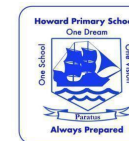


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Subjects which are taught every week

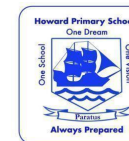
Core Subjects

English	<u>Core texts:</u> <ul style="list-style-type: none">• Orange for the Sunsets by Tina Athaide• Dark Sky Park <u>Class Read:</u> <ul style="list-style-type: none">• Can you see me? by Libby Scott
Maths	<u>Timestable Focus:</u> All tables Summer areas of study <ul style="list-style-type: none">• Written methods (inc decimals)• Reason known facts (Spine 2 2:25)• Fractions, Ratio and proportion• Problem solving• Statistics
Science	Evolution and Inheritance

Weekly Foundation Subjects (DELETE / ADD AS APPROPRIATE)

PE	Taught on: QE2 - Tuesdays and Wednesdays Tower - Tuesdays and Fridays
RHE	Summer areas of study

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ART

Taught on:

QE2- Wednesdays

Tower- Tuesdays

Topic area

Form and space

Texture

Colour through painting (still life/landscape)

Key skills

Build/join/construct a 3D piece of art.

Use sketchbooks to record and to solve problems as they occur.

Plan and develop your own painting .

Choose and mix colours well.

Use complementary colours appropriately.

Key vocabulary

Form, shape, relief, space, 2D/3D, figure, model, pose, balance.

Parts of body....muscles, limbs, torso, spine.

Textural words...eg.pitted, crumbling

Complementary colours, experiment, expressive, landscape, still life, texture, fore/middle/background.

Concept threads

Technique

Interpret

Creativity

Line and shape

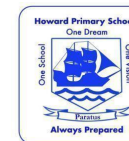
Culture

Contrast

Colour and tone

Perspective

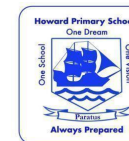
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Spanish	Taught on Tuesdays by Mrs Grundey. Summer areas of study: •
Music	Taught on Thursday by Mrs Garbisu specialising in classical music.

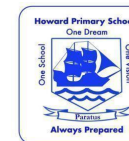
Week	Subject	Topic Area	Key Skills	Key Vocabulary	Concept Threads
Week 1 - April 17th	Computing	<p>Publishers</p> <p>Creating a yearbook creativity Publisher</p> <p>Publisher</p>	<p>Can use online tools to plan and carry out a collaborative project</p> <p>Can show that they can think through the consequences of their actions when using digital technology</p> <p>Can make use of a range of search engines appropriate to finding information that is required</p> <p>know a range of ways to report concerns and in appropriate behaviour in a variety of contexts</p>	<p>online search engine Audience Atmosphere structure copyright information html code storing interpret generate research strategies different audiences process publisher</p>	<p>programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing</p>

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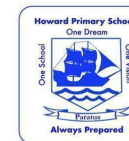
<p>Week 2 - April 24th</p>	<p>Computing</p>	<p>Publishers Creating a yearbook creativity Publisher Publisher</p>	<p>Can use online tools to plan and carry out a collaborative project</p> <p>Can show that they can think through the consequences of their actions when using digital technology</p> <p>Can make use of a range of search engines appropriate to finding information that is required</p> <p>know a range of ways to report concerns and in appropriate behaviour in a variety of contexts</p>	<p>online search engine Audience Atmosphere structure copyright information html code storing interpret generate research strategies different audiences process publisher</p>	<p>programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing</p>
<p>Week 3 - May 2nd <i>(Bank Holiday Monday)</i></p>	<p>Computing</p>	<p>Publishers Creating a yearbook creativity Publisher Publisher</p>	<p>Can use online tools to plan and carry out a collaborative project</p> <p>Can show that they can think through the consequences of their actions when using digital technology</p>	<p>online search engine Audience Atmosphere structure copyright information html code storing</p>	<p>programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing</p>

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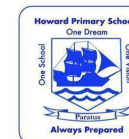
			<p>Can make use of a range of search engines appropriate to finding information that is required</p> <p>know a range of ways to report concerns and in appropriate behaviour in a variety of contexts</p>	<p>interpret generate research strategies different audiences process publisher</p>	
<p>Week 4 - May 9th <i>(Bank Holiday Monday)</i></p>	<p>SATS WEEK</p>				
<p>Week 5 - May 15th</p>	<p>RE</p>	<p>Islam – lifestyle and Celebration (Ramadam, Id ul Fitr, Fast/Sawm)</p>	<p>Apply religious ideas thoughtfully</p> <p>Thoughtfully consider different ideas and practices within and between religions</p> <p>Appraise different answers to the question about what God is like by those of different faiths</p>	<p>Ramadan Id-ul-Fitr Commitment Fast Shawm Shahadah Salah Sawn Zakah Hajj Pilgrimage Halal/Haram</p>	<p>Holy books Symbols Celebration Place of worship Holy figures Stories Theology</p>

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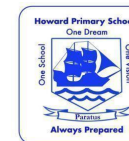
			<p>Suggest reasons for and against people's trust and belief in God</p> <p>Express thoughtful ideas about what stories and teachings mean</p> <p>Communicate their responses to their learning in RE through different modes of expression.</p> <p>Identify and articulate matters of deep conviction and concern.</p>		
<p>Week 6 - May 22nd <i>May 25th Spanish Day</i></p>	<p>Geography</p>	<p>Geographical skills</p>	<p>Draw a plan view of a map accurately</p> <p>use atlas symbols</p> <p>Begin to draw plans of increasing complexity</p> <p>Draw/ use maps and plans at a range of scales</p>	<p>map</p> <p>plan</p> <p>scale</p> <p>symbol</p> <p>atlas</p> <p>continent</p> <p>north</p> <p>east</p> <p>west</p> <p>south</p> <p>aerial</p> <p>compass</p>	<p>Sustainability</p> <p>Diversity</p> <p>Environment</p> <p>Physical world</p> <p>Human world</p> <p>Place and space</p> <p>Scale</p> <p>Interconnection</p> <p>Fairness and equality</p> <p>Conflict</p> <p>Patterns</p> <p>Continuity and change</p>

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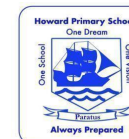
			<p>use a scale to measure distances</p> <p>Use/recognise OS symbols</p> <p>Draw a variety of thematic maps based on their own data</p>	<p>locate physical plans features</p> <p>key longitude latitude</p> <p>Ordnance survey</p>	
HALF TERM					
<p>Week 1 - June 6th <i>(INSET Monday)</i></p>	<p>History</p>	<p>Migration</p>	<p>Devise questions about change, cause, similarity, difference and significance of people of events in a wider context.</p> <p>See the relationship between different periods and the legacy or impacts for me and my identity.</p> <p>Consider different viewpoints or think about bias or anachronism</p> <p>Demonstrating increasing depth of</p>	<p>asylum colonisation deportation emigration genocide immigration migration quota repatriation</p>	<p>Innovation Health Discrimination Democracy Chronology Conflict Archaeology Immigration Change over time</p>

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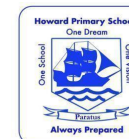
			factual knowledge and understanding about key historical concepts and societies to make links between them.		
Week 2 - June 12th	History	Migration	<p>Devise questions about change, cause, similarity, difference and significance of people of events in a wider context.</p> <p>See the relationship between different periods and the legacy or impacts for me and my identity.</p> <p>Consider different viewpoints or think about bias or anachronism</p> <p>Demonstrating increasing depth of factual knowledge and understanding about key historical concepts</p>	<p>asylum colonisation deportation emigration genocide immigration migration quota repatriation</p>	<p>Innovation Health Discrimination Democracy Chronology Conflict Archaeology Immigration Change over time</p>

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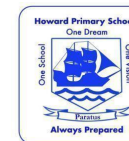
			and societies to make links between them.		
Week 3 - June 19th	History	Migration	<p>Devise questions about change, cause, similarity, difference and significance of people of events in a wider context.</p> <p>See the relationship between different periods and the legacy or impacts for me and my identity.</p> <p>Consider different viewpoints or think about bias or anachronism</p> <p>Demonstrating increasing depth of factual knowledge and understanding about key historical concepts and societies to make links between them.</p>	<p>asylum colonisation deportation emigration genocide immigration migration quota repatriation</p>	<p>Innovation Health Discrimination Democracy Chronology Conflict Archaeology Immigration Change over time</p>
Week 4 - June 26th	RE	Year 5/6 Challenge Unit – Pilgrimage (Hajj)	Apply religious ideas thoughtfully	<p>Pilgrim Pilgrimage Cathedral</p>	<p>Holy books Symbols Celebration</p>

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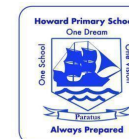
			<p>Thoughtfully consider different ideas and practices within and between religions</p> <p>Appraise different answers to the question about what God is like by those of different faiths</p> <p>Suggest reasons for and against people's trust and belief in God</p> <p>Express thoughtful ideas about what stories and teachings mean</p> <p>Communicate their responses to their learning in RE through different modes of expression.</p> <p>Identify and articulate matters of deep conviction and concern.</p>	<p>Canterbury Makkah Kabah Hajj Ummah Medina Ummrah Varnasi River Ganges Cremation Purification Religious expression Secular</p>	<p>Place of worship Holy figures Stories Theology</p>
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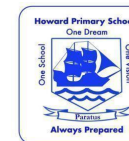
Week 5 - July 3rd	Computing	<p>Computational Thinkers</p> <p>Mastering algorithms for searching and sorting</p> <p>Scratch</p>	<p>Can give clear and precise logical explanations of a number of algorithms</p> <p>Can use logical reasonings to detect and correct algorithms (and programs)</p> <p>Can analyse and evaluate a set of data</p> <p>Can use a range of search engines appropriate to finding information that is required</p>	<p>Generate</p> <p>Process</p> <p>Interpret</p> <p>Store</p> <p>Present information</p> <p>Plausibility</p> <p>Appropriate data tool</p> <p>Interrogate</p> <p>Investigations</p>	<p>programming</p> <p>debugging</p> <p>problem solving</p> <p>algorithms</p> <p>analysing data</p>
Week 6 - July 10th	DT	Mobile Phone Cases	<p>Deepen the skills to research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups</p> <p>Deepen the skills to generate, develop, model and communicate their</p>	<p>seam</p> <p>seam allowance</p> <p>wadding</p> <p>reinforce</p> <p>right side</p> <p>wrong side</p> <p>hem</p> <p>template</p> <p>pattern</p> <p>pisces</p> <p>pins</p> <p>needles</p> <p>thread</p> <p>fastenings</p>	<p>research, design, innovate, adapt, annotate, test, evaluate, functionality, creativity, aesthetics,</p>

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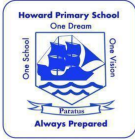
			<p>ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p> <p>Deepen the skills to select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) with increasing accuracy</p> <p>Deepen the skills to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>		
Week 7 - July 17th	DT	Mobile Phone Cases	Deepen the skills to research and develop design criteria to inform the design of	seam seam allowance wadding reinforce	research, design, innovate, adapt, annotate, test,

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			<p>innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups</p> <p>Deepen the skills to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p> <p>Deepen the skills to select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) with increasing accuracy</p> <p>Deepen the skills to select from and use a wider range of materials and components, including</p>	<p>right side wrong side hem template pattern pieces pins needles thread fastenings</p>	<p>evaluate, functionality, creativity, aesthetics,</p>
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			construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		
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