2 Year Rolling Topic – Cycle 2 Science, Geography, DT, Art, PSHE, History, ICT, Music, Dance/P.E, French, R.E.

	AUTUMN		SPRING		SUMMER	
 CLASS 5 5/6	Geography Topic Title: Indonesia- Volcanoes Big Enquiry Question: Are all volcanoes the same? Knowledge / key concepts: • Embed accurate knowledge of the location of each continent and ocean. • Identify continents and oceans bordering Asia. • Know the human and physical features of Asia and Indonesia and describe the pattern across the continent and country using the eight points of a compass. • Locate and describe where the volcanic eruption happened. • Identify and evaluate the impacts of the Anak Krakatoa eruption. • know the global distribution of volcanoes along plate boundaries. • Embed their compass direction fluency and begin to use six figure grid references. • Know the causes of the Anak Krakatoa eruption as well as Kilauea and Eyjafjallajökull. • Describe the material that erupted from Anak Krakatoa and explain the causes and impacts of the tsunami. • Research the human and physical features of the area surrounding their chosen volcano. • Make an accurate model of a volcano showing features on or beneath the earth's surface. • Look at their volcano safe school from a different viewpoint, through observing, measuring and recording the risks and explain how to reduce the risks around school. • know different methods for predicting and preparing for a volcanic eruption. • Compare Indonesia to the USA and Iceland to identify similarities and differences in a country's approach to reducing the impacts of a volcanic eruption.	History Topic Title: Ancient Greece *Life and achievements and their influence of the Western World* Big Enquiry Question: *What legacy are you creating?* Knowledge / key concepts: ▪ Gain an understanding of the way of life, beliefs and achievements of the Ancient Greeks. ▪ Understand the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influencial in past eras. ▪ Children can make links between the characteristics of the Greeks, the Romans and modern day ▪ Can describe in some detail the impact of Greek culture on the fields listed below and the consequences in short term and long term ie, on modern day life Children can use PLASTIK as mnemonic to relay information about the categories of the legacy - Politics – understand the terms 'democracy', 'citizen' and the workings of the Council and Assembly in Athens and can discuss democracy and the use of ostracism in Athens - Language – The Greek Alphabet finding prefixes and roots with Greek origins within a short text. Can use the Greek alphabet to make and decipher ostracons. - Architecture– Understand three main orders of Classical architecture and architectural terms. - Sport - Theatre & Performance –Can describe the Greek influence on theatre in Roman, Tudor and modern times - Ideas & beliefs – Greek Myths- Look at myths and legends in art since Greek times. Knowledge – Research famous and can form an argument about which famous Greek should be included in the Hall of Fame	Geography Topic Title: Economic activity and trade Big Enquiry Question: What is unique about chocolate? Knowledge / key concepts: • Improve knowledge and understanding of economic activity linked to chocolate and how the UK is connected to the Ivory Coast through trade. • Embed accurate knowledge of the location of each continent and ocean. • Identify continents and oceans bordering Africa. • Identify human and physical features of Africa and describe the pattern across the continent using the eight points of a compass. • Identify the human and physical features of the Ivory Coast and describe the pattern across the country using the eight points of a compass. • Compare the UK with the Ivory coast. • Know that the chocolate flavour comes from a cocoa pod which grow on a tree. • Know that the Ivory Coast is the world's largest grower (producer) and seller (exporter) of cocoa in the world - 40%. • Know where cocoa is grown and understand the conditions needed for growing. • Understand the climate of the Ivory Coast is different to the UK because it is closer to the equator, and they have more concentrated sun which leads to higher temperatures and rainfall all year round. • Know about and understand the life of a cocoa farmer and evaluate the farmer's working life • Understand that cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer. • Understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar. • Understand what factory work is like and evaluate factory and farm life.	History Topic Title: Shang Dynasty *Ancient Civilisations* Big Enquiry Question: What were the achievements of the Shang Dynasty Early Civilisation? Knowledge/ Key Concepts: • Plot key dates on the civilisation on a timeline and compare chronologically to other ancient civilisations • Describe some of the key developments from within the Shang Dynasty eg, making bronze, irrigation • Explain why Shang cities were walled • Describe the social hierarchy in the Shang Dynasty and the role of an emperor • Using a range of artefacts, explore and draw conclusions about the Shang Dynasty period • understand the importance of trade and how these enabled productions of bronze, jade and cowrie shells. • Use the artefacts from the Shang Dynasty to explore how significant they are in learning about the civilisations. Why judge whether the developments during this period of time hold much significance for the world later on. • Investigate the lives and achievements of significant people during the Shang Dynasty and the legacy of Chinese culture and role of the family • Understand The Shand Dynasty as the first Chinese dynasty for which we have written and archaeological evidence • Understand the impact of the limited sources we have available	Geography Topic Title: UK locational knowledge Big Enquiry Question: What is the most spectacular route around the UK? Knowledge / key concepts: • Embed accurate knowledge of the location of each continent and ocean. • Identify continents and oceans bordering Europe. • Identify the human and physical features of Europe and describe the pattern across the continent using the eight points of a compass. • Identify the human and physical features of the UK and describe the pattern across the country using the eight points of a compass and specific countries. • Use different types of maps to identify human and physical features around the UK. • Will embed key vocabulary and gain knowledge and understanding of the human and physical features around the UK. • Draw an accurate map of human and physical features in the UK with symbols and a key.	History Topic Title: Crime and Punishment *Changes in an aspect of social history British History that extends chronological knowledge beyond 1066* Big Enquiry Question: Does the punishment ever fit the crime? Knowledge/ Key Concepts: • Understand the broad trends of crime and punishment from the Romans to the 21st century • Explore crime and punishment in the Roman period. • Research crime and punishment in the Anglo-Saxon and Viking period. • Discover crime and punishment in the medieval and Tudor periods • Investigate crime and punishment in the early modern period. • Study crime and punishment in the Victorian period. • Recap the history of crime and punishment and compare it to today. • Children can place each of the re-capped time periods on the timeline at the beginning of each lesson • Identify changes in crime and punishment through time They can identify if there are any crimes that still occur today and if the punishments for these crimes have changed and why • Using a range of evidence and sources, children can ascertain how attitudes towards certain crimes and punishments have changed over the years, identifying whether previous punishments were justified.

			• Compare employment in the local area to employment in the Ivory Coast			
	Science Topic Title: Sound **Knowledge Block 1: Describing Sound** • Sounds can be produced in a variety of ways. • Sounds have the properties of **pitch** and **volume.** • When a sound is produced it spreads out from its source in all directions **Knowledge Block 2: How sound is made and travels** • Sound is caused by **vibration** (objects move rapidly back and forth or up and down) • When objects vibrate it makes the objects in contact with it also vibrate. This includes the air. • The vibration travels through the air and makes other objects it is in contact with vibrate including your **ear drum**. **Knowledge Block 3: Pitch and Volume changes** • Pitch and volume are caused by how the material vibrates • The pitch of a sound is caused by how fast an object vibrates. This is called the **frequency** of vibration. Higher the frequency, higher the pitch • Smaller objects or tighter strings tend to vibrate with a higher frequency • The volume of sound is caused by how big each vibration is. This is called the **amplitude** of vibration. The bigger the amplitude the higher the volume. • Sounds get fainter as the distance from the sound source increases.		Science Topic Title: Earth & Space **Knowledge Block 1: Our Solar system** • A **Solar system** is a collection of **planets**, which **orbit** (a curved path) a **star**. • There are huge number of stars in space and therefore a huge number of solar systems • Our solar system consists of 8 planets, many of those planets have **moons** which orbit around them. • Earth's moon is not a planet but is a satellite which orbits Earth. It is around a quarter of the size of Earth. • As the Moon orbits the Earth, the Sun lights up different parts of it, making it seem as if the Moon is changing shape. We call these the phases of the moon. • The Moon doesn't emit (give off) light itself, the 'moonlight' we see is actually the Sun's light reflected off the lunar surface. • Our solar system can be represented with a model (see diagram), but it isn't possible to draw it to scale. • The planets and moons are **rotating** (spinning) • The time it takes one planet to rotate is called a **day**. On Earth this is 24 hours • The time it takes a planet to complete one orbit around its star is called a **year**. On Earth this is 356.25 days • The solar system is with a massive collection of stars called the **galaxy** (called the Milky way) • The Milky way is one of billions of galaxies in the **Universe**. **Knowledge Block 2: What else is in the solar system?** • Stars are huge balls of gas that produce vast amounts of light and heat. • **Asteroids** are lumps of rock that orbit a star (there are millions in between Mars and Jupiter) • **Comets** are objects that are made of Ice, which melts when they get closer to the sun leaving a tail. **Knowledge Block 3: Gravity and its effects** • **Gravity** is force of attraction between two objects with **mass** (a quantity of matter) • The bigger the mass the bigger force it exerts • Gravity works over distance but gets weaker as distance increases • Stars, planets, moons have a very large amount of mass. They exert a gravitational attraction on each other Differences in gravity result in smaller mass objects orbiting around lager mass objects, e.g., planets around stars and moons around planets	Science Topic Title: **Classification and Evolution** **Knowledge Block 1: Natural selection** • **Evolution** is the change of physical form in a population over a long-time span • **Natural selection** is the process which controls that change. • In any **population** there is **variation** and **competition** for resources (food, water, mates). • Within that variation, organisms that have features which make them better **adapted** at securing food, water, and mates, are more likely to survive and produce **offspring** which have **inherited** those same successful features. Those that are not well adapted will eventually go **extinct**. • Over a long enough timeline all organisms in a population will have those successful features. • This is known as the *Theory of Evolution by Natural Selection* and was developed by **Charles Darwin** in 1859 **Knowledge Block 2: How Charles Darwin discovered the process of Evolution by Natural selection** • Before Darwin, **Lamarck's** Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks). Darwin as a young man travelled around the world on the **HMS Beagle**. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a different mechanism of Natural selection **Fossils, geological time and classification** **Knowledge Block 1- What is evolution and how do we know it happened?** • The Earth is very old. Around 4.2 **billion** years. We know this from dating rocks • Life first appeared on Earth around 3.8 billion years ago. • Life was, at first, very simple but over **millions** and millions of years life became more complex through the process of **evolution** **Knowledge Block 2- Evidence for evolution** • There are many sources of evidence for evolution • **Fossils** are one of the main sources of evidence for evolution. They show when new organisms appear and when they go **extinct**. • Due to the nature of fossil formation and discovery, fossils only provide an incomplete record of evolution. • Scientists use fossils along with other pieces of evidence *(DNA, Embryology, comparative anatomy, artificial selection)* to work out how organisms have evolved • Fossils form when dead organisms are rapidly buried or leave an imprint and are turned to stone over a long period of time. If they survive in the Earth, they then have to be found by a **palaeontologist** who will study them. **Knowledge Block 3: Classification of life** • All living (and **extinct**) **organisms** are classified into groups based upon their physical features. • This includes animals, plants, fungi, and **microorganisms** like **bacteria**. • Within each of these broad groups, organisms are classified into small subgroups. Animals- invertebrates, mammals, birds, amphibians, reptiles and fish, Plants- flowering plants, ferns, conifers, moss. • Bacteria are a group of organisms that are not visible to the naked eye but are very abundant and have distinct physical features we can only see under powerful **microscopes**.

	DT Topic Title Structures- Frame Design buildings to withstand volcanic eruptions. (linked with Geography) Knowledge / key concepts: Designing · Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. · Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. · Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making · Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. · Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. · Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating · Investigate and evaluate a range of existing frame structures. · Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. · Research key events and individuals relevant to frame structures. Technical knowledge and understanding · Understand how to strengthen, stiffen and reinforce 3-D frameworks. · Know and use technical vocabulary relevant to the project.	Art Topic Title: Ancient Greek Pottery (linked with History) Artists • Sophilos (Ancient Greek; active about 590 – 570 BC) was an Attic potter and vase painter Knowledge / key concepts: • Understand the origin of Greek pottery • Understand the importance of Greek pottery to archaeologist and historians • Discover what designs would be found on Greek pottery e.g: patterned borders, geometric shapes, black figures, action • To design and sketch a Greek pot or plate using traditional Ancient Greek colour • Know that Ancient Greek's used mainly earth tone as they would have used natural items that were readily available around them (rocks, minerals, plants). • Children to create a clay pot/ plate • Children to paint their clay pot/ plate. • Know that the Ancient Greeks believe Goddess Athena invented the potters wheel • Design and create planned sculptures from single and combined media Using building, joining and decorating in clay. • Know that sculpting is similar to drawing and painting in the third dimension and that sculptures are viewed from many angles and this should be considered when designing. • Know how to describe the processes they are using and how they hope to achieve high quality outcomes. • Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. Outcome: Greek Pot/ plate	Art Topic Title: Space (linked to Science) Artists • Peter Thorpe- space abstract art • Van Gough- starry night Knowledge / key concepts: • To research the life of Van Gogh and Peter Thorpe and compare and contrast artists. • To be able to paint a space themed picture in the style of famous artist Peter Thorpe, using an abstract art background and space feature in the foreground. • To be able to record from experience and imagination. • To be able to question & make thoughtful observations about starting points and select ideas to use in their work. • To be able to compare ideas, methods & approaches in their own work and say what they think & feel about them. • To be able to adapt work according to their views & describe how they might develop it further. • To understand the roles and purposes of artists, craftspeople and designers working in different times and cultures [the wider world]. • To be able to work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function. • To select and work with a range of tools and equipment. • To research the colour and texture of the planets in our solar system • To use perspective in our paintings- planets further away. Outcome: Mixed media collage	DT Topic Title: Textiles- Combining Different Fabric Shapes- Space themed linked with Art and Science Knowledge / key concepts: Designing · Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. · Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. · Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making · Produce detailed lists of equipment and fabrics relevant to their tasks. · Formulate step-by-step plans and, if appropriate, allocate tasks within a team. · Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating · Investigate and analyse textile products linked to their final product. · Compare the final product to the original design specification. · Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. · Consider the views of others to improve their work. Technical knowledge and understanding A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. · Fabrics can be strengthened, stiffened and reinforced where appropriate	DT Topic Title Food- Celebrating Culture and Seasonality (linked with Geography) Knowledge / key concepts: Designing · Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. · Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. · Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making · Write a step-by-step recipe, including a list of ingredients, equipment and utensils · Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. · Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating · Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. · Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. · Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical knowledge and understanding · Know how to use utensils and equipment including heat sources to prepare and cook food. · Understand about seasonality in relation to food products and the source of different food products. · Know and use relevant technical and sensory vocabulary. .	Art Topic Title: Street Art/ Graffiti (Linked with History- Crime and Punishment) Artists • Banksy • Shamsia Hassani Knowledge / key concepts: • To research the life of Shamsia Hassani and Peter Banksy and compare and contrast artists. • Children will discuss how graffiti polarises opinion, identify distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art. • They may then either sketch to develop designs for graffiti art, or translate given designs onto larger canvasses/sheets of paper. • Children will discover how some forms of street art became increasingly accepted over time, and consider why street artists may be commissioned to create art in neglected, or public spaces. • They may then either, through sketching, develop ideas for street art to improve a public space, or improve a space in school with street art. • Children will identify meaning in pieces of satirical street art, discover how street art can be satirical, and consider why works of art such as these provoke strong reactions. • They may then either, through sketching, develop ideas for a piece of satirical street art, or create a printing tile design that can be used to make quick, repeated patterns. • Children will study and respond to images of stencil street art by Banksy, and consider why art in this style is also popular with advertisers. • They will learn how stencils may be created, then design and make their own stencils. • Children will learn how to use paint and brushes to 'stipple' paint through stencil designs. And create stencil art using stencils or select, cut out and arrange given

						stencil designs while making stencil street art in small groups. Outcome: Graffiti using stencils
	Computing - Communication Knowledge / key concepts • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Describe and assess the benefits and the potential risks of sharing information online. • Use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). • Explain how to use search effectively and use examples from my own practice to illustrate this. • Explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).	<u>Computing</u> - Programming A: Variables in Games • Define a 'variable' as something that is changeable • Explain why a variable is used in a program • Choose how to improve a game by using variables • Design a project that builds on a given example • To use my design to create and evaluate my own project	<u>Computing</u> - Spreadsheets Knowledge / key concepts Knowledge / key concepts • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • Use different search technologies. • Evaluate digital content and can explain how I make choices from search results.	<u>Computing</u> Website Design Knowledge / key concepts • To use the internet with adult support to communicate with people I know. • To navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). • To explain why copying someone else's work from the internet without permission can cause problems. • To give examples of what those problems might be. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • To assess and justify when it is acceptable to use the work of others and give examples of content that is permitted to be reused. • To demonstrate the use of search tools to find and access online content which can be reused by others. • To demonstrate how to make references to and acknowledge sources I have used from the internet.	<u>Computing</u> Sensing Knowledge / key concepts • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<u>Computing</u> 3D modelling Knowledge / key concepts • Use a computer to create and manipulate three-dimensional (3D) digital objects • Compare working digitally with 2D and 3D graphics • Construct a digital 3D model of a physical object • Identify that physical objects can be broken down into a collection of 3D shapes • Design a digital model by combining 3D objects • Develop and improve a digital 3D model • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

	RE Topic Title: *Belonging* * (I) *What does it mean to be a Muslim? (including 5 pillars)* Children will learn that: • There are many practices and beliefs that help Muslims belong to their religion • The Five Pillars of Islam are an important way of helping Muslims all over the world belong to their religion • The Five Pillars are declaring your faith in Allah, prayer, charity, fasting in the month of Ramadan and going on a pilgrimage to Mecca (if you are able to) • Observing these helps create a sense of belonging for a Muslim • Shahada and Salat are important parts of the Islamic faith	RE Topic Title: Incarnation (C) *An extraordinary baby* – how Christians perceive the birth of Jesus UC: Incarnation Children will learn that: • Christians believe that Jesus was God made into a man • This belief is called the Incarnation • The birth narratives show that Jesus was the Son of God yet also human • Different aspects of the birth narratives highlight this, for example the coming of the angel Gabriel who tells Mary Jesus will be the Son of God • An angel also appears to the shepherds telling them that the Lord or Messiah has been born	RE Topic Title: *Peace* (I) Revelation of the Wu'ran, Ramadam and sawm Children will learn that: • There are many practices and beliefs that help Muslims find peace in their religion • The Arabic word *salaam* (*secured, pacified, submitted*) has the same root as the word *Islam* • One Islamic interpretation is that individual • personal peace is attained by utterly submitting to Allah. • The greeting *As-Salaamu alaykum*, favoured by Muslims, has the literal meaning *Peace be upon you*. • Many Muslims therefore believe that it is possible to attain personal *peace* through prayer and submitting to Allah and his will. • Sawm (the fasting during Ramadam) • Meditation is another way some people from different faiths find inner peace	RE Topic Title: *Resurrection* * (C) Easter: What happened next? UC: Salvation Children will learn that: • The resurrection of Jesus is a central Christian belief • Christians believe that death is not to be feared • Christians believe that Jesus' resurrection has opened up the possibility of eternal life for them • The belief in the resurrection is shown in many ways by Christians, for example using an empty cross, words in hymns, Christian writings and the focus on new life at Easter	RE Topic Title: *Ceremony* *Love (H) (C) (J) (I) Death Ceremonies UC: Kingdom of God Children will learn that: • Christian beliefs about life after death are based around their belief in the death and resurrection of Jesus • Many Christians believe that when they die, they will have life in Heaven • Christians will hold a funeral to come together and to give thanks for someone's life • The funeral will often be in a church • There will be prayers, readings from the Bible and hymns sung	RE Topic Title: *Ritual Community* (I) Eid al Fitr and Eid Ramadan Children will learn that: • They will recap the difference between a ritual and a routine from previous years • Eid-Ul-Fitr marks the end of the holy month of Ramadan and is celebrated by the Muslim community across the globe. • Eid-Ul-Fitr, also known as Meethi Eid, marks the end of Roza (fast), which is observed during the whole month of Ramadan. • On Eid-Ul-Fitr, Muslims thank Allah for offering them health and resistance during Ramadan. • They wear new clothes, prepare special delicacies, do charity, and get together with their loved ones. • This festival is observed on the first day of Shawwal - the month that comes after Ramadan in the Hijri calendar.
	French Mon identité Pupils revisit the map of France and the Francophone world, focusing in on places that they know and recognise. Children move on to considering their own identify, examining vocabulary to describe skin tone and eyes as well as starting to think about nationalities (both in the masculine and feminine and the languages they speak. They combine this information about their family and their likes and dislikes to produce a small biography. Phonics introduced explicitly qu, gne, ç, en, an Grammar • Irregular verb (j''ai) • Adjective/noun agreement in the singular ad plural.	French Les prédateurs. In this unit of work, pupils begin be identifying a range of predatory animals, using dictionaries. They consider the habitats that the animals live in as well as the food that they eat. Moving on to physical appearance, they create descriptions of the animals, taking into consideration the singular and plural. Finally, the work on a range of verbs to describe what the animal does along with adverbs to describe them. Grammar • Adjective/noun agreement in the singular and the plural. • Conjugating a range of regular er verbs. Simple adverbs.	French J'aime le sport Pupils learn a range of sports in French and revisit opinions to describe those that they enjoy and those that they dislike. They continue to extend their opinions using *parce que* to give reasons for their choices Phonics introduced explicitly qu, gne, ç, en, an Grammar • Range of opinions. Conjugation of aimer.	French Je découvre le Sénégal This unit of work begins with a focus on research and finding out information about Senegal, a French-speaking count in West Africa. After discovering information in French about the capital city, flag, climate and religion, pupils begin to dive further into the culture of Senegal, with a particular focus on musical traditions, including the importance of *les griots* and the significance of fashion and clothing, shining the spotlight on Dakar Fashion Week. Grammar • Adjective/noun agreement in the singular and the plural. • Range of opinions. Partitive article.	French 'Les grandes, Grandes Vacances' *Link with history (WW2)* Pupils explore the Second World War from a French perspective, conducting research, in French, into the evacuation of children from Paris as the Germans began to advance into France. Children watch parts of the animation *Les grandes, Grandes Vacances* and spent time retelling selected parts of the story in French, using simple conjugation and dictionary skills. Grammar • Conjugating a range of regular er verbs. Simple adverbs.	French Au café Children learn about typical foods in different Francophone coutnries. They practise how to ask for a table/ order food at a café/restaurant and how to ask for the bill. They design their own menu for a café. They use these practical skills to create a café role play in class. The school year ends with a celebration of *le 14 juillet.* Grammar • Conditional (je voudrais…) • Indefinite article. • Partitive article Plurals
	P.E • Dance • Football	P.E • Gym • Basketball	P.E • Dance • Stinger Netball	P.E • Gym • Hockey	P.E • Athletics • Kwik cricket • Rounders	P.E • Athletics • Kwik cricket • Rounders

	PSHE/RSE Living the wider world **How can the media influence people?** BV: Individual liberty - Understand that everyone has the personal freedom to express their views and beliefs online safely and that each individual is responsible for their own behaviour online. In this unit of work, pupils learn... • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints • To explore positive and negative ways of communicating in a relationship	PSHE/RSE Living in the wider world **What jobs would we like?** BV: Individual liberty –understand that our skills, attributes, and qualifications we choose determine the jobs we might do. In this unit of work, pupils learn... • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	PSHE/RSE Health and wellbeing **How can drugs common to everyday life affect health?** BV: Rule of Law- To know that rules, restrictions and laws exist to help keep people safe from drugs and how to respond to a situation that is against the law In this unit of work, pupils learn... • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs	PSHE/RSE Relationships **What will change as we become more independent? How do friendships change as we grow?** BV: rule of law- Understand that there are laws to protect our human rights and protected characteristics BV: Mutual respect-Show understanding and respect of others with different values than their own In this unit of work, pupils learn... • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • To consider different ways people have a family • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • about where to get more information, help and advice about growing and changing, especially about puberty • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
	Music: Instrumental Music lessons are taught by a specialist music teacher HMS Music Instrument: Ukele Key skills: • Learn a selection of chords and use in a variety of contexts • Sing and play simultaneously • Play in time in a number or metres • Identify other related instruments	Music: Instrumental Music lessons are taught by a specialist music teacher HMS Musical Instrument: Recorder Key skills: • Play and improvise using the notes learnt • Play tunes using conventional notation • Play in time in a number or metres	Music: Instrumental Music lessons are taught by a specialist music teacher HMS Musical Instrument: Keyboard Key skills: • Play pieces using a left-hand accompaniment and a tune in the right hand • Change the position of the right hand during a tune

		• Identify other recorders and instruments in the flute family	• Understand and use different structures including those devised for the instrument being learnt • Improvise over simple harmonic structure