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| **2019-2020** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Values** | 7Cs focus Laudato Si | 7Cs focus Forgiveness Courage | 7Cs focus Kindness | 7Cs focus Humility Compassion | 7Cs focus Justice Peace | 7Cs focus Integrity |
| **Religious Education****skills** | CreationSacraments | Prayers, Saints and FeastIslamAdvent | ChristmasRevelation | LentHoly Week | EasterPentecost | MissionPrayers, Saints & Feast |
| **Personal, Social & Health Education** | Rights and responsibilities in the wider worldWell-being: 7CsRights & Responsibilities  | Healthy LifestylesKeeping Safe (medicines)Well-being:Anti-bullyingValuing Differences | Caring for the environmentWell-being:Mental healthE-safetyMe &My relationships | Growing and changingWell-being:Mental healthBeing My Best | Healthy relationships Feelings and emotionsWell-being:Anti-bullying weekKeeping Myself Healthy | Living in the wider worldSex EducationWell-being: Healthy lifestylesGrowing and Changing |
| **Class Texts** | Boy in a Girl’s Bathroom/River BoyClockwork Wonder  | Who Let the God’s OutBoy at the Top of the Mountain | Boy at the Back of the Class |
| **English skills:**Comprehension, Spelling, Handwriting,Writing (plan, draft, evaluate, edit, improve), Grammar & Punctuation | Poetry- imagery/ figurative languageNarrative- viewpoint of a marine animalRecount | Narrative- adventureChronological report  | Narrative- fantasyMyths and legendsPoetry | Narrative- play scriptRecount- persuade  | Poetry- Crucifixion Letter- balanced argumentsNarrative- dialogue  | Narrative- conflict |
| **Maths** | Place ValueRead, write and orderRoundingRoman NumeralsSolving problemsAddition and subtraction/ word problems. | Multiplication and division/ word problemsFraction, Decimals and percentages | Fraction, Decimals and percentagesMeasurement | GeometryStatistic | Number and Place ValueAddition, subtraction, multiplication and division. | Number and Place ValueFraction, decimals and percentages. |
| **Science** | **Earth and Space**+ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system + Describe the movement of the Moon relative to the Earth + Describe the Sun, Earth and Moon as approximately spherical bodies + Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | Forces+ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object + Identify the effects of air resistance, water resistance and friction, that act between moving surfaces + Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Properties of Materials Changes of materials.+ 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 + Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution + Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating + Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic + Demonstrate that dissolving, mixing and changes of state are reversible changes+ 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.  | Living Things and HabitatsDescribe 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. | Animals including humans.Sex EducationHealth and fitnessDescribe the changes as humans develop to old age. |
| **History** | • Begin to identify primary and secondary sources.• Compare accounts of events from different sources – fact or fiction?• Use relevant terms and period labels.• Compare an aspect of life with the same aspect in another period. | Britain's settlement by Anglo-Saxons and Scots• Study different aspects of different people - differences between men and women.• Know and sequence key events of time studied.• Select relevant sections of information.• Ask a variety of questions. • Use the library and internet for research with increasing confidence. | Local history study: Compare local area with Langton Matravers.• Compare accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events.• Begin to identify primary and secondary sources. | Study a non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300. Slavery |
| **Geography** |  | Rivers and MountainsLearn about aspects of Human and Physical geography, including: **rivers and** **mountains.** | Locate the world’s countries, using maps **to focus on North America**, concentrating on their environmental regions and key physical and human characteristics, countries and major cities. | Learn about aspects of Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. | Use fieldwork to observe, measure, record and present the human and physical features in the local area (Leeson House) using a range of methods, including sketch maps, plans and graphs and digital technologies.Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) | Identify the position and significance of latitude and longitude, the Prime/Greenwich Meridian and time zones (including day and night).Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere. |
| **Design Technology** | Autumn 2Cams Mechanism Toy- linked to Care of Common Home+ 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+ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyevaluate their ideas and products against their own design criteria and consider the views of others to improve their work + understand how key events and individuals in design and technology have helped shape the world+ apply their understanding of how to strengthen, stiffen and reinforce more complex structures + understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | Spring 2Anglo-Saxon footwear project+ 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 materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities+apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **Art and Design focus** | Cooking and NutritionAfrican Food+ understand and apply the principles of a healthy and varied diet + prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques + understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| **Art and Design** | Care for our common home - Laudato Si project: Apply colour mixing and learn about their relationships – eg. hot and cold colours. | Rivers and mountain art work: PrintingModify and adapt print as work progresses.Make a two colour print and begins to experiment with additional colours.

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 | Anglo-Saxon footwear project:CollageExplore different techniques of folding, overlapping and repeating with a variety of different materials. | Leeson HouseEnvironmental Art:Develop and experiment with sketching/drawing skill and techniques:Experiment with shading.Create depth and composition through the use of perspective.Draw layout of the face and figure. | African Art:3D Shape, form, model and join with confidence.Work directly from observation. |
| **Computing****E-safety** | We are Game DevelopersThe children will develop an interactive game. | We are CryptographersThe children will learn how to crack codes! | We are ArtistsThe children will learn how to fuse geometry and art. | We are Web DevelopersThe children will learn how to create a website about cyber safety. | We are BloggersThe children will learn how to share experiences and opinions on a blog.  | We are ArchitectsThe children will learn how to create a virtual space. |
| **Music** | Explore different sound sources, including the use of ICT, learn how sounds can be changed and reproduced electronically. | Perform music for the Christmas period; learn about the life and Music of Gustav Holst and improve general musicianship skills. | Learn how to add Texture to their music making, sing and play in Rounds and Harmony and add Rhythmic and Melodic Ostinatos, Drones and Chords to improve performances. | Develop their ability to perform rhythmic patterns confidently and with a strong sense of pulse, learn about basic rhythmic devices used in many drumming traditions around the world and improvise simple rhythmic patterns. | Learn and perform music for a Summer Show, increase their general musicianship skills. Children will also study Music from around the world, focusing especially on South America.Learn about the life and music of Aaron Copland |
| **Physical Education** | Dance (culture) Invasion games | Gymnastics Invasion games | Net and wall gamesDance | Net and wallGymnastics | Striking and fieldingCapture Games & orienteering | Striking and fielding Athletics |
| **Spanish** | Listen & engage in conversations. Expressing opinions:e.g. numbers 1-100, months, birthdays, all about me, adjectives to describe our personality, physical descriptions, verb tenses. | Listen & engage in conversations. Expressing opinions: e.g. focus on shape, colour, prepositions, parts of the body / face, use language to describe a Spanish artist. | Listen & engage in conversations. Expressing opinions:e.g. family vocabulary, pets, likes/ dislikes, telling the time. |
| **Additional Enrichment** | ShineInter-House Sports CompetitionLaudato Si | ShineInter-House Sports Competition | Inter-House Sports Competition | Inter-House Sports Competition | Enrichment Days at Secondary Schools (local catchment)D-day | Shine SportsInter-House Sports CompetitionEnrichment Days at Secondary Schools (local catchment) |

The themes/topics shown may change according to the children’s needs and interests. Pease read the class newsletters with the attached guide to your child’s learning each half term.