
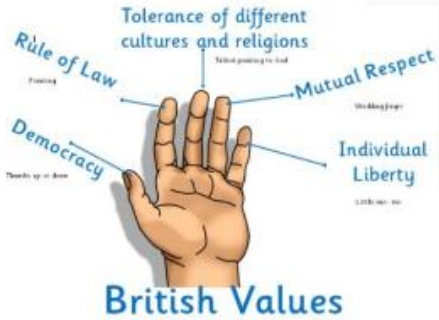
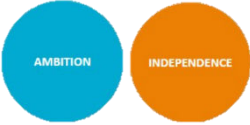







Year 5 Curriculum Overview 2024 – 2025

<p>Threads</p>	 <p>Links to our Global Citizenship threads are highlighted on our curriculum maps in the corresponding colour.</p>			 <p>Opportunities to reinforce British Values are represented with the following codes:</p> <p>Democracy: BV – D Rule of Law: BV – RoL Tolerance/Celebration: BV – TC Mutual Respect: BV – MR Individual Liberty: BV – IL</p>			
<p>Term & Topic</p>	<p><u>Autumn 1</u> <i>Stargazers</i></p>	<p><u>Autumn 2</u> <i>Pharaohs</i></p>	<p><u>Spring 1</u> <i>Medieval Mayhem</i></p>	<p><u>Spring 2</u> <i>Eastern European Explorers</i></p>	<p><u>Summer 1 & Summer 2</u> <i>Earth Matters</i></p>		
<p>Value Focus</p>							
<p>Events</p>	<p><i>Black History Month</i> <i>Social Impact – Read-a-thon – Raising Money</i></p>		<p><i>International Day</i> <i>Anti-Bullying Week (13th- 17th November)</i> <i>Social Impact – Children in Need & Save the Children – Donating</i></p>	<p><i>Children’s Mental Health week (3rd – 9th February)</i> <i>Social Impact – Sponsored run/walk – Raising Money</i></p>	<p><i>World Book Day</i> <i>British Science Week (7th – 16th March)</i> <i>Social Impact - Red Nose Day – Donating</i></p>	<p><i>Sustainability Day</i> <i>Social Impact – Leadership Positions – Making a Speech</i></p>	<p><i>Summer Fair</i> <i>South Asian Heritage Month</i> <i>National Fieldwork Fortnight</i></p>







Term & Topic	<u>Autumn 1</u> Stargazers	<u>Autumn 2</u> Pharaohs	<u>Spring 1</u> Medieval Mayhem	<u>Spring 2</u> Eastern European Explorers	<u>Summer 1 & Summer 2</u> Earth Matters	
Subject Driver & Hours	History – 12		History – 12	Geography – 12	Geography – 12	Geography – 12
Overview	<p>During this topic, pupils will begin with science, gaining an overview of Earth and its place in our solar system. Pupils will learn that the Sun, Earth and Moon are approximately spherical bodies; they will learn how scientific evidence refuted the flat earth view. Pupils will learn to describe the movement of the Earth and other planets, relative to the sun, by learning the names and order of planets. Pupils will examine geocentric and heliocentric theories and identify evidence that has been used to support or refute these arguments. Pupils will learn to explain day and night and describe the impact of Galileo's scientific discoveries on the world. Pupils will then delve into the fascinating history of the Space Race. They will learn about the significant period of competition and exploration between the United States and the Soviet Union during the Cold War. They'll learn about key figures and key events, such as the launch of Sputnik 1 and the Apollo 11 mission. As Black History Month draws closer, pupils will learn how NASA utilised the mathematical talents of four Black females: Dorothy Vaughan, Mary Jackson, Christine Darden and Katherine Johnson – who crossed gender, race and professional lines to achieve something incredible.</p>	<p>During this topic, pupils will delve into the fascinating history of the Ancient Egyptians. Pupils will develop an understanding of the geographical significance of the Nile River and its role in sustaining civilization. Pupils will explore the social structure of Ancient Egyptian society, including the roles of pharaohs, priests, scribes, craftsmen, and farmers. They will gain insight into the daily lives of people, from their clothing, housing, and food to their family structures and leisure activities. Students will learn about the significance of beliefs, gods and goddesses and daily life and rituals. They will explore the concept of the afterlife, mummification, and the building of pyramids as tombs for pharaohs. Pupils will also study the development of hieroglyphics and the significance of the Rosetta Stone in deciphering this script. Pupils will learn about trade in Ancient Egypt before moving on to understand its decline and the legacy left behind.</p>	<p>During this topic, pupils will go on a trip through the medieval era, a period spanning roughly from the 5th century to the 15th century, marked by significant political, social, and cultural changes. Students will be introduced to the concept of chronology and will place the Medieval era in context, understanding its position between the end of the Roman Empire (Y3 link) and the beginning of the Renaissance. Pupils will recap the arrival of the Anglo-Saxons and Vikings in England, along with the Norman Conquest in 1066 (Y4 link). Students will gain insights into the feudal system that characterized Medieval society. They will learn about the hierarchy of lords, knights, and peasants, as well as the roles and responsibilities of each group. Pupils will explore the significance of the Magna Carta. They will learn about King John's reign, the barons' demands, and the lasting impact of this document on the development of English law and governance. They will cover the devastating impact of the Black Death. Pupils will examine the central role of religion in Medieval society. Students will gain an overview of the Hundred Years' War and its impact on England and France. Pupils will also be</p>	<p>During this topic, pupils will take a trip around Eastern Europe before comparing similarities and differences of a part of Eastern Europe to Nottingham. Pupils will recap locating the world's countries using maps, before focusing on Europe, including the location of Russia. Pupils will then learn to name and locate the countries comprising Eastern Europe, Northern Europe and Central Europe, before concentrating on Eastern Europe, including knowing some capital cities. Pupils will explore the physical geography of Eastern Europe, learning the rivers, coastline, height of land and lines of latitude and how they influence climate and the landscape of an area. Pupils will look at the human geography of Eastern Europe, describing the population, languages spoken, types of settlement, land use, and landmarks. Pupils will then explore the distribution of energy. They will learn how nuclear power is used to generate electricity before exploring the factors that led to the Chernobyl disaster. They will learn about the countries impacted by the disaster, why some places were affected differently and the after-effects of the disaster, considering its environmental impact</p>	<p>During this geography-based topic, pupils will study the Earth in more detail and consider environmental issues alongside this. Pupils will explore lines of longitude, understanding why one Prime Meridian was needed and why its location was chosen. They will look more closely at time zones, understanding why we need to have them and how this links to day and night (Autumn 1 link). They will look in detail at settlement sites, understanding the features and resources needed, along with how human's needs have changed over time. Pupils will then look at energy generation and distribution, along with renewable energy sources and the impact of this. Pupils will then look at food import and export, learning about miles, food, water and energy wastage and ways to reduce carbon footprint. Pupils will learn why 'meat-free Mondays' was introduced at Windmill and the impact of meat production on the planet. In science describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals</p>	<p>This term, pupils will build upon last term's learning by delving deeper into the Earth's geography. They will study mountains and rivers, learning where key ones exist in the world. When looking at rivers, they will firstly recap the water cycle (Y4 link) before learning how to compare the length and discharge of them and where to find the source. They will learn to identify key features of a river and look at erosion and deposition. Pupils will consider the different uses of rivers and the advantages and disadvantages to these. Pupils will learn about case studies related to dams (Aswan Dam/Hoover Dam/Three Georges Dam). When studying mountains, pupils will know where higher areas of ground exist in the UK. They will know the key features of mountains and how to identify these. Pupils will link their Y3 learning on tectonic plates to how fold mountains are created. Pupils will then look at the risks mountains pose, especially their climates, before moving on to considering the economic, social and environmental impact of tourism on mountains.</p>

			<i>introduced to Medieval literature, art, and architecture, including the tales of King Arthur, illuminated manuscripts, and the transition from Romanesque to Gothic architecture.</i>			
Enrichment	<ul style="list-style-type: none"> ❖ Stomp rockets ❖ Exploring the Universe STEM Workshop ❖ Immersive experience – Space and The Space Race 	<ul style="list-style-type: none"> ❖ Space Centre ❖ Tomato mummification ❖ Ancient Egyptian artefacts ❖ Cleopatra Virtual Visit ❖ Immersive experience – Ancient Egypt <p><i>Be Safe – Off-site Visits</i></p>	<ul style="list-style-type: none"> ❖ Medieval artefacts ❖ Virtual meeting with Henry VIII ❖ Immersive experience - Exploring Medieval Britain 	<ul style="list-style-type: none"> ❖ Immersive experience – voyage around Eastern Europe ❖ New Art Exchange gallery visit ❖ Fieldwork to compare Nottingham to a small part of Eastern Europe – child-led observation/investigation <p><i>Be Safe – Off-site Visits</i></p>	<ul style="list-style-type: none"> ❖ Growing plants ❖ Place of worship – Gurdwara ❖ Immersive experience – World Geography <p><i>Be Safe – Off-site Visits</i></p>	<ul style="list-style-type: none"> ❖ Cooking at Nottingham Academy ❖ Immersive experience – World Geography – Mountains and Rivers ❖ Fieldwork – walk to the River Trent to observe and record <p><i>Be Safe – Off-site Visits</i></p>
Mastery Day Focus	<p><i>Pupils will apply their knowledge and understanding to create an informative space-related exhibition for children and parents.</i></p> <p><i>STEM focus</i></p>	N/A	N/A	<p><i>Pupils will apply their knowledge and understanding of their science learning to set up and run a workshop for others that teaches them about materials and their properties, including keeping cool, irreversible changes, dissolving and separating materials. It must include hands on, practical activities.</i></p> <p><i>STEM focus</i></p>	N/A	<p><i>Pupils will create a film which seeks to educate people about matters to do with earth, the impact humans have on earth, and what we can do about it.</i></p> <p><i>Geography/Sustainability focus</i></p>
Presentational Talk	<i>Linked to Mastery Day – an informative talk on space for the exhibition</i>	N/A	N/A	<i>Linked to Mastery Day – informative talks on each area of the workshop</i>	N/A	<i>Linked to Mastery Day – informative/persuasive talk on Earth Matters and how we can look after the Earth.</i>
Career-Related Learning.	<i>STEM careers</i>		<i>Law, Public Safety, Corrections and Security</i>		<i>Agriculture, Food and Natural Resources - Gardener/Horticulturist</i>	
English: Reading	<i>Cosmic</i> <i>Plus consolidation resources:</i>	<i>Secrets of a Sun King</i> <i>Plus consolidation resources:</i>	<i>Treason</i> <i>Plus consolidation resources:</i>	<i>The House With Chicken Legs</i> <i>Plus consolidation resources:</i>	<i>Holes</i> <i>Plus consolidation resources:</i>	<i>Boy In The Tower</i> <i>Plus consolidation resources:</i>

	<ul style="list-style-type: none"> ❖ <i>Space (5) and The Solar System (5) non-fiction from Literacy Shed Plus</i> ❖ <i>The Arrival – Shaun Tan</i> ❖ <i>Extracts from The Boy who Lied – Kim Slater</i> ❖ <i>Hidden Figures book</i> <p style="text-align: center;">Be Safe – Honesty</p>	<ul style="list-style-type: none"> ❖ <i>Ancient Egyptians (5) and Forces (5) non-fiction from Literacy Shed Plus</i> ❖ <i>Extracts from The Legend of Tutankhamum – Sally Jane Morgan & James Weston Lewis</i> ❖ <i>Extracts from Egyptian Myths – Jean Menzies and Katie Ponder</i> 	<ul style="list-style-type: none"> ❖ <i>Shakespeare (5), The Tudors (5) and the Plague (5) non-fiction from Literacy Shed Plus</i> ❖ Classic Poetry - The Highwayman – Alfred Noyes ❖ <i>Medieval Instrumental Music</i> ❖ <i>Shakespearean Sonnets</i> 	<ul style="list-style-type: none"> ❖ Mountains (5) and Natural Resources (5) non-fiction from Literacy Shed Plus ❖ <i>Baba Yaga Explanation Text</i> ❖ <i>The House with Chicken Legs Trailer</i> ❖ Slavic Folklore – World of Tales ❖ Slavic Music 	<ul style="list-style-type: none"> ❖ Coastlines (5), Living Things (5), American Voices (5) non-fiction from Literacy Shed Plus ❖ Classic Poetry - Invictus – William Earnest Hemmingway ❖ <i>Visual of size of holes dug</i> ❖ <i>Video clips from Holes movie</i> ❖ <i>Sound Track from Holes</i> <p style="text-align: center;">BV – RoL</p>	<ul style="list-style-type: none"> ❖ Eco – Global Warming (5), Natural Resources (5), Animals (5) non-fiction from Literacy Shed Plus ❖ <i>Extracts from Aubrey and the Terrible Yoot – Horatio Clare</i> ❖ Young Carers Article
English: Writing	<ul style="list-style-type: none"> ❖ <i>Writing to inform – a formal letter of complaint from Liam’s head teacher – so that the reader understands</i> ❖ <i>Writing to entertain – a dilemma narrative – so that the reader feels conflicted</i> <p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> ❖ Paragraphs to organise ideas around a theme ❖ Appropriate ending ❖ Compound sentences ❖ Apostrophes to mark singular possession ❖ ‘Emotion, comma’ Exciting Sentence ❖ Start with a simile ❖ Commas to mark fronted adverbials ❖ Embellished sentences 	<ul style="list-style-type: none"> ❖ <i>Writing to inform – a press release reporting on the death of Tutankhamun (pupils to research press in Ancient Egyptian times)</i> ❖ <i>Writing to discuss – a balanced argument discussing whether artefacts should be removed from tombs</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to entertain – a tense narrative, focusing on setting, set in Tudor London and Newgate Prison</i> ❖ <i>Writing to inform – an autobiographical account from Henry VIII/another medieval figure</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to persuade – a persuasive letter to a character in the book</i> ❖ <i>Writing to discuss – a discussion text on an issue raised in the text</i> ❖ <i>Poetry – Renga</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to entertain – a narrative containing a flashback</i> ❖ <i>Writing to inform – a non-chronological report</i> 	<ul style="list-style-type: none"> ❖ <i>Writing to discuss – a discussion text on an issue raised in the book</i> ❖ <i>Writing to persuade – a persuasive text based on the book</i> ❖ <i>Poetry – Free Verse</i> ❖ <i>Poetry – Senryus</i>
Cross Curricular Writing	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: Galileo information text</p> <p>Art/DT: Artist study</p> <p>RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: Comparison text – Vikings and Ancient Egyptians</p> <p>Art/DT: Artist study</p> <p>RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation</p> <p>History/Geography: Black Death diary entry</p> <p>Art/DT: Artist study</p> <p>RE: Respond to key question</p>	<p>Science: Explanation of the properties of materials</p> <p>History/Geography: Environmental Disaster information text</p>	<p>Science: Comparison of life cycles</p> <p>History/Geography: Persuasive letter to the United Nations Environment</p> <p>Art/DT: Evaluation of final product</p>	<p>Science: Partial write-up from investigation</p> <p>History/Geography: Programme, arguing that mountain tourism should end.</p>

				<i>Art/DT: Write guidance on the technicalities of making a pop-up mechanism</i> <i>RE: Respond to key question</i>	<i>RE: Respond to key question</i>	<i>Art/DT: Explanation on advantages and disadvantages of meat</i> <i>RE: Respond to key question</i>
Maths	<ul style="list-style-type: none"> ❖ Number: Place value <i>NCETM Spine: 1.26</i> ❖ Number: Addition and subtraction <i>NCETM Spine: revisit 1.22, 1.20, 1.21, 1.28, 1.29</i> ❖ Number: Multiplication and division A <i>NCETM Spine: 2.9TP3, 2.18, 2.20, 2.21</i> ❖ Number: Fractions A <i>NCETM Spine: revisit 3.1, 3.2, 3.3, 3.4 as appropriate 3.5, 3.6, 3.7, 3.8</i> ❖ Consolidation and assessment 	<ul style="list-style-type: none"> ❖ Number: Multiplication and division B <i>NCETM Spine: 2.14, 2.15, 2.23</i> ❖ Number: Fractions B ❖ Number: Decimals and percentages <i>NCETM Spine: revisit 3.1, 3.2, 3.3, 3.4 as appropriate 3.6, 3.9</i> ❖ Measurement: Perimeter and area <i>NCETM Spine: 2.16 as needed</i> ❖ Statistics 	<ul style="list-style-type: none"> ❖ Geometry: Shape ❖ Geometry: Position and direction ❖ Number: Decimals <i>NCETM Spine: 1.23, 1.24, 2.19, 2.29</i> ❖ Number: Negative numbers <i>NCETM Spine: 1.27</i> ❖ Measurement: Converting units ❖ Measurement: Volume ❖ Consolidation and assessment 			
History	<p style="text-align: center;">The Space Race</p> <ul style="list-style-type: none"> ❖ Understand what is meant by the Cold War and who was involved ❖ Know key events in the Space Race ❖ Know key figures in The Space Race. ❖ Know about the technological innovations that were crucial to The Space Race ❖ Understand the impact it had on society and future generations ❖ Know how NASA utilised the mathematical talents of three African-American females: Dorothy Vaughan, Mary Jackson and Katherine Johnson – who crossed gender, race and 	<p style="text-align: center;">Ancient Egypt</p> <ul style="list-style-type: none"> ❖ Understand the geographical significance of the Nile River and its role in sustaining Egyptian civilization. ❖ Know about the roles of pharaohs, priests, scribes, craftsmen, and farmers. ❖ Know about the daily lives of people, from their clothing, housing, and food to their family structures and leisure activities. ❖ Understand the significance of gods, goddesses, rituals and beliefs. ❖ Understand their concept of afterlife, 	<p style="text-align: center;">The Medieval Era</p> <ul style="list-style-type: none"> ❖ Understand where the Medieval era exists chronologically ❖ Know about the feudal system ❖ Know the hierarchies that existed and the roles and responsibilities of each group ❖ Know the significance of the magna carta ❖ Know about King John’s reign, the baron’s demands, and the lasting impact of this document ❖ Know about the Black Death ❖ Understand the Hundred Year’s War and its impact 	N/A	N/A	N/A

	<p><i>professional lines to achieve something incredible – and the stories behind these women.</i></p> <p>BV – TC, MR, IL</p>	<p><i>mummification and why pyramids were built.</i></p> <ul style="list-style-type: none"> ❖ Know some achievements ❖ Know how trade was conducted ❖ Understand the factors leading to the decline 	<ul style="list-style-type: none"> ❖ Know about Medieval art, literature and architecture 			
<i>Geography.</i>	N/A	N/A	N/A	<p>Eastern Europe</p> <ul style="list-style-type: none"> ❖ Know countries and capital cities in Europe ❖ Know the physical geography of Eastern Europe: rivers, coastlines, height of land, lines of latitude ❖ Know the human geography of Eastern Europe: population, languages, settlements, land use, landmarks ❖ Compare an area of Eastern Europe to Nottingham ❖ Know how nuclear energy is generated and distributed ❖ Understand the factors and effects of an environmental disaster ❖ Fieldwork to compare Nottingham to a small part of Eastern Europe – child-led observation/investigation 	<p>Earth Matters</p> <ul style="list-style-type: none"> ❖ Understand lines of longitude, the Prime Meridian and time zones ❖ Know the features and resources needed in settlement sites and how needs have changed over time ❖ Understand energy generation and distribution in more detail ❖ Understand the impact of renewable energy ❖ Know about food import and export and how to reduce waste and carbon footprint 	<p>Earth Matters</p> <ul style="list-style-type: none"> ❖ Know where key mountains and rivers exist in the world ❖ Know key features of rivers ❖ Know different uses of rivers ❖ Understand the advantages and disadvantages of these ❖ Know key features of mountains ❖ Know how mountains are created ❖ Know the risks mountains pose ❖ Understand the impact of tourism ❖ Fieldwork – walk to the River Trent to observe and record
<i>Science</i>	<p>Working Scientifically Earth and Space</p> <ul style="list-style-type: none"> ❖ Know the movement of the Earth, and other 	<p>Forces Working Scientifically</p> <ul style="list-style-type: none"> ❖ Know that unsupported objects fall towards the Earth because of the 	<p>Properties and changes of materials Working Scientifically</p> <ul style="list-style-type: none"> ❖ Compare and group together everyday 	<p>Properties and changes of materials Working Scientifically</p> <ul style="list-style-type: none"> ❖ Give reasons, based on evidence from 	<p>Living things and their habitats Working Scientifically</p> <ul style="list-style-type: none"> ❖ Know the differences in the life cycles of a 	<p>Animals including humans Working Scientifically</p> <ul style="list-style-type: none"> ❖ Know how gestation compares in different animals

	<p>planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> ❖ Know the movement of the Moon relative to the Earth ❖ Know the Sun, Earth and Moon as approximately spherical bodies ❖ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> ❖ Know the effects of air resistance, water resistance and friction, that act between moving surfaces ❖ Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> ❖ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ❖ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 	<p>comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <ul style="list-style-type: none"> ❖ 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. <p>Be Safe – Materials</p>	<p>mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> ❖ Know the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> ❖ Know how babies grow and develop ❖ Know the changes that take place as humans develop to old age
<p>Scientific Enquiry</p>	<p>Compare the time of day at different places on Earth and explain why this happens.</p> 	<p>What affects the fall rate of an object dropped from height? What effect does a lever have on small forces?</p> <p>WS Focus: Concluding and Evaluating</p> 	<p>Which material is most suitable to keep you warm/dry/etc.?</p> 	<p>Group and classify materials based on their properties and using your own classification system.</p> 	<p>Describe the difference in life cycle between a mammal and insect.</p> 	<p>Do humans grow at the same rate as other mammals? Does the size of the animal affect their gestation period?</p> 
<p>Art</p>	<p><u>Stargazers</u></p> <p>B: 2D Art (Printing) Group – Large Scale</p> <ol style="list-style-type: none"> 1. Observational drawing of the moon/space A1, A2, A5, A8 2. Peter Thorpe, Leonardo Da Vinci E1, E2, E3, E4 	<p><u>Pharaoh</u></p> <p>C: 3D Art Individual – Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of Canopic jars A1, A2, A5 2. Ancient Egyptian art compared to contemporary Egyptian 	<p><u>Tudor Portraits</u></p> <p>A: 2D Art (Drawing and Painting) Individual – Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of facial features A1, A2, A5 2. Hans Holbein E1, E2, E3, E4 	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

	<p>3. Pencil grades A7, F1, F2, F3, F4, F5</p> <p>4. Colour work – changing the colours of space A6, F1, F2, F3, F4, F5</p> <p>5. Phases of the moon/space prints B1, B2, B3</p> <p>➤ X. Printing techniques and building layers, colours and textures A7, B1, B2, B3</p> <p>Printing equipment</p>	<p>artist - Alaa Awad E1, E2, E3, E4</p> <p>3. Felt tips A7, F1, F2, F3, F4, F5</p> <p>4. Colour work – working only with cool/warm colours A6, F1, F2, F3, F4, F5</p> <p>5. Jar made from Modroc A7, C5</p> <p>➤ X. Modroc modelling techniques C5</p> <p>Modroc and equipment</p>	<p>3. Charcoal A7, F1, F2, F3, F4, F5</p> <p>4. Colour work – moody watercolours A6, F1, F2, F3, F4, F5</p> <p>5. Tudor portrait using watercolour</p> <p>➤ X. Facial features, mood and feeling, water colours A3, A4, A7</p>			
DT	N/A	N/A	N/A	<p>Mechanisms: Make a Pop-Up Book</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>Textiles: Make a Stuffed Toy</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>Cooking and Nutrition: Modify a Traditional Recipe (Meat Free)</p> <p>Be Safe – Using Tools and Equipment Safely</p>
RE	<p>Sikhism: Belief into action Key Question: How far would a Sikh go for his/her religion?</p>	<p>Christianity: Christmas Key Question: Is the Christmas story true?</p>	<p>Sikhism: Beliefs and moral values Key Question: Are Sikh stories important today?</p>	<p>Christianity: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die?</p>	<p>Sikhism: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God?</p>	<p>Christianity: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God?</p>
Computing	<p>C: Digital Literacy Online Safety</p> <p>B: Information Technology Databases</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Coding</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Spreadsheets</p> <p>Be Safe – Online Safety</p>	<p>A: Computer Science Game Creator</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology 3D Modelling</p> <p>B: Information Technology Concept Maps</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Word Processing (Microsoft Word)</p> <p>Be Safe – Online Safety</p>
Across-Curriculum Application and Enrichment	<p>Staying safe online across the curriculum and at home</p>	<p>Link to algorithms and codes in everyday life</p>	<p>Link to maths Link to money management in PSHE</p>	<p>Revision games and strategies – quizzing to retain information</p>	<p>Revision strategies</p>	<p>Mastery Day and Social Impact work – posters/advertisements</p>
PE	<p>Evasion games</p>	<p>Gymnastics Dance</p>	<p>Healthy and active lifestyles Evasion game</p>	<p>Evasion games striking & fielding</p>	<p>Striking and fielding Net/wall games</p>	<p>Net/wall games Athletics</p>
Discrete	<p>❖ Collaboration challenge!</p>	<p>❖ Qualities of friendship</p>	<p>❖ GREAT PROJECT</p>	<p>❖ What's the story?</p>	<p>❖ Different skills</p>	<p>❖ How are they feeling?</p>

PSHE	<ul style="list-style-type: none"> ❖ Give and take ❖ How good a friend are you? ❖ Spot bullying ❖ Our emotional needs ❖ Being assertive ❖ Ella's diary dilemma ❖ Emotions Work Lesson 1 (see separate plan) 	<ul style="list-style-type: none"> ❖ Kind conversations ❖ Happy being me ❖ The land of the red people ❖ Is it true? ❖ Stop, start, stereotypes ❖ Emotions Work Lesson 2 (see separate plan) <p style="text-align: center; color: red;">Anti-Bullying Week (13th- 17th November)</p>	<ul style="list-style-type: none"> ❖ Play, like, share ❖ Would you risk it? ❖ Emotions Work Lesson 3 (see separate plan) <p style="text-align: center;">Children's Mental Health week (3rd – 9th February)</p>	<ul style="list-style-type: none"> ❖ Fact or opinion ❖ Mo makes a difference ❖ Rights, respect and duties ❖ Spending wisely ❖ Lend us a fiver! ❖ Vaping: healthy or unhealthy ❖ Emotions Work Lesson 4 (see separate plan) 	<ul style="list-style-type: none"> ❖ Independence and responsibility ❖ Star qualities? ❖ Basic first aid, including sepsis awareness ❖ Local councils ❖ Decision dilemmas ❖ Emotions Work Lesson 5 (see separate plan) 	<ul style="list-style-type: none"> ❖ Taking notice of our feelings ❖ Dear ash ❖ Growing up and changing bodies ❖ Changing bodies and feelings ❖ Help! I'm a teenager- get me out of here!
Spanish	<p>European Day of Languages Country Study: Argentina My family 1</p>	<p>My family 2 Christmas in Argentina</p>	<p>In the Animal Park 1</p>	<p>In the Animal Park 2 Easter in Argentina</p>	<p>What's the weather like? El dia de la revolucion festival</p>	<p>Big Numbers La Morisma festival</p>
Music	<p><u>Livin'on a Prayer</u></p> <p>Style: Classic Rock</p>	<p><u>Ukulele Course 1</u></p> <p>Musical focus: Chords C, F, G7 and G</p> <p>Instrument: Ukulele</p>	<p><u>Make You Feel My Love</u></p> <p>Style: Pop Ballad</p>	<p><u>The Fresh Prince Of Bel-Air</u></p> <p>Style: Old-School Hip Hop</p>	<p><u>Dancing in the Street</u></p> <p>Style: RnB</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>Style: Classical</p>