

<b>MATHS</b>	Number and Place value Number Facts Addition and Subtraction	Multiplication & Division Fractions Geometry	Number and Place value Number Facts Addition and Subtraction	Multiplication & Division Fractions Geometry	Number and Place value Number Facts Addition and Subtraction	Multiplication & Division Fractions Geometry
<b>ART</b>	<p><b>Multimedia Cubism Project:</b></p> <p><b>Objectives:</b> Students are to be introduced to Cubism and the work of Pablo Picasso. Students will then produce personal and artistic responses to the theme using a variety art media</p>	<p><b>Multimedia Pop Art Project:</b></p> <p><b>Objectives:</b> Students will explore Pop Art and the work of Andy Warhol. They will then represent themselves in the colourful and dynamic style of that movement</p>	<p><b>Conflict Print Project:</b></p> <p><b>Objectives:</b> War and Peace. Students are to produce work on this theme and develop their ideas for printmaking</p>	<p><b>Architectural Fantasy Project:</b></p> <p><b>Objectives:</b> Students are to produce artwork based on fantasy houses and cities of the future. They will also consider the environments as well. The students will use a variety of art media to realise their ideas and intentions</p>	<p><b>Painting and Drawing Natural Forms Project:</b></p> <p><b>Objectives:</b> Students will explore the natural forms work of Cezanne, Georgia O’Keeffe &amp; Peter Randall-Page. They will respond by producing artwork inspired by these artists using a variety of art media</p>	<p><b>Natural Forms Sculpture Project:</b></p> <p><b>Objectives:</b> Students will be Introduced to the sculptural and abstract works of Henry Moore, Alberto Giacometti &amp; Barbera Hepworth. They will then create sculptures inspired by them using a variety of materials</p>

<b>COMPUTING</b>	<p><b>Processing Sound</b> Pupils will record sound on a chosen device and be able to edit it, cut and trim - remove audio from the start or end, or choose the best bit and delete the rest using Sound Trap or WeVideo.</p> <p>Pupils will add sound/narration to photos, slides or video.</p> <p>Pupils will begin to understand that sound can be manipulated and edited</p>	<p><b>Processing video</b> Pupils will be able to access make and retrieve video using chromebook or other device.</p> <p>Pupils come back to saved video and begin to edit by cutting, transitioning and blending video</p> <p>Pupils are able to produce a video on a topic that has titles, narration and edits on a chosen topic.</p>	<p><b>Animation</b> Pupils begin to understand the basics of animation and how it works - flip books, cartoons etc.</p> <p>Pupils will create a short stop frame animation in Google Slides, Stop Animator or similar.</p> <p>Pupils will create a plasticine/lego model stop frame animation using 'Stop Motion Animator.</p>	<p><b>Using Numbers (2)</b> Pupils will be able to create a simple data set and use the spreadsheet to perform basic calculations.</p> <p>Pupils will understand that a spreadsheet can be used to help solve problems; enter simple formulae into a spreadsheet; change some of the data and discuss effects on results with assistance.</p>	<p><b>E-Safety (3)</b> Pupils will recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</p> <p>Pupils will understand how to use social networking websites appropriately, keeping an adult informed about their online activity.</p> <p>Pupils need to make good choices when they present themselves online.</p>	<p><b>SPK(3)</b> (Sequencing, Programming, Knowledge) Pupils will begin to understand that robotics is a way of developing key programming and coding skills for future careers.</p> <p>Pupils will understand that coding refers to the common language understood by all computers and machines and be able to access apps that allow them to code.</p> <p>Pupils will understand that programming is a skill that can be mastered by anyone.</p>
<b>LIFE SKILLS</b>	<p><b>Attention and Play</b> Develop attention skills Share attention with others Develop listening skills Develop turn taking skills</p>	<p><b>Adapting for Audience</b> Formal speaking Speaking with children / adults Interviews Speaking on the phone</p>	<p><b>Mini-Enterprise Part 1</b> Identify personal skills Identify skills with jobs Research an entrepreneur Practice creating a product (idea / design only) Introduction to advertising</p>	<p><b>Mini Enterprise Part 2</b> Work as a class or in small groups to create a bespoke product to sell as part of a school event before Easter Create business plans and logos / manage budgets</p>	<p><b>Problem Solving</b> Develop skills for working as a team Develop problem solving skills Develop friendship and communication skills</p>	<p><b>Being Part of Something</b> Sports Day Fun Day School Performance Transition Day</p>
<b>SCIENCE</b>	<p><b>Observed Waves</b> <b>Sound Waves</b> (physics) Longitudinal and transverse, wave length, frequency</p>	<p><b>Light Waves</b> (physics) Pinhole camera, refraction of light, transparent and opaque and translucent.</p>	<p><b>AQA Unit 1: The Human Body</b> (biology) Discovering what the body is made of, how it works, how it is coordinated and how it fights diseases</p>	<p><b>1. Complete AQA unit (if needed)</b> <b>2. Photosynthesis and Respiration</b> (biology) Understand that Photosynthesis is the opposite of Respiration, Plants and animals</p>	<p><b>Chemical Reactions: Acid and alkali</b> (chemistry) Measuring pH, Everyday acids and alkalis, universal indicator (red cabbage)</p>	<p><b>Chemical reactions: Properties of materials, metals &amp; non-metals</b> (chemistry) Reactivity, periodic table, element, compound. (recycling)</p>

<b>HUMANITIES</b>	<b>Crime and Punishment</b> <i>Comparing how crime and punishment have developed and changed throughout the years (e.g. school punishment, prison conditions, execution, etc.)</i>	<b>The World at War: World Wars I</b> <i>Dates, Causes, Soldiers experience, effects on home lives, evacuations, rations etc.</i>	<b>Tudor England (Tudor Royals and Life in Tudor England)</b> <i>King Henry the VIII, Wives, Religion, Life of a Tudor person, Hampton Court Palace.</i>	<b>Natural Disasters</b> <i>Volcanoes, Tsunami, Earthquakes, Floods, Hurricane, Droughts and Famine, bush fires, and Tornadoes.</i>	<b>Maps and plans</b> <i>Reading a map, Navigation, Compass use, Tube Map, Train Map and trip, Building Plans.</i>	<b>Comparative study</b> <i>In depth comparison of countries (preferably between the UK and a non European country) - for example the UK and a country in South America, Africa or Asia.</i>
<b>RSHE</b>	<b>Sexual Identity</b> <ul style="list-style-type: none"> <li>- Recognising the key terminology for sexuality</li> <li>- Learning about Pride and its significance</li> <li>- Understanding the importance of respecting others and celebrating diversity</li> </ul>	<b>Staying Connected - Sexting, Self-Esteem and Pornography</b> <ul style="list-style-type: none"> <li>- Identifying the ways people create online personas and how this can affect self-esteem</li> <li>- Understanding that pornography can show a stereotypical portrayal of relationships, sex and bodies</li> <li>- Understanding the pressures and consequences of sending a sext</li> </ul>	<b>Positive Relationships</b> <ul style="list-style-type: none"> <li>- Recognising what a sexual relationship is</li> <li>- Knowing the age of consent and identifying healthy and unhealthy sexual relationships</li> <li>- Understanding what constitutes sexual harassment/violence and why these are always unacceptable</li> </ul>	<b>Intimate Relationships</b> <ul style="list-style-type: none"> <li>- Recognise the risks of having unprotected sexual activity</li> <li>- Identify and understand the different forms of contraception</li> <li>- Understanding where to go for advice about contraception</li> </ul>	<b>Living in the Wider World: Money Management</b> <ul style="list-style-type: none"> <li>- Recognising where money comes from and the part it plays in peoples' lives</li> <li>- Understanding how personal financial choices can affect them and others</li> <li>- Learning how to manage pressure from peers, advertising and other media on economic decisions</li> </ul>	<b>Personal Safety: Gangs and Crime</b> <ul style="list-style-type: none"> <li>- Recognising the qualities of healthy and unhealthy social groups and what factors contribute to a young person deciding to join a gang</li> <li>- Identify how criminals exploit young people and where to get</li> <li>- Identify the consequences of knife crime and begin to understand why young people become involved</li> </ul>
<b>ENGLISH</b>	Autobiography	Poetry	Pre-20 <sup>th</sup> Century Literature	Non Fiction	20 <sup>th</sup> Century Literature	20 <sup>th</sup> Century Literature

<b>READING</b>	"Boy" by Roald Dahl	World War I poetry <i>and</i> "Private Peaceful" by Michael Morpurgo	Shakespeare Who was Shakespeare? Excerpts of famous scenes Romeo & Juliet: Prologue (Animated tales and Modern adaptations)	Titanic	"Holes" by Louis Sacher	"Holes" by Louis Sacher
<b>WRITING</b>	<b>Factual</b> Write about an event in my life <b>or</b> Write about the life of a famous person	<b>Writing to Inform &amp; Explain</b> Write about life in the trenches (Video clips to help).  (Creative Additional Option: to write a poem about war)	<b>Writing to Instruct &amp; Advise</b> Prince of Verona's advice to the citizens of Verona about their behaviour <b>or</b> Agony Aunt's response to Romeo, Juliet or Rosalind  (Creative Additional Option: Love Letter from Romeo to Rosalind or Juliet)	<b>Writing to Argue &amp; Persuade</b> Whose fault was it that the Titanic sank?	<b>Writing to Describe</b> Life at Camp Greenlake - letter home	<b>Writing to Entertain</b> Creative writing - write one of Kate Barlow's western adventures
<b>SPaG</b>	Adjectives and Adverbs Synonyms Spell Checker  <i>Weekly Spellings from Letters and Sound, High Frequency Words, or National Strategies Support for Spellings</i>	Verbs Connectives Punctuation  <i>Weekly Spellings from Letters and Sound, High Frequency Words, or National Strategies Support for Spellings</i>	Sentence Structure Paragraphs  <i>Weekly Spellings from Letters and Sound, High Frequency Words, or National Strategies Support for Spellings</i>	Emotive Language  <i>Weekly Spellings from Letters and Sound, High Frequency Words, or National Strategies Support for Spellings</i>	Informal Letter writing Revisit adjective and adverbs Prefixes and Suffixes Point Evidence Explain  <i>Weekly Spellings from Letters and Sound, High Frequency Words, or National Strategies Support for Spellings</i>	Simile, Metaphor and Personification Verbs Adjectives and Adverbs Five Senses Speech Marks  <i>Weekly Spellings from Letters and Sound, High Frequency Words, or National Strategies Support for Spellings</i>
<b>SPEAKING &amp; LISTENING</b>	Research and present about a chosen person / icon	Read out your piece of writing and Poetry in Performance	Group or individual Shakespearean Language Greetings / Insults	Debating and presenting a case	Hot Seating	Group discussion on historical context and social mores
<b>KEY VOCAB</b>	Autobiography, biography, chronological, historical, artefact, diary, Norway, author, family tree, character	Warfare, trenches, death, grief, victory, armistice, battlefield, memories, Ypres, Flanders, army, mutiny, cavalry, artillery, enlist	Feud, revenge, tragedy, murder, poison, misery, stanza, iambic pentameter, prose, citizens	Tragedy, ship, sinking, captain, cargo, deck, dormitory, keel, lifeboat, liner maiden voyage, navigate, SOS, crew	Inventor, desert, lizard, fortune telling, curses, mountain, warden, palindromes, comedy drama, detention camp	Conflict, Resolution, western, wrongful conviction, outlaw, sheriff, treasure, relationships, motor boat, shotgun.

	<p>Drama Skills</p> <p>Hot seating, character work, props, team building, working together as a theatre company.</p>	<p>Puppetry, watch and review - opinion, debate, behind the scenes, making of.</p>	<p>Romeo &amp; Juliet - Introduction to Shakespeare,</p>	<p>Titanic</p> <p>Key skills: Still image, monologue, Physical theatre - reenact key parts of story using sound, movement, lighting and props</p> <p>Use Motion Picture soundtrack as guide.</p>	<p>Performance Skills - physical skills, vocal skills, role play</p> <p>Turning song lyrics into a performance and work with scripts.</p>	<p>Talent Show</p> <p>Class Assemblies</p>