

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Focus	History	Geography	History		Science	
Question	To be or not to be?	Where does chocolate come from?	Were the Vikings always victorious and vicious?		How different will you be when you are as old as your grandparents	
High quality text	Macbeth / Spider and Fly	Trash	Arthur High King of Britain / Beowulf		Nowhere Emporium	
Visit / Hook	Shakespeare play Woodland Trust activity – Shakespeare challenge	Mayan Man	Tatton park Anglo Saxon workshop		MOSI	
Science	Forces	Space	Materials		X	Animals including humans Living things and their habitats
History	Elizabethans	Maya	Vikings/ Saxons	X	Social history – crime and punishment.	X
Geography	X	Similarities and difference – Favela/ Rochdale Fair trade	X	Types of settlements	X	Historical maps
Computing (Purple Mash Scheme)	Coding	Online Safety Spreadsheets	Databases	Game Creator	3D Modelling	Concept Maps
RE	What matters most to Christians and Humanists?	How does the Christmas Story promote peace?	What would Jesus do? Can we live by the values of Jesus in the 21 st Century?	How is lent similar to giving up in other religions?	Why do some people believe God exists?	If God is everywhere, why go to a place of worship
French (Rising Stars Scheme)	Bon appetite, bonne sante	Je suis le musicien	En route pour l'ecole	Scene de plage	Le retour du printemps	Les planetes
Art	Painting Elizabethan Portraits	X	Drawing Lindisfarne Gospels	X	Artist Claude Monet	
DT	X	Food Technology Chocolate Recipes	X	Mechanisms Viking / Saxon longboat	X	Textiles Fashion through the decades
PSHE	Appearances	Environment	Drugs	Laws	Puberty	Managing Money
Growth Mindset (Katherin Muncaster Book)	Passport to Learning	Too old to...	What Makes a Great Teacher	Brain Power!	Famous Failures	The Iceberg Illusion
Music (Charanga)	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind, Replay
Links to wider community	Shakespeare festival	Fair trade – tea party.	Class assembly – Presentation of work and learning		Visit to the old people's home.	

Autumn 1	Question: To be or not to be?	High quality text: Macbeth/Spire and Fly		Visit / Hook: Shakespeare Play	Links to wider community : Shakespeare Festival	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Forces	<p>I know why objects fall towards Earth.</p> <p>I know the effects of different forces.</p> <p>I know how levers, pulleys and gears work.</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Gravity</p> <p>Air resistance</p> <p>Water resistance</p> <p>Friction</p> <p>Surface area</p> <p>Newton meter</p> <p>Newton</p> <p>Drag</p> <p>Lever</p> <p>Pulley</p> <p>Balanced</p> <p>Unbalanced</p>	<p><u>Weekly</u></p> <p><u>L1: Vocab lesson</u> KWL grid Word mats Quiz, quiz, trade</p> <p><u>L2: Gravity</u> Role play Comic strip of how Isaac Newton discovered gravity.</p> <p><u>L3: Air resistance</u> Show moon video clip – why does the hammer fall at the same time as the feather? Encourage to make the link between gravity (last lesson). Letter sent to chn from * (famous person) asking the chn to make a parachute for them which will enable them to land very slowly. Design and create different parachutes (bin bags, newspapers, paper, length of strings, chn decide size etc) Begin to write up (title, prediction, equipment, draw results table)</p> <p><u>L4: Air resistance</u> Make the parachutes Complete experiment Record results Write conclusion</p> <p><u>L5: Water resistance</u> Show chn loads of fish, boats and planes etc. What do all these things in common? What do these things need</p>

						<p>to be able to move through water easily? Make success criteria together Create a boat that is streamlined using play dough Take pictures of chns boat stick in books</p> <p><u>L6: Friction</u> Hook - What is the best surface for Usain Bolt to run on? Look at diff materials Start write up – title, prediction, results table</p> <p><u>L7: Friction</u> Carry out experiment – need ramps Record results and conclusion</p> <p><u>L8: Levers</u> Non chron report about levers What is a lever? How do they work? Examples of them</p> <p><u>L9: Pulleys</u> Make a pulley Speak to Natalia/ Becky about bird activity Take pictures of chn's pulleys Chn to write underneath it what a pulley / what they have learnt</p> <p><u>L10: Gears</u> Practical lesson where chn test diff gears – email about kinnex Photos in books Chn to write underneath it what they have learnt – where will I find a gear, how they work etc.</p>
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						<p><u>L11: Lever, pulleys and gears</u> Wallace and Gromit clips Chn to design their own 'Wallace and Gromit style' invention Kate to have a look what already has</p> <p><u>L12: Present your learning</u></p>
History	Elizabethans	<p>Introduction lesson</p> <p>I know about the reign of Queen Elizabeth I.</p> <p>I know about daily life in the Elizabethan era.</p> <p>I know about the believed causes and curses of the bubonic plague.</p> <p>I know about the achievements of Queen Elizabeth and the Elizabethan era.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history. Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this</p>	A study of an aspect or theme in British history that extends pupil's knowledge beyond 1066.	<p>Elizabeth I Bubonic plague Black death Elizabethan Monarch Tudor Reign Francis Drake Exploration</p>	<p><u>Week 1 & 2</u> <u>Lesson 1:</u></p> <ul style="list-style-type: none"> Introduce Topic Vocabulary. (Differentiation is through peer support). Children will create vocabulary mats for the topic words in small groups. Play Vocabulary Quiz Quiz Trade. <p><u>Lesson 2:</u></p> <ul style="list-style-type: none"> HA and MA: Create their own timeline in books using work completed in groups. LA/SEN: Timeline cards to put into order. All children answer questions based on what they have learnt and these will be differentiated. <p><u>Lesson 3:</u></p> <ul style="list-style-type: none"> HA and MA: Comparison text about the daily life of rich and poor people in Elizabethan England.

			<p>affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>			<ul style="list-style-type: none"> • LA: Children will write simple sentences comparing the daily life of rich and poor people. They will be provide with InPrint word mats. <p>Lesson 4:</p> <ul style="list-style-type: none"> • HA and MA: Write a diary entry about their experiences of the Bubonic plague (Black Death). • LA: Children will be given pictures of the bubonic plague and will write simple sentences. Word mats will be provided for them. <p>Lesson 5:</p> <ul style="list-style-type: none"> • Children will work in mixed ability groups using Ipads and scanning QR codes to find information about Francis Drake. (Differentiation through peer support). • Interview Francis Drake (Evidence as pictures/video). <p>Lesson 6:</p> <ul style="list-style-type: none"> • Children will be given differentiated questions based on a text about Elizabeth I achievements. • All children will write a letter to Elizabeth I to explain why she has won an award. SEN/LA to be provided with Word mats. <p>Lesson 7:</p>
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						<ul style="list-style-type: none"> • Children will showcase their learning in whatever way they like, in pairs or independently. • Their work will then be displayed as part of the 'Elizabethan Exhibition'. • Differentiation through support.
Art	Painting Elizabethan Portraits	<p>I know how portraits played a part in Elizabethan society.</p> <p>I know about the work of Hans Holbein.</p> <p>I know why proportion is important in portrait painting.</p> <p>I know how to paint a portrait.</p> <p>I know how to analyse the work of others and myself.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u> Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p> <p><u>Composition</u></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Portrait</p> <p>Facial expression</p> <p>Pose</p> <p>Tone</p> <p>Features</p> <p>Imperfections</p> <p>Contour shading</p> <p>Circulism</p> <p>Liner hatching</p> <p>Fade</p>	<p><u>Week 3</u></p> <p><u>L1: Vocab lesson</u></p> <p>Word mats</p> <p><u>L2 – I know how Elizabethan portraits played a part in Elizabethan society.</u></p> <p>Look at portrait of Henry VIII – what do we notice? (stood upright, power, not fat etc). Portraits were a status symbol and you choose how you want to be portrayed (at a desk etc). Show Thomas Cromwell portrait – plain clothes shows he is a regular man but to have a portrait shows just how important he was at this time. His paperwork, state seal and quilt show his importance as Henry VIII's chancellor.</p> <p>Outcome – pictures stuck in art book with labelled things we notice.</p> <p>Sentences written underneath "I think Henry VIII has been painted like this to show he looks powerful and like a hero."</p> <p><u>L3 – I know about the work of Hans Holbein.</u></p> <p>Share information about Hans Holbein the Younger.</p>

			<p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Work into paintings with a range of media e.g. pens, colour pens and paints</p>			<p>Children create a facebook profile for him. Outcome – facebook profile on paper, trimmed and stuck in art book.</p> <p><u>L4 – I know why proportion is important in portrait painting.</u> Guide the children to draw a face together using the lines to measure where features go. Then draw their partner in a portrait style using the lines to help. (Do this on paper?) Outcome – one face in sketch book. Portrait on paper.</p> <p><u>L5 – I know how to paint a portrait.</u> Mixing colours activity. How many shades of green can you create? Paint their portraits from last lesson. When dry, stick in art book.</p> <p><u>L6 – I know how to analyse the work of others and myself.</u> Display work as an art gallery. Children are given 'like/love/comment' slips based on facebook to leave at their favourite pieces of work. Outcome – stick photo of children looking at other work in books with explanation.</p>
PSHE	Appearances	<p>I know how appearances can be deceptive.</p> <p>I know how to seek help when needed.</p> <p>I know how to handle peer pressure.</p>	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable	H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. R3. to recognise ways in which a relationship can be	<p>Appearance</p> <p>Deceptive</p> <p>Peer pressure</p> <p>Reality</p> <p>Resist</p> <p>Dangerous</p> <p>Reflect</p>	<p>Weekly</p> <p>Lesson 1: Vocabulary lesson Video hook into topic (Tarsia puzzle) Chn to write 2-3 sentences noting down the key things they have learnt.</p>

			or anxious or that they think is wrong	unhealthy and whom to talk to if they need support. H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	Media risky	<p>Lesson 2: Chn to explore how appearances can be deceptive. Read Big AI, explore images on social media and look at how they are misleading. Chn to create their own misleading image. Summarise learning in 5</p> <p>Lesson 3: Peer Pressure</p> <p>Lesson 4: Seek help</p> <p>Lesson 5:</p> <p>Lesson 6: Reflection lesson – chn to create a leaflet for a child their age detailing the dangers of believing images online.</p> <p>INAs – Images linked to key vocabulary (use imprint) chn to write a sentence under each to explain what the key messages from learning are.</p>
RE	What matters most to Christians and Humanists?	<p>I know the consequences of actions and why rules matter.</p> <p>I know what a Humanist is.</p> <p>I understand what Freedom of Action is.</p> <p>I know what codes for living Christians try to follow.</p>	<p>Explore the impact of and connections between ideas, practices and viewpoints.</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p> <p>Investigate and explain why worldviews and religion matter.</p>		<p>Humanists</p> <p>Code for living</p> <p>Consequences</p> <p>Freedom of Action</p> <p>Dilemma</p>	

Autumn 2	Question: Where does Chocolate come from?	High quality text: Trash		Visit / Hook: Mayan Man	Links to wider community : Fair Trade Tea Party	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Space	<p>I know how the Earth and planets move in relation to the sun.</p> <p>I know how the moon moves in relation to the Earth.</p> <p>I know how day and night happens.</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Planet names</p> <p>Movement</p> <p>Relative</p> <p>Spherical</p> <p>Rotation</p> <p>Orbit</p> <p>Solar system</p> <p>Eclipse</p> <p>Axis / tilt</p>	<p><u>LO: I know the vocabulary related to Earth and space.</u></p> <p>Children go around the room finding definitions for words – some right and some wrong. They use reasoning skills to find the correct definitions.</p> <p><u>LO: I can explain how day and night occur.</u></p> <p><u>LO: I can describe the Sun, Earth and Moon as approximately spherical bodies.</u></p> <p>Show a picture of a sundial. Explain what it is and how it works. Shadows are cast to show the time, but the shadows move – why? How?</p> <p>Show the clip. The sun is moving across the sky – or that's what it looks like. We will demonstrate what is really happening.</p> <p>What is the sun? It is a star. No bigger than other stars, just closer.</p> <p>Use a globe and get a child to shine a torch. Rotate the globe on its axis to show night and day. Putting a post on the globe will help see the difference better. Children draw and label a diagram and write a paragraph to explain night and day, describing the Earth, sun and moon as spheres.</p>

						<p><u>LO: I can explain the movement of the Moon, relative to the Earth.</u> key vocab – ORBIT. What orbits the Earth? The moon/satellites. Show moon movement video and answer the questions in talk partners. ADDRESS MISCONCEPTION – the moon is not a light source. The sun's light makes the moon visible. Make a model of the Earth, Sun and Moon using split pins and card. These will allow the children to physically move them and see the orbits. Children complete the blanks on sheet and stick in books with a photo of it inserted in to the document.</p> <p><u>LO: I can explain the movement of the planets in relation to the sun.</u> <u>LO: I can find out about the planets in our solar system.</u> Discuss the difference between orbiting and rotating. Use bodies to demonstrate the difference. What is at the centre of our solar system? The sun. Who remembers that it is a star? Discuss the planets orbit the sun. See if any children can name any planets. Introduce how many planets there are in the solar system. Children have sheets with blanks. They move around the room looking at displayed fact cards to fill in the blanks. Complete the A3 sheet (trimmed) with the name and facts about a planet and colour them in the correct colours in pencil crayons. Show the mnemonic to remember the order of planets. Children write it on the planets sheet to remember the order. “My very expensive Mercedes just skidded up north.”</p>
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History	Maya	<p>I know what the Maya civilisation was and can place historical events on a timeline.</p> <p>I know the Mayan Creation story and can Compare it to that of other religions. I know what the Ancient Mayan people believed in.</p> <p>I know about the Ancient Mayan Calendar and the way that the Mayans thought about time.</p> <p>I know what the Chichen Itza was.</p> <p>I know why The Maya had human and animal sacrifice.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history. Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and</p>	A non-European society that provides contrasts with British history.	<p>Ahua / Ahaw Batab Chichen Itza Glyph Huiopil Itzamna Codex Ah Mun Ah Puch Ek Chuah</p>	<p>Lesson 1: Vocab and KWL:</p> <ul style="list-style-type: none"> • Children introduced to 'The Mayan' • Draw KWL grid in books and fill in what they already know and what they would like to know. • Discuss key vocabulary for this topic. • Children complete a vocab match up sheet. • Play Quiz Quiz Trade <p>Evidence: KWL drawn and K W filled in. Picture evidence of children playing Quiz Quiz Trade.</p> <p>Lesson 1: <u>LO: I know what the Maya civilisation was and can place historical events on a timeline.</u></p> <p>Main: As a class create a historical timeline for display and add Ancient Maya onto it. Look back to the topics they have studied (Romans, Shang Dynasty and Ancient Egyptians. Discuss AD and BC/BCE. Look at where the Maya were from– Central America on a map.</p> <p>Task: Children given a list of Maya events that are mixed up. As a table they order them correctly and add the key Mayan events onto their own timeline, then answer one question based on it.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • SEN given timeline cards to plot which include dates. • Three levels of questions based on the events. <p>Evidence:</p> <ul style="list-style-type: none"> • Main activity evidenced through pictures. • Main task evidence through timeline strip stuck in books and key events added. • Question they have chosen stuck in and answer written underneath. <p>Lesson 2: <u>LO: I know about the Maya civilisation's religion.</u></p>
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			<p>that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer. Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project</p>			<p>Main: Explain the beliefs of Maya beliefs Rainbow in/out: Children find out about Maya civilisation's religion from information sheets on tables and provided with jotting sheet to make notes. Each table share what they have found out. Task: Children write information about each god using sub headings. Stick a picture in next to each piece of writing. Differentiation: SEN given a sentence construction table to help them write sentences, a word mat and pictures of gods to stick in. (Questions) Evidence:</p> <ul style="list-style-type: none"> • A piece of writing about 5 gods, with subheadings and a printed picture for each. <p>Lesson 3: <u>LO: I know the Mayan Creation story and can compare it to that of other religions.</u> Main: Discuss the Maya Creation Story with the children. Task: Children create a story board based in the Maya Creation Story. Differentiation: SEN children provided with a word mat, Blank picture boxes and captions to order. Evidence:</p> <ul style="list-style-type: none"> • A story board completed with the creation story and relevant pictures. <p>Lesson 4: <u>LO: I know about the Ancient Mayan Calendar and the way that the Mayas thought about time.</u> Main: Market Place activity: find out about writing/number system, calendar and codices. Make notes on jotting sheet. Keep these safe to use over next two lessons. Task: Children write a non-chronological report using appropriate features. Differentiation:</p> <ul style="list-style-type: none"> • SEN given Inprint Word Mat <p>Evidence:</p>
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			or research about the studied period.			<ul style="list-style-type: none"> • Non-Chronological report in topic books. • Pictures of children taking part in market place activity. <p>Lesson 5/6: <u>LO: I know what the Chichen Itza was.</u> <u>LO: I know why The Maya had human and animal sacrifice.</u> Main: Discuss Chichen Itza and the temple of El Castillo and animal and human sacrifice - Information sheets/video clips. Task: Write a short paragraph about what Chichen Itza was and the purpose of it as well as about the temple El Castillo and human and animal sacrifice. Children given a picture to stick in. Differentiation:</p> <ul style="list-style-type: none"> • SEN write sentences about Chichen Itza and El Castillo using a construction table. Word Mat provided. • Why was human and animal sacrifice important? – Answer Q. <p>Evidence:</p> <ul style="list-style-type: none"> • Short paragraph of writing on Chichen Itza and El Castillo. <p>Lesson 7: <u>LO: I can display my learning of the Mayas in my own way.</u> End of topic – Children display their own learning and end of topic quiz.</p>
Geography	Similarities and difference – Favela/ Rochdale Fair trade	<p>I know how the Favelas came to be and why they become so big.</p> <p>I know where the Favelas are located and know why they are an important part of Rio life.</p> <p>I know what is being done by the government to remove the favelas and how the residents feel and react to this.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade and favelas.</p> <p>Describe and understand key aspects of : Physical geography including coasts,</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Describe and understand key aspects of physical and Human geography.</p>	<p>Favela Fair Trade Barra Di Tijuca Rochinha favela Rio de Janeiro Slums Urbanisation Inward migration Shanty towns</p>	<p>Hook lesson: Junk modelling – Favelas – Each child makes their own favela. Lesson 1 (Pt 1): Vocab and KWL:</p> <ul style="list-style-type: none"> • Children introduced to 'Favela and Rochdale Fairtrade' • Draw KWL grid in books and fill in what they already know and what they would like to know. • Discuss key vocabulary for this topic. • Children complete a vocab match up sheet. • Play Quiz Quiz Trade

		<p>I can make links between my own town and the Favelas of Rio de Janeiro.</p>	<p>rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p>			<p>Evidence: KWL drawn and K W filled in. Picture evidence of children playing Quiz Quiz Trade.</p> <p>Lesson 1 (Pt 2): <u>LO: I know how the Favelas came to be and why they became so big.</u> Main: Discuss favelas, why they exist (Urbanisation – immigrants migrating to big cities) – Children will be shown a video – make notes. Task: Children write a short paragraph about what a favela is, how they came to be and why they became so big using key vocabulary. Then, can draw a favela in their books. Differentiation:</p> <ul style="list-style-type: none"> • SEN will be provided with a word mat. <p>Evidence:</p> <ul style="list-style-type: none"> • A short paragraph about favelas in topic books. <p>Lesson 2: <u>LO: I know where the Favelas are located and know why they are an important part of Rio life.</u> Main: Discuss where Favelas are located - Brazil - mostly in the city of Rio de Janeiro. Discuss why they are an important part of Rio life. Task: Children locate and label Brazil and Rio de Janeiro on a map. Children write a short paragraph about why they are important. Differentiation:</p> <ul style="list-style-type: none"> • LA – Label and Locate Brazil and three Brazilian Cities. Dot for Rio de Janeiro, Sao Paulo and Brasilia as well as first letters. • InPrint Word Mat • MA – Label and Locate Brazil and three Brazilian Cities and neighbouring countries. • HA - Label and Locate Brazil and Brazilian Cities and neighbouring countries. <p>Evidence: Labelled map in books and short paragraph of writing.</p>
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						<p>Lesson 3: <u>LO: I know what is being done by the government to remove the favelas and how the residents feel and react to this.</u> Main: Discuss that favelas are not being removed by the government, but they are working towards improving existing favelas through various ways. Children then find them ways around the classroom. Then feedback. Children watch two video clips on life in a favela– explore how they feel. – Take part in hot seating. Task: Children the question. What is being done by the government to improve in regards to favelas? Children write a short paragraph on some of the ways favela are being preserved. Differentiation: InPrint Word Mat/Construction table. Evidence: One paragraph about what is being done by the government. Evidence in pictures of hot seating.</p> <p>Lesson 4: <u>LO: I can make links between my own town and the Favelas of Rio de Janeiro.</u> Main: Picture of Rochdale and Favelas on flipchart paper - write what they know about each place. (Same/Different) Task: Venn diagram – group activity - Things in a favela and Rochdale or short paragraph. Differentiation:</p> <ul style="list-style-type: none"> • SEN children – Venn Diagram drawn for SEN. • InPrint Word Mat. • HA – Write a paragraph using comparison words (however, on the other hand, in contrast). • MA – Write some sentences comparing the two. • LA/SEN work as a group to complete Venn diagram practically then draw in their topic books. <p>Evidence: Venn diagram in books and some will have a short paragraph comparing favelas and Rochdale.</p>
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						<p>Lesson 5: <u>LO: I can display my learning of favelas and Fairtrade in my own way.</u></p>
DT	Food Technology Chocolate Recipes	<p>I know where chocolate comes from.</p> <p>I know savoury and sweet recipes that use chocolate as an ingredient.</p> <p>I know how to create a sweet chocolate dish,</p> <p>I know how to create a savoury chocolate dish.</p> <p>I know how to compare different recipes.</p>	<p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>how to use a range of techniques such as: mixing, spreading, kneading and baking</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>How seasons effect the types of food available</p> <p>How food in processed into ingredients. that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Cocoa Harvest Consistency Beans Moulding Savoury Sweet Tasting Handling Dessert</p>	<p>Lesson 1 (Pt 1): Vocab and KWL:</p> <ul style="list-style-type: none"> • Children introduced to 'Chocolate Recipes' • Draw KWL grid in books and fill in what they already know and what they would like to know. • Discuss key vocabulary for this topic. • Children make word mats. • Play Quiz Quiz Trade <p>Evidence: KWL drawn and K W filled in. Picture evidence of children creating word mats/playing Quiz Quiz Trade.</p> <p>Lesson 1 (Pt 2): <u>LO: I know where chocolate comes from.</u> Main: Where does chocolate come from? Task: Journey of the cocoa bean- Children are given pictures and sentence. As a table, they have to put them in order with pictures as clues to help them. Some children will then create a story board following the journey of the cocoa bean and the rest will write a diary entry as a cocoa bean. -SEN story board - LA/MA and HA: Diary entry - as a cocoa bean Differentiation: SEN provided with word mat and simple steps to put into the correct order and write in books. Evidence: Story board/diary entry in topic books.</p> <p>Lesson 2: <u>LO: I know savoury and sweet recipes that use chocolate as an ingredient.</u> Main: Discuss recipes that use chocolate as an ingredient. Task: Children given a variety of pictures of savoury and sweet dishes. As a table they have to sort them out into those that</p>

						<p>use chocolate as an ingredient and those that don't.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Through peer support - mixed ability groups • SEN stick pictures in table. <p>Evidence: Photographs and draw a table in books.</p> <p><u>Lesson 3:</u> <u>LO: I know how to create a sweet chocolate dish.</u> Main – Discuss the recipe of crispy cakes and how we follow instructions. Task: In small groups, children will make chocolate crispy cakes following a recipe. Evidence: Photographs of making chocolate crispy cakes. While some children make chocolate crispy cakes, the others will learn about Fair trade. Fair trade lesson – <u>LO: I know what Fair trade is.</u> Main: Children learn about what Fair Trade is and what the logo is. Task:</p> <ul style="list-style-type: none"> • Draw fair trade logo in books and colour in. • Write about what fair trade is. <p>Differentiation:</p> <ul style="list-style-type: none"> • SEN given Inprint word mat • Fill in the gaps based on Fair Trade. <p>Evidence:</p> <ul style="list-style-type: none"> • Fair trade logo drawn in books • Short paragraph about what Fair trade is. <p><u>Lesson 4:</u> Fair Trade tea party planning</p> <p><u>Lesson 5:</u> <u>LO: I know how to compare different recipes.</u> Main: Two recipes for chocolate brownies – Which one would they prefer to make (timing, method, ingredients) Pictures and recipes given to children on their table. Children have to write down which recipe they prefer and why.</p>
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						<p>Task: Work as a table using flipchart paper and create a presentation on which one they prefer and why.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Mixed ability <p>Evidence: Photograph and write up in books.</p>
PSHE	Environment	<p>I know about life in a developing country compared to my own in a developed country.</p> <p>I know ways to look after the environment.</p> <p>I know how media can be biased and the effect this might have.</p>	L17. to explore and critique how the media present information.	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>Biased</p> <p>Unbiased</p> <p>Developed</p> <p>Undeveloped</p> <p>Critique</p> <p>Sustainability</p> <p>Unsustainable</p> <p>Recommendation</p> <p>Topical issues</p>	<p>Weekly –</p> <p>Session 1: Vocabulary</p> <p>Stimulus – introduce the topic with some screen shots of Greta Turnburg demonstrations – why are people protesting?</p> <p>Use this to draw out the key vocabulary for the topic.</p> <p>Chn. to explore key vocabulary through discussion and then create sentences using the words learnt.</p> <p>Session 2 – Life in another country - Explore action aid photo pack – how is life different in a developing country in comparison to a developed country.</p> <p>Session 3 – Ways to look after the environment - Chn to complete a team reading challenge – provide children with a range of infographics, non-fiction texts and news reports. Chn to work as a team to answer a set of questions linking to the information.</p> <p>What are the key factors that are damaging our planet?</p> <p>Debate- Reducing waste is a global responsibility true, true or false?</p> <p>Session 4-</p> <p>Watch clips from planet or plastic documentary on BBC.</p> <p>Chn to create a poster to inform chn of how to reduce packed lunch waste.</p>

						<p>Session 5 – Biased news reports - news reports (Greta Turnburg meeting Trump at the environmental summit). How do these two reports differ? What language is creating this difference?</p> <p>Provide chn with infographic on environmental issues. In pairs chn to rewrite information in favour of or against what is being said. Have an even spread in the class. Chn to perform and upload to seesaw</p> <p>Session 6 – reflection on learning – Begin each session by sharing a poem or like stimulus - Chn to use ipads to create a final response to the unit – chn to decide on key issue they feel effects the academy. They can use shadow puppet or puppet pals to create an informative video on climate change, poster or poem.</p>
RE	How does the Christmas Story promote peace?	<p>I know what peace is.</p> <p>I know how the Christmas story promotes peace.</p> <p>I can link peace to the wider world.</p> <p>I can link peace to my own experiences.</p>	<p>Explore the impact of and connections between ideas, practices and viewpoints.</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p> <p>Investigate and explain why worldviews and religion matter.</p>		<p>Peace Reflection External Internal Harmony Despair Conflict Forgive/pardon</p>	<p>Lesson 1</p> <p>KWL for what the children know about the Christmas story and peace. Introduce new vocabulary and use Red/said, Green/mean.</p> <p>Lesson 2</p> <p>Arrange variety of 'peace' related artefacts on tables and play 'peaceful' music. Allow chn time to reflect on what is in front of them. What word would you use to connect the artefacts?</p> <p>Explore the idea of peace. Discuss internal and external peace. What do we mean by internal and external peace? What do they look like? What does the absence of it look like?</p> <p>Chn to express how it feels to be peaceful using watercolour. Use colour and pictures to express.</p> <p>Evaluate picture at the end on a post it. Talk about colours used and pictures drawn. How and why do they represent</p>

						<p>peace to you? Stick this on top of picture once it has dried.</p> <p>Lesson 3</p> <p>What is the Christmas story? Read together.</p> <p>Class discussion – how do we think that the Christmas story promotes peace?</p> <p>Put artefacts/ materials on the chns tables which show how the Christmas story promotes peace (e.g. hymns, songs, giving of gifts etc.)</p> <p>Chn to then create their own Christmas mobile which is decorated with symbols that show how the Christmas story promotes peace.</p> <p>Individual pics to be taken of chns work and stuck into books.</p> <p>What have you learnt today sticker at the end.</p> <p>Lesson 4</p> <p>Complete the L column of the KWL grid from session 1</p> <p>Children write a reflection about what they have learnt this half term.</p>
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Spring 1	Question: Were the Vikings always victorious and vicious?	High quality text: Beowulf		Visit / Hook: Tatton Park Anglo Saxon Workshop	Links to wider community : Class Assembly – presentation of work and learning	
Subject	Topic	Knowledge	Skills	National Curriculum objectives	Vocab	Outcomes

Science	Materials	<p>I know how to compare and group materials based on their properties.</p> <p>I know how to form a solution and recover a substance from a solution.</p> <p>I know how to separate mixtures.</p> <p>I know why materials are chosen for a purpose based on their properties.</p> <p>I know what reversible changes and non-reversible changes are.</p>	<p>Use test results to make predictions to set up further comparative and fair tests</p>	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>	<p>Transparency Conductivity Solubility Thermal Solution Mixtures Filtering Sieving Oxidised substance</p>	<p><u>KWL and Vocab</u> Introduce the topic. Children will draw and fill out the 'K' and 'W' column of their KWL grids.</p> <ul style="list-style-type: none"> Look at vocabulary specific to the 'Materials' topic. In small groups, children match up word symbols, with the correct word and definition. Go through the answers. Children play 'Quiz Quiz Trade/Guess the Word' to help recall the meaning of the words. <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> KWL sheet to stick in. SEN children given symbol and definition and have to write the correct word. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> Evidence through pictures of group activity. In Print Symbol stuck in with the correct word and definition written on the side. <p><u>Lesson 1</u> <u>LO: I know how to compare and group materials based on their properties.</u></p> <ul style="list-style-type: none"> Children will be given starter facts on properties of materials. Introduce the children to different properties of materials. They will take part in a small group activity where they have to match different properties of materials with their definition. Introduce an experiment where children will test different materials to find out their properties. Children will be given the same group of materials on each table. Each table will be equipped for a different test (magnetic, flexible etc). Children draw a table in their books to show their tests and move around completing them. Complete the table with their results. <p><u>Differentiation:</u> SEN will be given a results table frame and support sheet.</p> <p><u>Evidence:</u> Table of Results and Photograph of children taking part.</p> <p><u>Lesson 2:</u> <u>LO: I know how to form a solution.</u> Starter: Q: What is a solution and how is a solution formed? Discuss what it means. Children will be given a sticker for their books and will write their answer underneath. Q: What does soluble/insoluble mean?</p>
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					<ul style="list-style-type: none"> • Introduce the investigation - Testing for solubility – We will test whether sand, sugar, salt, coffee granules and soil dissolve in water. • Children write title "An investigation to find out whether given substances dissolve in water." • Children write prediction and draw a results table. • Discuss a fair test and log down the variables which will be kept the same (temperature of water – thermometers, time stirred for, and the amount of substance). • Complete the table with the investigation and write a conclusion. <p>Differentiation: SEN will be given a results table to stick in, Evidence:</p> <ul style="list-style-type: none"> • Solution Sticker with answer underneath. • Full investigation written up by hand with a photograph. <p><u>Lesson 3:</u> (Most likely over two lessons) <u>LO: I can recover a substance from a solution.</u></p> <ul style="list-style-type: none"> • Starter: Why does an apple go brown? – discuss this. • Children stick label in and write their answer underneath using the key vocabulary. Challenge included for HA/GD children. • Discuss that some solutions cannot be separated by methods such as filtering, but by evaporation. • Children stick label in 'Why does filtering and sieving not work with solutions?' and write their answer underneath. <p>Introduce the investigation into separating solutions.</p> <ul style="list-style-type: none"> • Children write prediction and draw a results table. • Discuss a fair test and log down the variables which will be kept the same. • Conduct investigation. <p><u>Part 2:</u></p> <ul style="list-style-type: none"> • Draw line graph using the results from the table. • Write conclusion. <p>Differentiation: SEN children will be given printed results table to stick in. Evidence:</p> <ul style="list-style-type: none"> • Two labels stuck in with children's answers written underneath. • Full investigation write up. • Line graph drawn to show results and conclusion written. <p><u>Lesson 4</u> <u>LO: I know how to separate mixtures.</u></p> <ul style="list-style-type: none"> • Starter activity: Children will be given an envelope containing information about different methods of separation. In small groups, they will match the different methods with their description, • Go through all the different methods for separating mixtures.
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					<ul style="list-style-type: none"> Introduce an investigation. Each table will be given a different mixture, they have to work together to try and separate the mixture using the different methods available to them (Magnet, filter and sieve). Discuss what they found. Children are given examples of solutions/mixtures and write in their books the best methods with reasons. <p>Differentiation:</p> <ul style="list-style-type: none"> SEN given writing frame. Match up cards for each mixture. <p>Evidence:</p> <ul style="list-style-type: none"> Sentences which are well reasoned. Photograph of exploration. <p><u>Lesson 5</u> <u>LO: I know why materials are chosen for a purpose based on their properties.</u></p> <ul style="list-style-type: none"> Children discuss the features of some materials. Tell me about... glass/plastic/paper/wood/cotton etc. Mini activity – Children to match materials to their properties. Stick printed sentences in books which require a true or false answer (teddy bears should be made of glass). They write their answer with their reasoning beneath (eg False because glass is brittle/fragile and becomes sharp when it is smashed. It is also hard and inflexible so a child wouldn't be able to cuddle it.) <p>Differentiation: Task will be differentiated in three ways: Pink – use the properties of materials sheet to help them write their explanations. (SEN) Blue – write explanations independently. Green – write explanations and give alternative materials which could be used for statements that you don't agree with.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Sentences stuck in with well-reasoned sentences below. <p><u>Lesson 6</u> <u>LO: I know what reversible changes and non-reversible changes are.</u></p> <p>Q: What is reversible/irreversible change?</p> <ul style="list-style-type: none"> Children look at pictures and decide whether they are reversible or irreversible changes. Introduce children to an investigation. Each table has a few examples of each type of change. They carry out the change and see if they can turn it back. Write a prediction of which they think will change, a table of results and a conclusion.
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						<p>Differentiation: SEN provided with printed table to stick in.</p> <p>Evidence: Prediction, table of results, conclusion and photograph.</p> <p>Lesson 7: <u>LO: I can display of learning of 'Properties and changes of materials' in my own way.</u></p> <ul style="list-style-type: none"> Children display their learning in their own way and present to the whole class. Fill in 'L' column of KWL grid. End of Topic quiz in books. <p>Evidence:</p> <ul style="list-style-type: none"> Book Write up and photographs of children presenting their learning. End of topic quiz.
History	Vikings/ Saxons	<p>I know who The Vikings were and why they came to Britain</p> <p>I know what the Vikings were like in battle.</p> <p>I know what life was like in Viking Britain.</p> <p>I know what life was like for a Viking 10 year old (boy/ girl).</p> <p>I know what the Vikings used to eat.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	The Viking and Anglo-Saxon struggles for the Kingdom of England to the time of Edward the Confessor.	<p>Archaeologist</p> <p>Longhouse</p> <p>Berserkers</p> <p>Longship</p> <p>Odin</p> <p>Scandinavia</p> <p>Danelaw</p> <p>Misconception</p> <p>Jorvik</p>	<p>Vocab session: teach the vocab and play bingo and heads up. Write in dictionaries.</p> <ul style="list-style-type: none"> - Timeline – order events as a table, stick picture in books. Introduce why Vikings came over and where from. Children write a persuasive brochure to invite fellow Vikings to Britain. - Rainbow in/out about Viking battles. Children write a non-chron report using relevant features. - Market place about various aspects of Viking life. Children write a letter to their Viking cousin in Denmark about life in Britain. - Facts about Viking children around room, children have crib sheets to make notes. Use info learnt to write a diary entry from the point of view of a child. - UTS lesson based on Viking food and how it was cooked. - Presentation of learning.

			<p>Evaluate evidence to choose the most reliable forms.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>			
Art	Drawing Lindisfarne Gospels	<p>I know what the Lindisfarne gospels are and why they were an artistic achievement.</p> <p>I know how to using dotting and</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>-to improve their mastery of art and design</p>	<p>Lindisfarne Gospels Intricate Eadfrith Illustrations Illuminated Outlines Manuscript</p>	<p><u>Lesson 1</u> <u>LO: I know what the Lindisfarne gospels are and why they were an artistic achievement.</u> Introduce the Art Topic and vocabulary. Children to write art vocabulary in their pupil dictionaries.</p> <ul style="list-style-type: none"> As a starter, children will be given some pictures of Lindisfarne gospels with some questions to discuss.

		<p>outline as drawing techniques.</p> <p>I know how to improve drawings by adding intricate detail.</p> <p>I know how to recreate the Lindisfarne Gospels.</p> <p>I know how to evaluate my own art work.</p>	<p>to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.</p>	<p>Dotting lettering</p>	<ul style="list-style-type: none"> Discuss what Lindisfarne gospels are, what is in them and who made them. Scan and Check: Information will be given on tables for them to read. Look closely at the pages of Lindisfarne gospels and discuss why they were an artistic achievement. <p>Evidence:</p> <ul style="list-style-type: none"> A short paragraph on what Lindisfarne gospels are using key vocabulary. Picture of Lindisfarne Gospels with labelled features (portraits of preachers, birds and initials etc.). <p><u>Lesson 2</u> <u>LO: I know how to use dotting and outline as drawing techniques.</u></p> <ul style="list-style-type: none"> Children to recap what they learn in the previous lesson – to be given a knowledge sticker and write underneath about what Lindisfarne gospels are. Children will be given starter facts about Lindisfarne Gospels to learn and discuss with their peers. Look more closely at pages of a Lindisfarne gospels especially the technique of dotting and outlines used. Children practise these techniques in their sketchbooks. They will be given pictures of Lindisfarne gospels to give them ideas. <p>Evidence:</p> <ul style="list-style-type: none"> Practised techniques in sketchbooks. Using felt tips/pencil crayons. <p><u>Lesson 3</u> <u>LO: I know how to improve drawings by adding intricate detail.</u></p> <ul style="list-style-type: none"> In this lesson, we will look more closely at the detail put into the making of Lindisfarne Gospels. Children will be given close up pictures of the pages of the Lindisfarne gospels. They will be given the opportunity to practise sketching some ideas and improve them focusing on intricate detail. <p>Evidence:</p> <ul style="list-style-type: none"> Lindisfarne Gospel sketch in Sketchbooks. <p><u>Lesson 4</u> <u>LO: I know how to recreate the Lindisfarne Gospels.</u></p> <ul style="list-style-type: none"> Children will recreate the Lindisfarne gospels, using techniques learnt in previous lessons. They will start by planning out the colours/sketching techniques they plan to use first.
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						<ul style="list-style-type: none"> • Pictures of Lindisfarne gospels will be put in the middle of tables for children to have a look and get some ideas on colours and designs. • Once children have finished, they will stain their Lindisfarne gospels with tea/coffee. <p>Evidence:</p> <ul style="list-style-type: none"> • Lindisfarne Gospel Artwork in books. <p><u>Lesson 5</u> <u>LO: I know how to evaluate my own art work.</u></p> <ul style="list-style-type: none"> • Display the children's work as an art gallery. • Children will be given 'like/love/comment' slips based on Facebook to leave at their favourite pieces of work. <p>Evidence: Stick photo of children looking at other children's work in books with explanation of the activity.</p>
PSHE	Drugs	<p>I know the differences between medicines and drugs.</p> <p>I know the dangers of substance abuse.</p> <p>I know how to deal with peer pressure.</p>		H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	<p>Substance Abuse</p> <p>Energy drinks</p> <p>Alcohol</p> <p>Restricted</p> <p>Overdose</p> <p>Misuse</p> <p>Class (A,B,C)</p> <p>Medicine</p> <p>Tobacco</p>	<p>Lesson 1: vocab</p> <p>Lesson 2: Use https://www.bbc.co.uk/bitesize/topics/zrfr82/articles/zg982nb To promote discussion about the differences between prescribed medicines and illegal drugs. Discuss energy drink and how they affect our bodies. Remind children of the age limit for these drinks.</p> <p>Outcome: Film a drug awareness video.</p> <p>Lesson 3: Discuss effects of alcohol on the body.</p> <p>Outcome: speech bubbles in floor book.</p> <p>Lesson 4: Peer pressure. Recap learning from Autumn term about peer pressure. Read scenarios around being pressured to take drugs/alcohol and role play how to deal with each situation.</p> <p>Outcome: photographs of role-play.</p> <p>Lesson 5: Presentation of learning for this topic.</p>
RE	What would Jesus do? Can we live by the values of Jesus in the 21st Century?	<p>I can outline Jesus' teaching on how his followers should live.</p> <p>I can interpret two of Jesus' parables and say what they might teach.</p>	<p>Explore the impact of and connections between ideas, practices and viewpoints.</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p>		<p>Forgiveness</p> <p>Justice</p> <p>Fairness</p> <p>Generosity</p> <p>Parables</p> <p>Dilemma</p>	<p><u>Lesson 1: KWL and Vocab Session</u></p> <ul style="list-style-type: none"> • Introduce the RE Topic. • Children will draw and fill in the 'K' and 'L' column on their KWL grids. • Children will be introduced to the RE Vocabulary. In small group, they will create word mats for each word. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • SEN children will be given a printed KWL grid to stick in.

		<p>I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>Investigate and explain why worldviews and religion matter.</p>			<p><u>Lesson 2:</u> What mattered to Jesus from 10 things he said? What was his 'mission statement'?</p> <p><u>LO:</u> I can outline Jesus' teaching on how his followers should live.</p> <p>Children will work in groups and will be given ten quotes from Jesus, They will annotate the quotes in three stages: What does it mean? Why is it a challenge? What would change if everyone did this?</p> <p>Evidence: Pictures and book write up.</p> <p>Children could pick a quote to write and explain in books. Introduce the children to Jesus' Mission Statement'</p> <p>Q: Can you identify anyone's mission statement? (Buzz light year and Flic from bug's life)</p> <p>Talk about the school's mission statement and how it is put in action.</p> <p>Discuss Jesus' mission. How would they benefit today's world?</p> <p>Task:</p> <ul style="list-style-type: none"> • Pick one or two pictures to stick in books and complete a symbol, logo or sentence to reflect in. • Knowledge sticker for children to stick in and write what they have learnt in the lesson. <p><u>Lesson 3:</u> What do Jesus' parables about forgiveness teach to Christians today?</p> <p><u>LO:</u> I can interpret two of Jesus' parables and say what they might teach.</p> <p><u>Drama Activity –</u></p> <p>Children will be given two parables about forgiveness. - 'The Unforgiving Servant' and 'The Two Debtors'. Children will read these carefully with their groups and make a drama out of them, using a title such as 'forgiveness'.</p> <p>In small groups, children will dramatize some situations in which forgiveness is needed. Each group will be given 1 scenario to act out. They will then show these to the class. Children will be asked to analyse which of these things are hardest to forgive and why. They will give a score out of 10.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Through pictures and video. • Children will then stick in their scenario and write down what they would do underneath and a mark out of 10 based on difficulty of forgiving. <p><u>Lesson 4:</u> What have we learned about living by the values of Jesus in the modern world?</p> <p><u>LO:</u> I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Introduce children to the movement 'WWJD'. Discuss what it is about.</p> <p>Main activity:</p> <ul style="list-style-type: none"> • Put large sheets of paper out on the tables in your classroom, with different dilemmas in the middle,
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						<p>and a line down the page. On the left hand side write 'WWJD' and on the right 'What would you do?'</p> <ul style="list-style-type: none"> • Ask pupils circulate round the room, writing their own ideas, questions, reasons and points on to the sheets, and reading what others have suggested. • Once this is done, we will discuss what the children have wrote. <p>Main Task: Children will pick one dilemma and write down what they would do.</p> <p>Evidence –</p> <ul style="list-style-type: none"> • Pictures <p>One or two scenarios stuck in and underneath a sentence written on what they would do in such a dilemma.</p> <p>Lesson 5: Display my own learning <u>LO: I can display my learning of the RE topic, 'Can people live by the values of Jesus in the twenty-first century? in my own way.</u> Children to display and present their own learning on the topic.</p>
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Spring 2	Question: Were the Vikings always victorious and vicious?	High quality text: Beowulf		Visit / Hook: Tatton Park Anglo Saxon Workshop	Links to wider community : Class Assembly – presentation of work and learning	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Materials	<p>I know how to compare and group materials based on their properties.</p> <p>I know how to form a solution and recover a substance from a solution.</p> <p>I know how to separate mixtures.</p> <p>I know why materials are chosen for a purpose based on their properties.</p>	<p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might</p>	<p>Transparency</p> <p>Conductivity</p> <p>Solubility</p> <p>Thermal</p> <p>Solution</p> <p>Mixtures</p> <p>Filtering</p> <p>Sieving</p> <p>Oxidised substance</p>	

		I know what reversible changes and non-reversible changes are.		<p>be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>		
Geography	Settlements	<p>I know why Anglo-Saxons preferred to settle near to rivers or the sea, which were easily accessible by boat and I know why such settlements are still important to Britain today (trade links, commerce etc).</p> <p>I know that during the Anglo-Saxon times, the majority of Britain was covered by forests and only around 1 million people lived here. I know how life is different in Britain today.</p> <p>I know that the majority of Anglo-Saxons made</p>	<p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Use maps, atlases, globes and</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</p>	<p>Settlements</p> <p>Kingdoms</p> <p>Anglo-Saxon</p> <p>Trade</p> <p>Physical characteristics</p> <p>Human characteristics</p> <p>Coast</p> <p>Land use</p> <p>Economic activity</p> <p>Natural resources</p>	

		<p>a living from farming. I know how this is different today.</p> <p>I know that Anglo-Saxons traded goods such as hunting dogs and slaves for things they couldn't make, like glass, with people from other countries and I know what Britain's biggest exports and imports are today.</p>	<p>digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	<p>energy, food, minerals and water</p>		
DT	<p>Moving model of a Viking / Saxon long boat</p> <p>Technical Knowledge: Mechanisms</p> <ul style="list-style-type: none"> how to program a computer to monitor changes in the environment and control their products how mechanical systems such as cams or pulleys or gears create movement 	<p>I know how to analyse a range of existing products</p> <p>I know to produce a design criteria.</p> <p>I know how to use a computer to aid design.</p> <p>I know how to select tools and materials.</p> <p>I know how to evaluate against a design criteria.</p>	<p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Begin to apply a range of finishing techniques</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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> <p>investigate and analyse a range of existing products</p>	<p>Force</p> <p>Push</p> <p>Pull</p> <p>Gear</p> <p>Pulley</p> <p>Material</p> <p>Movement</p> <p>Cam</p> <p>Cog</p> <p>Actuator</p>	
PSHE	<p>Laws</p> <p>Internet Safety</p>	<p>I know how law works in the UK.</p> <p>I know how to keep myself and other's safe when using technology and social media.</p>	<p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and</p>	<p>Law</p> <p>Enforce</p> <p>Anti-social</p> <p>Legal</p> <p>Illegal</p> <p>Mislead</p> <p>Misrepresent</p>	<p>Lesson 1: Vocab</p> <p>Lesson 2: Discuss crime and punishment in the Viking times and compare to modern laws and punishments.</p> <p>Outcome:</p>

		<p>I know how to make strong passwords.</p> <p>I know how to use online communities sensibly.</p>	<p>in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>how to take part in making and changing rules. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p>	<p>Request Discriminate Forward/sharing</p>	<p>Comic strip – crime happening in Viking times and a second showing how the crime would be dealt with in modern times.</p> <p>Lesson 3: Anti-social behaviours What are anti-social behaviours and how do they affect other people? https://www.safe4me.co.uk/portfolio/asb/ Use the above website and complete each task.</p> <p>Outcome: photographs.</p> <p>Lesson 4/5: Presentation of learning this topic.</p> <p>Internet Safety Day: separate planning</p>
R.E.	How is lent similar to giving up in other religions?	<p>I know what lent is and why Christians do it.</p> <p>I know lent begins on Ash Wednesday and lasts for 40 days and know that this symbolises Jesus'</p>	Explore the impact of and connections between ideas, practices and viewpoints.		<p>Lent Fast Ramadan Ash Wednesday Ekadashi Shrove Tuesday Charity Reflection</p>	<p><u>Lesson 1; KWL& Vocab</u></p> <ul style="list-style-type: none"> • Introduce the RE Topic. • Children will draw and fill in the 'K' and 'L' column on their KWL grids. • Children will be introduced to the RE Vocabulary. In small group, they will create word mats for each word.

		<p>withdrawal into the desert.</p> <p>I know what Ramadan is and can make links between the values expressed during Ramadan and Lent.</p> <p>I know Hindus fast and can make links between the values expressed during Ramadan and Lent and a period of Hindu fasting.</p>	<p>Explain diverse ideas and viewpoints clearly in various forms.</p> <p>Investigate and explain why worldviews and religion matter.</p>		<p>Self-discipline</p>	<p><u>Lesson 2:</u> <u>LO:</u></p> <ul style="list-style-type: none"> • <u>I know what lent is and why Christians do it.</u> • <u>I know lent begins on Ash Wednesday and lasts for 40 days and know that this symbolises Jesus' withdrawal into the desert.</u> <p>Main activity: Information Hunt Children learn about lent.</p> <ul style="list-style-type: none"> • What lent is. • Why Christians do it • When lent is. • What it symbolises. • What Christians do during lent. <p>Task: Children will write down what they would give up for lent and why. (Can draw picture of it), Children to be given a knowledge sticker to stick in and write down what they have learnt about lent (Make sure key vocabulary is used – When it begins, what and why).</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Short paragraph about what they would give up and why. • Knowledge sticker with knowledge of what they have learnt about Lent. <p><u>Lesson 3:</u> <u>LO: I know what Ramadan is and can make links between the values expressed during Ramadan and Lent.</u></p> <p>Main activity: Put the word 'Ramadan' on the IWB. Discuss what Ramadan is, drawing on personal experiences of the children.</p> <p>Questions to discuss: Q: What is Ramadan? Q: Why do Muslims fast? (Fasting is one of the Five Pillars of Islam, the mandatory acts that form the foundation of Muslim life). Q: What does it symbolise? (It was during that month that the Quran - the holy book of Islam - was first revealed to the Prophet Muhammad pbuh by Allah (God).) Q: What do Muslims do during Ramadan? (Keep fasts, from dawn to sunset, concentrate their minds on devotion to their faith through prayers, expressing gratitude, seeking forgiveness and helping the needy.).</p> <p>Task:</p>
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					<ul style="list-style-type: none"> • Write a short paragraph (few sentences) about what Ramadan is. <p>Group activity:</p> <ul style="list-style-type: none"> • Children will be given flipchart paper. In groups, children will discuss the similarities and differences between lent and Ramadan. They will split the paper into similarities and differences and fill it in. <p>Children will be given a sticker 'Can you make links between Lent and Ramadan? What is similar/different about the two?' They will write down at least two links underneath.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • A short paragraph on what Ramadan is. • Book write up of group activity and a picture of each groups similarities and differences work stuck in underneath. • Sticker with two links written underneath. <p><u>Lesson 4:</u> <u>LO: I know Hindus fast and can make links between the values expressed during Ramadan and Lent and a period of Hindu fasting.</u> Find out about Ekadashi and what it involves. Fill out a Ven diagram making connections between beliefs including Christian and Muslim beliefs.</p> <p>Task: Children to write a short paragraph about Ekadashi, how the Hindu values are similar (and different) to giving up in other religions, including their own.</p> <p>Evidence: Short paragraph written. Photographs of group activity (Ven diagram)</p> <p>Differentiation:</p> <ul style="list-style-type: none"> - SEN to be given a sentence construction table and write sentences. - Ven diagram: Children will compare Lent, Ramadan and Ekadashi. <p><u>Lesson 5: Display my own learning</u> <u>LO: I can display my learning of the RE topic 'How is lent similar to giving up in other religions?' in my own way.</u></p> <p>Children to display and present their own learning on the topic in small groups. They can produce posters, a quiz or even perform a play.</p>
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Summer 1	Question: How different will you be when you are as old as your grandparents?	High quality text: Nowhere Emporium		Visit / Hook: MOSI	Links to wider community : Visit to Care Home	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
History	Social history – crime and punishment.	<p>I know about and can compare the punishments that were used during the Roman, AngloSaxon, Tudor and Victorian times and give some reasons for them.</p> <p>I know some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.</p> <p>I know how to use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.</p> <p>I know how to compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>	Pupils should note connections, contrasts and trends over time and develop their appropriate use of historical terms. This should regularly address the sometimes devise historically valid questions about cause, change, similarity and difference and significance.	Wergild Trial by ordeal, Tithings, Hue and cry, Treason, Transportation Hard labour. Corporal punishment Capital punishment	

			<p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>			
Art	Artist Claude Monet	<p>I know about the work of Monet.</p> <p>I know how to use watercolour effectively.</p> <p>I know how to use watercolour in the style of Monet.</p> <p>I know how to evaluate my art work.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p>Hue</p> <p>Mood</p> <p>Impressionism</p> <p>Reflection</p> <p>Seascapes</p> <p>Oil painting</p> <p>Caricature</p> <p>Foreground</p> <p>Mid ground</p> <p>Background</p>	

			<p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p> <p><u>Composition</u> Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Work into paintings with a range of media e.g. pens, colour pens and paints</p>			
PSHE	Puberty	<p>I know how my body will change during puberty.</p> <p>I know the process of human reproduction.</p> <p>I know how to take care of my body.</p> <p>I know that my body is private and unwanted contact is not acceptable.</p>		<p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	<p>Adolescence</p> <p>Menstruation</p> <p>Period</p> <p>Acne</p> <p>Erection</p> <p>Hormones</p> <p>Nocturnal emissions</p> <p>Oestrogen</p> <p>Testosterone</p> <p>Breasts</p>	<p>Lesson 1: vocab</p> <p>Lesson 2: Puberty lesson (see PSHE resources/RSE) Separate boys and girls.</p> <p>Lesson 3: Reproduction lesson Read what makes a baby and discuss key vocabulary. Recap learning from science sessions.</p> <p>Lesson 4 and 5: Demonstrate learning from this topic. Independent.</p> <p>Outcomes not expected for lessons 2 and 3.</p>
RE	Why do some people believe God exists?	<p>I can outline a Christian understanding of what God is like.</p> <p>I can explain the ways in which believing in God</p>	<p>Explore the impact of and connections between ideas, practices and viewpoints.</p>		<p>Christian</p> <p>Theist</p> <p>Atheist</p> <p>Agnostic</p> <p>Big Bang Theory</p> <p>Interpretation</p>	RE

		is valuable in the lives of Christians, and ways in which it can be challenging. I can explore different views on why people believe in God or not.	Explain diverse ideas and viewpoints clearly in various forms. Investigate and explain why worldviews and religion matter.		Humanists	
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Summer 2	Question: How different will you be when you are as old as your grandparents?	High quality text: Nowhere Emporium		Visit / Hook: MOSI	Links to wider community : Visit to Care Home	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome
Science	Animals including humans Living things and their habitats	I know how humans change as they get older. I know the differences in life cycles between different types of animals. I know how plants reproduce. I know how animals reproduce.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Group and classify things and recognise patterns	describe the changes as humans develop to old age. 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	Mammal Amphibian Process Reproduction Sexual Asexual Naturalist Tubers Rearing Puberty Gestation Foetus Embryo Fertilization Life expectancy Womb Elderly adolescence	
Geography	Historical maps	I know how to use four and six figure grid reference points to find features on a map. I know how to read the eight compass points and can use	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied	Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge	Compass points Grid reference Four figure grid reference Six figure grid reference	

		<p>these when describing features on a map.</p> <p>I know how to identify features on a map by using the key.</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p>of the United Kingdom and their wider world.</p>		
DT	<p>Textiles Fashion through the decades</p>	<p>I know about fashion in different decades.</p> <p>I know how to design a product using recycled materials.</p> <p>I know how to make a pattern piece for my product.</p> <p>I know how to upcycle materials.</p> <p>I know how to evaluate my product.</p>	<p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Begin to apply a range of finishing techniques</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction</p> <p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>Applique Tie dye Embroidery Transfer Fibres Cross stitch Fashion Decades Swatch Quality</p>	

PSHE	Enterprise: managing money	<p>I know how money works in the UK.</p> <p>I know what the terms 'interest', 'loan' and 'debt' mean.</p> <p>I know important events in the news.</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills.</p>	<p>Interest</p> <p>Loan</p> <p>Debt</p> <p>Savings</p> <p>Investment</p> <p>Tender</p> <p>Currency</p> <p>Outgoings</p> <p>Income</p> <p>Expenditure</p>	<p>Enterprise project – linked to managing money.</p> <p>Lesson 1: Discuss how money is earned and how money is spent. Discuss VAT and taxes that are taken from wages – why is it important to pay tax?</p> <p>Outcome: Labelled payslip and list of income/expenses for a typically household.</p> <p>Use the above learning to budget for enterprise project and work out profits.</p>
RE	If God is everywhere, why go to a place of worship?	<p>I can describe and make links between Christian places of worship and Christian beliefs.</p> <p>I can describe and make links between Jewish places of worship and Jewish beliefs.</p>	<p>Explore the impact of and connections between ideas, practices and viewpoints.</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p> <p>Investigate and explain why worldviews and religion matter.</p>		<p>Worship</p> <p>Anglican Church</p> <p>Baptist Church</p> <p>Baptism</p> <p>Pastor</p> <p>Priest</p> <p>Synagogue</p> <p>Reform</p> <p>Orthodox</p>	