

	Term 1 8 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks 1 day(inset)
Special Events					SATs	Residential Graduation
English	<p>Text: The Lost Happy Endings</p> <p>Ignition activity: watercolour painting the forest</p> <p>Main Fiction Outcome Narrative</p> <p>Main Non-Fiction Outcome Persuasion (traditional tale villain)</p> <p>Incidental Writing opportunities Setting and character description</p> <p>Showcase: Display in hall</p>	<p>Text: Macbeth</p> <p>Ignition Activity: Drama – witch scene</p> <p>Main Fiction Outcome Narrative</p> <p>Main Non-Fiction Outcome Persuasive letter from Lady Macbeth to Macbeth (after she has started to sleepwalk)</p> <p>Incidental writing opportunities: Newspaper report Description (setting, character)</p> <p>Showcase: TV news reports (make videos)</p>	<p>Text: How to live forever</p> <p>The Promise</p> <p>Ignition activity:</p> <p>Main Fiction Outcome Narrative (alternative ending for Live Forever; write a sequel to continue the story for Promise)</p> <p>Main Non-Fiction Outcome Discussion (pros and cons of living forever)</p> <p>Incidental writing opportunities: Setting description Figurative language Character descriptions</p> <p>Showcase: Display in hall</p>	<p>Text: The Firework Maker’s Daughter</p> <p>Ignition Activity: chalk art of fireworks</p> <p>Main Fiction Outcome: Narrative (retelling the Grotto scene from the perspective of a fire fiend)</p> <p>Main Non-Fiction Outcomes: Discussion</p> <p>Incidental writing opportunities:</p> <p>Showcase: School legacy display with art</p>	<p>Text: The Tempest</p> <p>Ignition Activity: Tempest art on wood</p> <p>Main Fiction Outcome: Narrative</p> <p>Main Non-Fiction Outcomes: Explanation (geography/science)</p> <p>Incidental writing opportunities: Persuasion</p> <p>Showcase: Online presentations (ppt)</p>	<p>Text: Floodland</p> <p>Ignition Activity: Looking at pictures of flooded locations</p> <p>Main Fiction Outcomes Narrative – innovation (opposites)</p> <p>Main Non-fiction Outcomes: Persuasion</p> <p>Incidental writing opportunities: Character Description Setting description Poetry (found poems)</p> <p>Showcase: Display in hall</p>
Maths	<p>Number: place value Number: four operations</p>	<p>Number: fractions Geometry: position and direction</p>	<p>Number: decimals Number: percentages Number: algebra Measurement: converting units</p>	<p>Measurement: perimeter, area and volume Number: ratio Statistics</p>	<p>Geometry: properties of shape Consolidation / SATS</p>	<p>Consolidation Investigations Preparation for KS3</p>
Science	<p>Biology: Classifying living things</p>	<p>Biology: Evolution and Inheritance</p>	<p>Chemistry: Matter and change (atoms, elements, solutions)</p>	<p>Chemistry: Matter and change (atoms, elements, solutions) Continued from T3</p>	<p>Biology: Plant structure and processes</p>	<p>Biology: Human body: Hormones and reproduction</p>

	<p>Stone age to iron age</p> <p>Were stone age people primitive?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Three periods (stone age, bronze age, iron age) • Division of stone age into paleolithic, Mesolithic, Neolithic • Stonehenge • Technologies (smelting weapon and tools; clothes; homes) • Invention of farming and its consequences <p>Significant person: Cheddar man</p> <p>Skills:</p> <ul style="list-style-type: none"> • Chronology (timeline of stone age to iron age) • Ask historically valid questions • Historical significance of stonehenge • Analyse and ask questions about primary source evidence • Taking an historical perspective – writing as if living in the time • Cause and effect – discovery/use of bronze and iron; effect of invention of farming <ul style="list-style-type: none"> • https://kids.kiddleco/Stone Age • https://www.english-heritage.org.uk/members-area/kids/prehistoric-england/ • https://www.bbc.co.uk/bitesize/topics/z82hsbk 	<p>Locational knowledge of the UK (counties of UK and highland areas)</p>	<p>Ancient Egypt (Old Kingdom)</p> <p>How do we know what life was like in Ancient Egypt?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Landmarks: evolution of pyramids • Farming and irrigation • Technology: shaduf, papyrus, boats, construction tools for building pyramids • Creation of hieroglyphics and the story of their translation • Social and economics: king, slaves, military; people as farmers; agrarian society <p>Significant person: Djoser</p> <p>Skills:</p> <ul style="list-style-type: none"> • Chronology (timeline of the period) • Ask historically valid questions • Ethical dimension: Rosetta stone and its location in British museum • Continuity and change – evolution of pyramids • Analyse and ask questions about primary source evidence <ul style="list-style-type: none"> • Cause and effect – technology (shaduf); effect of irrigation (on farming and then resultant effect) 	<p>Mountains, volcanoes and earthquakes</p>	<p>Ancient Greece</p> <p>What have the Ancient Greeks done for us?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Composition of Ancient Greece • Government systems (democracy) • Ancient Greek religion • Philosophy • Architecture • Legacy • Olympics <p>Significant person: Alexander the Great</p> <p>Skills:</p> <ul style="list-style-type: none"> • Chronology (timeline of the period) • Ask historically valid questions • Make links between past and present – Greek and modern architecture; Athenian and modern democracy • Similarity and difference – Greek and modern religions; Olympics • Analyse and ask questions about primary source evidence 	<p>Climate change</p>
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	<ul style="list-style-type: none"> • https://academickids.com/encyclopedia/index.php/Prehistory • https://www.natgeokids.com/uk/primary-resource/prehistoric-britain-primary-resource/ • https://www.history.com/news/prehistoric-ages-timeline • 					
MFL	Recap	Planets	Romans? <i>Why would I be teaching this?</i>	Musical instruments	Ancient Greece and Olympics	Story time – Jack and the beanstalk
Art and Design	ART Drawing Jean Dubuffet and MC Escher	ART Drawing	ART Painting Monet	ART Print Banksy	DESIGN Textiles Batik printing/sewing	DESIGN 3D Sculpture. Barbara Hepworth and Henry Moore.
RE	How does religion affect the world? (A series of case studies) Drop down last day of term	Important journeys Drop down last day of term				
PE	Hockey Real PE: cognitive	Dance Real PE: creative	Gym Real Pe Social	Cricket Real Pe physical	Tennis Real PE fitness	Athletics Real PE Personal

FVA Citizenship	<p>Learning Behaviour: Motivation/Aspiration FVA Value: Respect</p> <p>No outsiders book: My princess boy</p> <p>Big question: Should we respect everyone?</p> <p>Do you need to like someone to respect them?</p>	<p>Learning Behaviour: Collaboration</p> <p>FVA Value: Thankfulness</p> <p>No outsiders book: The whisperer</p> <p>Big question: Should I be thankful for my basic human rights?</p> <p>Creative Youth Network visits</p>	<p>Learning Behaviour: self-evaluation</p> <p>FVA Value: Honesty</p> <p>No outsiders book: The island</p> <p>Big question: Is the truth the same for everyone?</p>	<p>Learning Behaviour: Resilience</p> <p>FVA Value: Responsibility</p> <p>No outsiders book: Love you forever</p> <p>Big question: What is your responsibility in the world's problems/issues?</p>	<p>Learning Behaviour: Focus</p> <p>FVA Value: Kindness</p> <p>No outsiders book: Dreams of Freedom</p> <p>Big question: Should we be kind to people who have done wrong?</p>	<p>Learning Behaviour: Curiosity</p> <p>FVA Value: Humility</p> <p>No outsiders book: n/a</p> <p>Bake a cake from scratch</p> <p>Ride a horse</p> <p>Visit a farm</p> <p>Walk in the countryside</p> <p>Big question: Can you be confident and have humility?</p>
PSHE (Jigs)	<p>Being me</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
Computing	<p>E-safety – watch the 'Stay Safe' video</p> <p>Computer systems</p>	<p>Logical reasoning (Computational Thinking)</p> <p>Barefoot - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><i>E safety – do the 'Think U know' quizzes</i></p>	<p>Using sequences in programming (Computational Thinking)</p> <p>Barefoot - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Digital Literacy:</p> <p>Write an introduction to own magical land – use PowerPoint to present</p>	<p>Digital Literacy:</p> <p>Research PowerPoint: Presentation</p> <p><i>E safety – Read CEOP. How can CEOP help me?</i></p> <p>https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/</p>	<p>Coding (Computational Thinking)</p> <p>Barefoot - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><i>E safety: Let's fight it together video. Cup of tea (consent).</i></p>
Forest school						<p>Friday morning until break</p>

Music	Music with Aiden (PPA Mondays)	First day of term – music drop down day	First day of term – music drop down day	First day of term – music drop down day	First day of term – music drop down day	First day of term – music drop down day
Assessment calendar	<p>Teacher Assessment of Writing</p> <p>R2P Maths assessments</p> <p>PM Benchmark</p> <p>15/10/2021</p> <p>Y1-6 DOYA on SIMS</p>	<p>Teacher Assessment of Writing</p> <p>R2P Maths assessments</p> <p>PM Benchmark</p> <p>KS2 SATs – 2017 paper:</p> <p>Y6 assessment period: 15/11/2021-26/11/2021</p> <p>Test data entry deadline: 26/11/2021</p> <p>10/12/2021</p> <p>Y1-6 DOYA on SIMS</p>	<p>Teacher Assessment of Writing</p> <p>R2P Maths assessments</p> <p>PM Benchmark – where necessary</p> <p>KS2 SATs – 2018 paper:</p> <p>Y6 assessment period: 17/01/2022-28/01/2022</p> <p>Test data entry deadline: 28/01/2022</p>	<p>Teacher Assessment of Writing</p> <p>R2P Maths assessments</p> <p>PM Benchmark</p> <p>KS2 SATs – 2019 paper:</p> <p>Y6 assessment period: 07/03/2022-18/03/2022</p> <p>Test data entry deadline: 18/03/2022</p> <p>01/04/2022</p> <p>Y1-6 DOYA on SIMS</p>	<p>Teacher Assessment of Writing</p> <p>R2P Maths assessments</p> <p>PM Benchmark – where necessary</p> <p>2022 KS2 SATS</p> <p>09/05/2022 – 12/05/2022</p>	<p>Teacher assessment for writing</p> <p>R2P Maths assessments</p> <p>PM Benchmark</p> <p>15/07/22</p> <p>Y1-6 DOYA Deadline</p>