



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Children's War	Gallery Rebels	Charles Darwin		Blood Heart	
No of Weeks.	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks (3wksY6)
Visits/ Visitors	Eden Camp (24/9/19) Crucial Crew	Local Exhibition	Butterfly House			
Outcome (Express)	VE celebration day	School Exhibition	School Safari		Sports Event	
Question	What was it like to be a child during WWII?		What is evolution?	Why is the heart so important?		
Rights Respecting School Focus	(3) best interests of the child (9) Separation from parents	(31) leisure, play and take part in a wide range of cultural and artistic activities.	(17) access to information from the media	(28) right to an education		
Vocabulary	accident(ally) address arrive believe experience possess(ion) knowledge accommodate cemetery communicate community controversy sacrifice soldier sufficient vehicle opportunity parliament	various describe different experiment extreme famous favourite various separate material imagine ambitious observant observance observation substance application visible	gardener gardening limiting limitation system typical encourage flourish nourish difficult disappear early earth experience experiment extreme famous purpose	bicycle breath breathe build exercise experience various weight occasion(ally) minute medicine increase important interest knowledge heart height bruise		





<p>persuade prejudice occupy identity foreign frequently government Adolf Hitler air raid/shelter allied Powers Anderson shelter Anne Frank axis powers Battle of Britain black out billeting Officer Blitz Concentration camps evacuate evacuees gas Mask Holocaust Morrison shelter Nazi propaganda rationing refugee Spit fire United nations Winston Churchill Electricity Electric current</p>	<p>visibly cross-section self-portrait perceive environment variety sufficient profession abstract acrylic paint Andy Warhol art movement/work canvas charcoal Claude Monet collage cubism Damien Hurst David Hockney cut-up technique easel fauvism Impressionism Henri Matisse Jackson Pollock pointillism realism repetition surrealism Pop art Reflection Refraction Optic Nerve</p>	<p>separate material medicine existence sufficient explanation foreign frequently opportunity adaptation artificial selection cloning endangered species evolution extinct fossil genetic engineering naturalist inheritance habitat natural selection species specimen trait variation</p>	<p>category competition environment equipped/ment develop recommend stomach sufficient suggest explanation temperature physical programme muscle necessary leisure individual frequently blood groups artery blood donor blood vessel blood pressure capillary cardiology circulation Oxygen deoxygenated dissection heart heart beat intravenous lungs nutrients</p>	
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	<p>Voltage Battery Circuit Alternating current Open circuit Switch Motor Buzzer Brightness Loudness</p>	<p>Opaque Translucent Iris Pupil Prism Spectrum Light ray Shadow Transparent Lens Retina</p>		<p>organs oxygenated platelets plasma pulse transfusion vein stethoscope Pulmonary Gas exchange Nutrients Alveoli Digestive Transport</p>		
Reading	<p>SFA-Personal recount NCR En R C 2a Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. En SL 1, 5; Hi 6; PSHE 4b En R C 2c Draw inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>SFA-Persuasive Discursive En R C 3 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. En R C 1a, 2c, 2f</p>	<p>SFA_Short story 3RD person Recount En R C 1d Recommend books that they have read to their peers, giving reasons for their choices. En R C 1b, 1f, 2b, 5, 7; En W C 1b; En SL 4, 5, 9 En R C 8 Provide reasoned justifications for their views. En R C 1f, 2b, 2e, 4; En SL 3, 4, 5, 6, 7; Co 5, 6, 7; Hi 6</p>	<p>SFA_NCR Persuasive En R C 1h Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. En W C 1a Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for</p>	<p>SFA-Poetry and play scripts En R C 3 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. En R C 2f, 4, 6, 8; En W C 1b; Sc A 2; PSHE 3d</p>	<p>SFA-Poetry and play scripts En R C 5 Retrieve, record and present information from non-fiction. En R C 1a, 1b, 1f, 2a, 2b, 4; Co 5, 7; Hi 6; Sc A 1</p>





	<p>their actions, and justifying inferences with evidence. Hi 6; En R C 1a, 5; PSHE 4b</p>			<p>their own. En W C 1b, 2a</p>		
<p>Writing</p>	<p>SFA-Personal recount NCR</p> <p>En W C 1b Note and develop initial ideas, drawing on reading and research where necessary. En W C 1a; Hi 6; PSHE 4b; Co 6</p> <p>En W C 1b Note and develop initial ideas, drawing on reading and research where necessary. En W C 1a; Hi 6; PSHE 4b; Co 6</p> <p>En W C 3c Ensure the consistent and correct use of tense throughout a piece of writing. En W C 1a; Hi 6;</p>	<p>SFA-Persuasive Discursive</p> <p>En W C 3a Assess the effectiveness of their own and others' writing.</p> <p>En W C 1a Identify the audience and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own. Co 5, 7; En R C 5</p>	<p>SFA_Short story 3RD person Recount</p> <p>En W C 1a Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. En W C 1b, 2a, 2d, 3a, 4; En W VGP 1d; En SL 7</p>	<p>SFA_NCR Persuasive</p> <p>En W C 2a Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. En W C 3a Assess the effectiveness of their own and others' writing. En W C 2a, 5; En W H 1, 2</p>	<p>SFA-Poetry and play scripts</p> <p>En W C 1b Note and develop initial ideas, drawing on reading and research where necessary. En W C 1a, 2a; Co 6, 7; Sc A 2; PSHE 3d</p>	<p>SFA-Poetry and play scripts</p> <p>En W C 1a Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. En SL 1, 6; En W C 1b; En R C 1a, 1b, 1c, 1e, 4, 8</p>





	PSHE 4b					
SPaG	Word classes Verb forms Sentence punctuation Commas and apostrophes		Phrases and Clauses Linking ideas Punctuation for speech Paragraphs and layout		Writing style (active and passive voice, formal/informal, grammatical features of different genres)	
Maths	PV/4 Operations/Fractions	Fractions/Bidmas/Measures/Coordinates	Shape/Algebra/Ratio/	Data/Primes/Factors/Catch-up - Revision	Investigational Maths	Investigational Maths
Science	<p>Electricity - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuits.</p> <p>Electricity - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Electricity - use recognised symbols when representing a simple circuit in a</p>	<p>Light - recognise that light appears to travel in straight lines.</p> <p>Light - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Light - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Light - use the idea that light travels in straight lines to explain why shadows</p>	<p>Evolution and inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Evolution and inheritance - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Evolution and inheritance - identify how animals and plants are adapted to suit their environment in</p>	<p>Living things and their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Living things and their habitats - give reasons for classifying plants and animals based on specific characteristics</p> <p>Sc A 1 Identify and name the main parts of the human circulatory system, and describe the functions of the</p>	<p>Animals, including humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Animals, including humans - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Animals, including humans - describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Sc WS 5 Report and present findings from</p>	





	<p>diagram</p>	<p>have the same shape as the objects that cast them.</p>	<p>different ways and that adaptation may lead to evolution.</p>	<p>heart, blood vessels and blood. Sc WS 5; En SL 5; En R C 5, 6 Sc WS 2 Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Sc A 1, 2; Sc WS 3, 5</p>	<p>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. Sc A 1; En SL 5; En R C 5; En W C 1a, 1b; Hi 6</p>	
<p>History</p>	<p>1.Create a timeline showing major events of the Second World War between 1939 to 1945. 2. Look at images of both Jewish and German children during the War. How are they similar or different to each other? 3. Find out what it was like to go to school during the War. 4. Use photographs from the time to explore similarities</p>		<p>1. Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy. 2. Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.</p>			





	<p>and differences between a wartime home and homes of today.</p> <p>5. Look at images of the many refugees who were homeless when the War ended. Consider what the pictures reveal or suggest about these displaced people?</p>					
<p>Geog.</p>	<p>1. Look at UK maps to find the location on their evacuation label. Find out more about their destination using maps, online research, books and other sources. Use this information to help them add detail to their letters home.</p> <p>2. Locate the cities and ports bombed during the Blitz on a map of the UK3.</p>		<p>1. Use physical and online maps to plot the route Darwin took on HMS Beagle.</p> <p>2. Plot a route on a map, globe or satellite image suggesting the fastest route from one place to another and the most effective mode of transport.</p> <p>3. Use physical and online maps to plot the route Darwin took on HMS Beagle.</p> <p>4. Plot a route on a map, globe or satellite image suggesting the fastest route from one place to another and</p>			





			the most effective mode of transport. 4.			
Comp.	Purple mash 6.1 Coding 6.2 Online safety	Purple mash 6.3 Spreadsheets	Purple mash 6.4 Blogging	Purple mash 6.5 Text Adventures 6.6 Networks	Purple mash 6.7 Quizzing	Purple mash 6.8 Binary
Art		<p>1. Learn about great artists, architects and designers in history.</p> <p>2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>3. Learn about great artists, architects and designers in history.</p> <p>4. Learn about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>1. Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p>2. Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>3. Use pen and ink to add line, tone and perspective using a tonal ink wash.</p>		<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p>Co 6; Sc A 1; En SL 9</p>	





<p>DT</p>	<p>1.Find and make popular wartime foods. 2. Look at images of Anderson shelters to determine what they were made from and how they were constructed. Use a range of materials to construct a structurally sound, miniature Anderson shelter.</p>			<p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Sc A 2; DT CN 1, 3; PSHE 3a</p> <p>DT E 1 Investigate and analyse a range of existing products. En R C 2f, 3, 7, 8; Sc A 2; PSHE 3a</p>	<p>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). DT E 1, 2; Sc WS 2, 3; En SL 4</p>	
<p>Music</p>	<p>1.Listen to a range of sounds from the War, including air raid sirens, bombing, Spitfires, the Blitz, gas mask drills and ‘all clear’ sirens. 2. Learn to sing popular wartime children’s songs. 3. Develop a class song about the Blitz. 3. perform to an invited audience</p>				<p>Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. Mu 1, 3; Sc A 1; En SL 8, 9; En W C 1b</p>	





<p>PE (Live and learn scheme)</p>	<p>1. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>1. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>1. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>PE 6 Compare their performances with previous ones and demonstrate improvement to achieve their personal best Co 6; Sc WS 3; Sc A 2; PSHE 3a</p>	<p>Perform dances using a range of movement patterns.</p>
<p>RE (Rotherham scheme of work)</p>	<p>6.1 – Beliefs and Actions in the world – Christian Aid and Islamic relief</p> <p>C3. Discuss and apply their own and other’s ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>B1. Observe and understand varied examples of religions and world views so that they can explain with reasons their meanings and significance to individuals and communities.</p>	<p>6.2 Muslims and Christians – who is inspiring</p> <p>A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>C3. Discuss and apply their own and other’s ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>6.3 Religions in the local community. What will make our community more respectable</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable both in the diverse communities being studied and in their own lives.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>			





<p>PSHCE and SEAL</p>	<p>To examine people we are close to and how this network changes To understand what makes a good friend To discuss what we mean by 'going out' with someone and what we mean by 'love' To share possible concerns and worries about relationships and suggestions of how to deal with them</p> <p>To recognise their own work and that of others and to be aware of negative behaviours such as stereotyping and aggression</p> <p>Understand that transition and change are part of everyone's life experiences To create and sustain different roles To develop strategies for managing change To reflect on what they have learnt about change and transition</p>	<p>To understand that the term 'drug' covers a range of legal and illegal substances To increase awareness about solvents/volatile substances and other things To understand how to use a variety of sources of information To know how to present information to others To understand about the laws on drugs, alcohol and tobacco and about reasons for having such laws To know how to take part in a discussion or debate To consider other people's opinions and a range of relevant factors when making a decision To develop skills and awareness for dealing with drug related situations To develop and practice strategies for resisting peer pressure To understand what puberty and adolescence means To understand the correct names for the relevant parts of the body/changes at puberty To understand the physical, emotional and social changes that occur at puberty To understand that some changes only happen to girls, some only happen to boys and some happen to both</p>	<p>To explore the types of challenges that occur as children grow To help children to face new challenges positively To examine ways of dealing with challenges To identify ways in which children can begin to take responsibility for themselves and their friends and family To understand about rights and responsibilities To explore how we can be responsible for our feelings</p> <p>To understand the realities of living in an oppressed country</p> <p>To recognise types of behaviour that constitutes racism</p> <p>To positively deal with racist incidents</p> <p>Understand the risks associated with using mobile phones, text messaging and multi-media messaging</p> <p>Develop and demonstrate strategies to protect themselves when using multi-media messaging To understand the cost implications of using a mobile phone</p>
<p>MFL (scheme)</p>	<p>La1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>La5 Develop accurate pronunciation and intonation so that others understand when</p>	<p>Objectives to be covered across all year groups and terms:</p> <p>La1 Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Objectives to be covered across all year groups and terms:</p> <p>La1 Listen attentively to spoken language and show understanding by</p>





	<p>they are reading aloud or using familiar words and phrases</p> <p>La6 Present ideas and information orally to a range of audiences</p> <p>Objectives: La11 – Describe people, places, things and actions orally and in writing La12 - Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Content: Describing places Dates, seasons and the weather</p>	<p>La5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>La6 Present ideas and information orally to a range of audiences</p> <p>La3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Content: Classroom equipment Clothing and school uniform</p>	<p>joining in and responding</p> <p>La5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>La6 Present ideas and information orally to a range of audiences</p> <p>La9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	
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