you give feedback to a group?	What is Jazz?	What is syncopation?	What is an ensemble?			
	Skills	I can identify the purpose of the song. I know how to identify a piece in a song.	I can identify the elements of Music. I know how to describe the main elements of a song.	I can take part in a two part song. I know how to use emotion.	I can perform to an audience. I can perform one part as an ensemble.	I can perform one part as an ensemble. I know how to perform with others.	I can perform one part as an ensemble. I know how to perform with others.	I can reflect on my composition. I can name ways that two charity websites share their work.	I can reflect on my composition. I can name ways that two charity websites share their work.	I can sing expressively. I know how to identify Jazz.	I can identify syncopated beats. I know what syncopation is.	I can work together with a group to create a piece of music. I know what an ensemble and can perform with others.			
PE	Question	Can I dribble then pass?	Can I dribble then turn?	Can I control the ball from the air?	Can I clear the ball from danger?	Can I shoot from different areas of the goal?	Can I shoot from different areas of the goal?	Can I pass and move to score a try?	Can I pass and move to score a try?	How do I restart play?	Can I play 3 v 3?	How do I dribble using reverse stick?			
	Skills	I can dribble and pass a ball to my partner. I know how to dribble and when to pass.	I can dribble then use a turn whilst controlling the ball. I know I should only turn when I have space.	I can use my instep to control the ball. I know I need to wait for the ball to be in front of me.	I can clear the ball from danger. I know why clearing the ball from danger is important.	I can shoot from different areas of the goal. I know I use my laces for power and accuracy.	I can shoot from different areas of the goal. I know I use my laces for power and accuracy.	I can be a leader for my team and I know a captain is important for my team.	I can pass and move to score a try. I know I need to get in front of my partner.	I can pass and move to score a try. I know I need to get in front of my partner.	I can restart play after being tagged. I know to place the ball on the floor.	I can play 3 v 3. I know how to attack and defend.	I can dribble a ball using reverse stick. I know how to keep a ball under control.		

Spring Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
History	Question	What is the history of Mexico's poverty?			Who are the Aztecs? Who are the Mayans? When did they reign?		Who were the significant members of the Mayan and Aztec civilisations?						
	Skills	I can compare human geography to that of England to identify poverty factors.			I can use chromebooks to research the history of Mexico		I can select suitable historical sources to research a period in history.						
	Knowledge	I know what poverty is and can include factors within Mexico.			What cultural influence did they have on Mexico? I learn about a non-European society that provides contrasts with British history		I know the significant members of the Mayan and Aztec civilisations and their impact on their respective people.						
	Activity	Annotated images with comparisons to UK.			Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).		Pyramid of importance - annotated and imagery.						
Science	Question	What do I already know about materials? What questions I would like to find out about materials?	What materials dissolve in liquid?	How do you get a substance from a solution?	What changes involving materials are reversible?	What changes involving materials are irreversible?	What have I learnt about materials?	What do I already know about electricity? What questions I would like to find out about electricity?	Why do some circuits not work?	Why do some circuits not work?	Who was Benjamin Franklin? When did he live? Why were they important? What is the impact of his work?	What have I learnt about electricity?	
	Skills	Pre skills to identify what I already know about the topic.	Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Take increasingly accurate measurements, in standard units, using a range of chosen equipment.	Use scientific vocabulary to report on their findings.	Pre skills to identify what I already know about the topic.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Ask a range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.	Use scientific vocabulary to report on their findings.	
	Knowledge	Pre assessment of knowledge regarding materials. Where is Mexico? How is it different/similar to England?	I know that things that are soluble will dissolve in water (salt, sugar, coffee). I know that things that are insoluble will not dissolve in water (pepper and sand).	I know that a solution is made when one substance called the 'solute' 'dissolves' into another substance called the solvent. I know that you can get salt crystals from water by evaporating the water.	I know that melting chocolate is a reversible change because the melted chocolate solidifies when cooled. I know that mixing sand and water is a reversible change and that it can be reversed by the process of filtration.	I can 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.	To update KWL materials grid with everything that the children have learnt. To complete materials quiz. To present everything that I have learnt.	Pre assessment of knowledge regarding electricity. Do children understand the term 'human geography'?	I can explain and identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can 'de-bug' a circuit.	I can explain and identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.	I know that Benjamin Franklin invented electricity. He lived from 1706 to 1790. Benjamin Franklin was an American inventor and politician.	To update KWL materials grid with everything that the children have learnt. To complete electricity quiz. To present everything that I have learnt.	
Geography	Question	Where is Mexico? How is it different/similar to England?			What are the physical features of Canyons, Jungles, Major Cities, Bodies of water?		What is the social hierarchy in ancient Aztecs?						
	Skills	I can use maps and satellite images to identify the geographical features of Mexico.					I know the hierarchy of importance in the Aztec civilisation.						
	Knowledge	I can identify where Mexico is. I can identify the key human and physical geographical features of Mexico			I know the physical features of all the geographical landscapes.		I can compare this to another hierarchy.		I understand the term human geography and know how it relates to Mexico.				
RE	Question	How do we show we care for others? Why does it matter?	How do we show we care for others? Why does it matter?	How do we show we care for others? Why does it matter?	How do we show we care for others? Why does it matter?	How do we show we care for others? Why does it matter?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	
	Skills	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous?	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous?	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous?	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous?	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can consider why some texts are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can consider why some texts are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can consider why some texts are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can consider why some texts are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can consider why some texts are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can consider why some texts are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.
	Knowledge	I know how to evaluate ideas relating to ethical issues. I can debate what is fair and unfair giving reasons for my arguments. I know that there is a human code of living.	I know how to evaluate ideas relating to ethical issues. I can debate what is fair and unfair giving reasons for my arguments. I know that there is a human code of living.	I know how to evaluate ideas relating to ethical issues. I can debate what is fair and unfair giving reasons for my arguments. I know that there is a human code of living.	I know how to evaluate ideas relating to ethical issues. I can debate what is fair and unfair giving reasons for my arguments. I know that there is a human code of living.	I know that some bible stories can relate to everyday life. I know that other faiths use their Holy Books to live by. I know the rules of living a good life.	I know that some bible stories can relate to everyday life. I know that other faiths use their Holy Books to live by. I know the rules of living a good life.	I know that there are some similarities of wisdom from holy books of differing faiths. I know how different faith communities live together/ or not and can explain why. I know how to explain and use evidence from relevant texts.	I know that there are some similarities of wisdom from holy books of differing faiths. I know how different faith communities live together/ or not and can explain why. I know how to explain and use evidence from relevant texts.	I know that there are some similarities of wisdom from holy books of differing faiths. I know how different faith communities live together/ or not and can explain why. I know how to explain and use evidence from relevant texts.	I know that there are some similarities of wisdom from holy books of differing faiths. I know how different faith communities live together/ or not and can explain why. I know how to explain and use evidence from relevant texts.	I know that there are some similarities of wisdom from holy books of differing faiths. I know how different faith communities live together/ or not and can explain why. I know how to explain and use evidence from relevant texts.	I know that there are some similarities of wisdom from holy books of differing faiths. I know how different faith communities live together/ or not and can explain why. I know how to explain and use evidence from relevant texts.
PSHE	Question	What jobs and careers are available for me?	What steps do I need to achieve in order to get my dream job?	What steps do I need to achieve in order to get my dream job?	What are the dreams and goals of other young people in different cultures?	How can we support each other?	What are the health risks of smoking?	What are the health risks of drinking too much alcohol?	How do you perform first aid?	What is a positive body image?	How can I keep myself healthy with the food that I eat?	What makes a healthy lifestyle?	
	Skills	I can debate what is unfair and fair arguments.	I appreciate the contributions made by people in different jobs	I appreciate the contributions made by people in different jobs	I can reflect on how someone's dreams and goals from another culture relate to my own.	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	I know how to keep myself calm in emergencies	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am	I respect and value my body.	I am motivated to keep myself healthy and happy	
	Knowledge	I know that there is a human code of living.	I know about a range of jobs carried out by people I know and have explored how much people learn in different jobs	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	I can describe the dreams and goals of young people in a culture different mine.	I know how to present my work to others? How can I edit my work?	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I know some of the risks with missing alcohol, including anti-social behaviour, and how it affects the liver and heart	I know how to get help in emergency situations	I understand how the media, social media and celebrity culture promotes certain body types	Who were Larry Page and Sergey Brin?	Why were they important and what impact did they have?	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
Computing 1	Question	How can I present my work to others? How can I edit my work?	I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to explore content. I can select, use and combine the appropriate technology tools to create different effects. I can present data in an appropriate way.	I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to explore content. I can select, use and combine the appropriate technology tools to create different effects. I can present data in an appropriate way.	I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to explore content. I can select, use and combine the appropriate technology tools to create different effects. I can present data in an appropriate way.	How can I present my work to others? How can I edit my work?	Who was Alan Entage?	Why were they important and what impact did they have?					
	Skills	I can search a database using different operators to refine my search.	I know how to edit a variety of different media	I know how to edit a variety of different media	I know how to edit a variety of different media	I know how to present my work to others? How can I edit my work?	I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to explore content. I can select, use and combine the appropriate technology tools to create different effects. I can present data in an appropriate way.	I know how to present my work to others? How can I edit my work?	I know how to get help in emergency situations	I understand how the media, social media and celebrity culture promotes certain body types	Who were Larry Page and Sergey Brin?	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	
	Knowledge	I know that there is a human code of living.	I know how to edit a variety of different media	I know how to edit a variety of different media	I know how to edit a variety of different media	I know how to present my work to others? How can I edit my work?	I know how to present my work to others? How can I edit my work?	I know how to present my work to others? How can I edit my work?	I know how to get help in emergency situations	I understand how the media, social media and celebrity culture promotes certain body types	Who were Larry Page and Sergey Brin?	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	
	Question	What were the different colours on the day of the dead masks?	How can I create mood on my day of the dead mask.	How can I create mood on my day of the dead mask.	Who was Frida Kahlo? (famous Mexican artist).	Who was Frida Kahlo? (famous Mexican artist).							

ART	Skills	Lightly sketch before painting to combine line and colour.	Create a colour palette based upon colours observed on the day of the dead masks.	Use the qualities of acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistently to create texture.	Use the qualities of acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistently to create texture.	What impact/influence did they have on the art world? Was it fair what happened to her? How does her work reflect her life? What significance did her work have?	What impact/influence did they have on the art world? Was it fair what happened to her? How does her work reflect her life? What significance did her work have?				
	Knowledge	I know that in the past, participants and dancers used carebeas, or masks, to scare the dead away at the end of the festivities. But in modern-day celebrations, people paint their faces to look like skulls, decorating it to represent a deceased loved one or an expression of themselves.	I know that in the past, participants and dancers used carebeas, or masks, to scare the dead away at the end of the festivities. But in modern-day celebrations, people paint their faces to look like skulls, decorating it to represent a deceased loved one or an expression of themselves.	I know that in the past, participants and dancers used carebeas, or masks, to scare the dead away at the end of the festivities. But in modern-day celebrations, people paint their faces to look like skulls, decorating it to represent a deceased loved one or an expression of themselves.	I know that in the past, participants and dancers used carebeas, or masks, to scare the dead away at the end of the festivities. But in modern-day celebrations, people paint their faces to look like skulls, decorating it to represent a deceased loved one or an expression of themselves.	I know that the Mexican artist, Frida Kahlo is remembered for her self-portraits, pain and passion. She suffered from polio as a child and nearly died in a bus accident as a teenager.	I know that the Mexican artist, Frida Kahlo is remembered for her self-portraits, pain and passion. She suffered from polio as a child and nearly died in a bus accident as a teenager.				
Design	Question					What type of food is eaten in Mexico?	What type of food is eaten in Mexico?	What cooking techniques do I need to use?	What cooking techniques do I need to use?	How would others rate my food product?	
	Skills					I can analyse taste, texture, smell and appearance of a range of foods.	I can research and design an innovative, functional and appealing food product that is aimed at specific individuals or group. I can discuss my design and make appropriate changes.	I can join and combine a range of ingredients. I can work safely and hygienically. I can weigh and measure using scales. I can cut and shape ingredients using tools and equipment.	I can join and combine a range of ingredients. I can work safely and hygienically. I can weigh and measure using scales. I can cut and shape ingredients using tools and equipment.	I can evaluate and improve my design after product testing.	
	Knowledge					I can name the different types of foods that are eaten in Mexico.	I can list the ingredients in a Mexican recipe of my choice.	I can list ways that I need to work safely and hygienically. I know how to read scales to make sure that I have weighed out the ingredients accurately.	I can list ways that I need to work safely and hygienically. I know how to read scales to make sure that I have weighed out the ingredients accurately.	I know how to rate a food product.	
MFL	Question	Classroom instruction - Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	Classroom instruction - Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	Classroom instruction - Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	Classroom instruction - Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	Classroom instruction - Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	Classroom instruction - Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	Names of fruits.			
	Skills	To make links between some sounds, rhymes and spellings and read aloud familiar words Oracy	To make links between some sounds, rhymes and spellings and read aloud familiar words Oracy	To recognise and respond to sounds and patterns.	To recognise and respond to sounds and patterns.	To listen attentively and understand instructions, everyday classroom language and praise words	To listen attentively and understand instructions, everyday classroom language and praise words	Recognise how to pronounce 'ou' in French.	Names of food	Days of the week	Months of the year
MUSC	Knowledge	I can discriminate between un/une	I can discriminate between un/une	I can listen to and follow simple classroom commands.	I can listen to and follow simple classroom commands.	I can make French sounds and copy intonation patterns.	I can make French sounds and copy intonation patterns.	I can understand and respond to a question.	I can listen attentively and understand instructions, everyday classroom practice and precise words.	Know days of the week in French.	Understand the twelve months of the year in French.
	Skills	How does this song make you feel?	What does this song make you feel?	Does this song tell a story?	How old is this piece of Music?	Is the Music fast or slow?	What are the dynamic of this piece	What is notation?	What are the identifying features	What family does this instrument	How could you develop your skills
PE	Question	How do I squat in gymnastics?	How do I straddle in gymnastics?	What is a counter tension / counter	What is a backwards roll?	Can I use hand apparatus at	Can I take part in a whole class	What makes a perfect arm motion?	What are levels?	What does cannon mean?	Can you name 4 jumps?
	Skills	I can perform a squat on to low	I can perform a straddle on to low	I can perform counter tension and	I can perform a safe backwards roll	I can use a variety of different	I can contribute towards a whole	I can link arm motions together in a	I can perform different arm	I can include a cannon within my	I can attempt to do the advanced
	Knowledge	I know I need to keep my legs	I know I need my legs apart when	I know counter balance in a push	I know the correct technique to	I know how to safely balance, move	I know timing is important when	I know which 'E' to associate with	I know what different levels you	I know that cannon means one	I know what the advanced jumps
								Planned and delivered by Mr Snaith			I know how to safely perform a

Summer Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
History	Question	Do need people need to explore Space? Why was there a space race?	Why did they put animals in space? Why was this? What were conditions like for the early space travellers? Who was Yuri Alekseyevich Gagarin and why was he a hero for the Russian people? What was the Space race between the USSR and USA and space exploration between 1940 and 1970?	Why was it a massive deal to walk on the moon? Who cares about the Moon landing? Who protested about the Moon landing? When did the moon landings occur? From which country were the astronauts who landed there? Why was this an important event in the history of space exploration?	Why did Houston have a problem? Can I explain the failures and successes of the space race? Should the money have been spent on something more important than space rockets?	Who is Sally Ride and why is it so important that she is remembered? Why were they important and what impact did they have? Is it important that an equal amount of women and men from a variety of backgrounds and races are given the opportunity for space travel?	When did the space race end and why? What impact did the space age have? What is its legacy? <b>Assessment Task How was the Space Race impacted on what we know about space today?</b>	How, where and when was the telescope invented and how do they work?	How do we continue to explore space today? How does space exploration today benefit our knowledge of space?				
	Skills	I can select and use the most appropriate source of evidence to gather information. I can ask relevant questions and conduct research.	I can make assumptions and ask questions about historical periods based on evidence. I can use secondary sources to compare my judgements.	I can select and use the most appropriate source of evidence to gather information. I can view historical perspectives from different sides and give my opinion.	I can compile historical information and make judgements based on these. I can use secondary sources effectively. I can use other mediums (eg. Gil Scott Heron <i>Whitey on the Moon</i> to make comparative judgements.	I can use dates and historical terms to critically analyse historical events with a liberal gender neutral perspective. I can use secondary sources of information. I can work collaboratively with others to search for information and present.	I can use dates and historical terms to critically analyse historical events. I can make qualitative judgements and explain my opinions.	I can select and use the most appropriate source of evidence to gather information and recognise bias.					
	Knowledge	I know what we mean by the term space race. I can begin to explain why the Americans and Russians were keen to succeed and win the race. I know about the Space race between the USSR and USA and space exploration between 1940 and 1970.	I can recognise that Yuri Gagarin was a Soviet Air Forces pilot and cosmonaut who became the first human to journey into outer space in his capsule, Vostok 1, completed one orbit of Earth on 12 April 1961. I know that American and Russian scientists utilized animals - mainly monkeys, chimps and dogs - in order to test each country's ability to launch a living organism into space and bring it back alive and unharmed.	I know that America through their president (John Kennedy) had promised that an America would land on the Moon. I know that in America in the 1960s there were civil rights struggles and American lives were being lost in Vietnam making some people angry and frustrated. I know when the moon landings occurred. I know that the astronauts involved were from the USA. I know who Neil Armstrong was and his role.	I recognise that many people began to question the validity of investing millions of dollars when America was experiencing wide ranging social problems. I can explain what happened on Apollo 13 as the craft was launched from Kennedy Space Center, but the lunar landing was aborted after an oxygen tank in the service module (SM) failed two days into the mission.	I can explain and justify how Sally Ride had many positive attributes, worked hard and was keen on science. I recognise that she worked hard in her education and was keen on science and also an excellent sports person who went on to win a place at Stamford university. I know that on June, 18th, 1983 Dr. Sally Ride made history as the first American woman in Space.	I can investigate and comment on the names and background of the astronauts who have landed on the moon and compare to recent launches. Explore the Challenger Disaster of 1988 and explain on how it made many rethink and question and why people 'lost interest' in space.	I know how and where an when the telescope was invented and how they work.	I know how we explore space today.				
	Activity	I can design a Russian propaganda poster	I can write and create an oral argument	I can write an updated speech for Walter Cronkite's report of the American moon landing <a href="https://www.bbc.co.uk/news/world-us-canada-48857752">https://www.bbc.co.uk/news/world-us-canada-48857752</a> . The Moon Landings Children create a newspaper report about the moon landings	I can create a set of instructions based on getting the spacecraft back from the control centre at Houston.	I can create an advert for a future Challenger female astronaut explaining the qualities and attributes the person will need.	I can create a space report based on reading <a href="https://www.rmg.co.uk/discover/explore/future-space-exploration">https://www.rmg.co.uk/discover/explore/future-space-exploration</a> and <a href="https://www.nasa.gov/specials/60counting/future.html">https://www.nasa.gov/specials/60counting/future.html</a> along with the children's own investigation (These sessions may be extended to two weeks and for a space celebration).	Space Exploration Today Children to choose 3 of the ways space is explored today and write a description of these and explain how these benefit our knowledge of space.					
Science	Question	What do I already know about Earth and space? What do the words planets, solar system, sun, moon, rotate, orbit and spherical bodies mean?	How does the shape of an object compare to the shape of the shadow it casts? What might happen to a fixed object during the course of a day? How does the shadow of a fixed object change during the course of a day and why does this happen?	What causes a lunar eclipse?	What are the different phases of the moon? How does the elliptical orbit of the moon change its appearance from earth?	What is gravitational pull? How does gravitational pull from the moon affect the tide on earth?	How and why do the orbits of the different planets in our solar system differ? How long does it take each planet in our solar system to orbit our sun? What do you now know about Earth and space?	What do you already know about the plant and animal kingdoms? What are the different ways in which animals can be classified? What factors might be considered when classifying animals into different groups?	What are the different ways in which plants can be classified? What factors might you take into account when deciding ways to classify different plants?	How do the lifecycles of amphibians, mammals, insects and birds differ?	What are the different ways in which animals reproduce?	How do the lengths of time that different animals depend on their mother compare to each other?	
	Skills	I can identify what I already know about Earth and space. I can describe celestial relationships and define basic components. I can use terms such as planets, solar system, sun, moon, rotate, orbit and spherical bodies when describing the Earth, Sun, Moon and other solar system bodies.	I can explain why shadows have the same shape as their objects and what happens to the shadows during the course of the day.	I can explain what causes a lunar eclipse.	I can explain the movement of the Moon.	I can discuss the effects of gravitational pull on the earth such as tides.	I can identify what I now know about Earth and space.	I can identify what I already know about the plant and animal kingdoms. I can describe how animals are classified into broad groups according to common observable characteristics and based on similarities and differences.	I can describe how plants are classified into broad groups according to common observable characteristics and based on similarities and differences.	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	I can describe the life process of reproduction in some animals.	I can recognise differences in the length of time humans and other animals are dependent upon parents	
	Knowledge	Prior assessment		I know the phases of the moon. I know the appearance of the size and position of the moon relates to its elliptical orbit.	I know how the moon influences the tide.	I know the relative movement speed of different planets around the sun. End of unit assessment							
	Question												
Geography	Skills								Who is Neil Armstrong? Using computers and the internet to research and write the biography of a famous astronaut.	Who is Neil Armstrong? Using computers and the internet to research and write the biography of a famous astronaut.			
	Knowledge								I know who Neil Armstrong is.	I know who Neil Armstrong is.			
RE	Question												
	Skills	I can describe how sources of inspiration and influence can make a difference to myself and others.	I can explain why positive and negative influences can have an impact on myself and others.	I can explain who is more influential and why.	I can explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom.	I can evaluate and discuss the similarities of these messages that were delivered to mankind.	I can use detailed understanding of religious practises such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion.						
	Knowledge		I know the features of inspirational and influential people.	I know that people in my community/home can inspire and influence me.	I know the names of religious leaders described in (historical) scriptures; Founder of Islam (Prophet) Muhammad (pbuh), The Dalai Lama- Buddhism, Moses (Prophet) Judaism. I know the messages these religious leaders delivered.	I know that some people practise these teachings of wisdom today. I know that religious leaders reside in the model world and focus on teaching their wisdom throughout the world.	I know who is important within religion and culture around the world, and can explain and compare the impact they have on others.	I know that Christian's recite the Lord's prayer to remind them about forgiveness.	I know that other Christian practices include: Holy Communion or the Lord's Supper), prayer (including the Lord's Prayer), confession, confirmation, burial rites, marriage rites and the religious education of children.	I know that Islam practices are enumerated in the Five Pillars of Islam: the declaration of faith (shahadah), daily prayers (salat), fasting during the month of Ramadan (sawm), almsgiving (zakat), and the pilgrimage to Mecca (hajj) at least once in a lifetime.	I know what it means to other people to belong to a group/identity.		
PSHE	Question	What is the best way to make friends?	How do I solve friendship problems when they occur?	How do I help others to feel part of a group?	How do I show respect in how I treat others?	How do I help myself and others when I feel upset or hurt?	What makes a good relationship?	What makes everyone unique and special?	How do I feel when change happens?	Assessment opportunity	What is conception	How do I ask for help if I am worried about change?	
	Skills	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.	I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community is helpful or unhelpful to me.	I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me.	I know there are rights and responsibilities when playing a game online. I recognise when an online game is becoming unhelpful or unsafe.	I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time so my health isn't affected.	I can explain how to stay safe when using technology to communicate with my friends. I can recognise when technology in ways that may be risky or may cause harm to myself or others.	I am aware of my own self-image and how my body fits into that. I know how to develop my own self-esteem.	I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.	I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.	I appreciate how amazing it is that human bodies can reproduce in these ways.	I know what it means to other people to belong to a group/identity.	

