



Subject	Autumn- Back to the beginning – Early Islamic Civilisation	Spring – The Vicious Vikings	Summer – The Terrible Tudors
English	The Boy in the Girls' Bathroom Literacy Shed: Little Freak Alchemist's Letter Non-fiction texts related to solar system Remembrance day – Non-fiction link. Opportunities for outdoor learning	TBC Macbeth Meet the Vikings – Encounters with the past Opportunities for outdoor learning	Clockwork by Philip Pullman Cloud Busting by Malorie Blackman Opportunities for outdoor learning
Maths	Number and Place Value Number – Addition and Subtraction Number – Multiplication and Division Number – Fractions Roman Numerals Opportunities for outdoor learning	Number – Multiplication and Division Number – Fractions Number – Decimals and Percentages Measurement - Perimeter and area Statistics Opportunities for outdoor learning	Geometry – Properties of Shapes Geometry – Position and Direction Number – Decimals Number – Negative numbers Measurement – Converting Units Measures – Volume Opportunities for outdoor learning
Art	First Half Term: Science link: Kandinsky: Use drawing to explore line, tone, texture, form and colour. Second Half Term: Islamic Tile Printing: Develop a print from a drawing. Make relief-print tiles <i>e.g. using card, string, wool</i> . Design repeat print designs. Use repeated images to create a feeling of movement. Combine printing with other 2D techniques Build up layers & colours/ textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Plants: Explore the effects of charcoal/ graphite sticks and the light-use of an eraser. Select appropriate materials for a task (<i>drawing media, paper etc</i>). Talk about perspective and proportion in their own work. Use drawing to plan a composition <i>e.g. painting/collage</i> . Use their sketchbook to collect and record visual information from different sources independently. Modroc Plants (focus on Georgia O'Keeffe): Plan a sculpture through drawing and other preparatory work. Confidently build sculptures using rolled or scrunched up newspaper and masking/parcel tape for a specific purpose. Use recycled, natural and man-made materials to create sculpture. Build sculptures using wire and papier mache. Describe the different qualities involved in modelling, sculpture and construction. Opportunities for outdoor learning	First Half Term: History link: Portraits of Tudors /Study of artist Holbein: Read a colour wheel. Identify and work with complimentary opposite colours/ colour harmonies. Select and work with a limited palette. Work with warm and cold colours recognise/mix and use appropriately. Confidently use watercolour paints on dampened textured paper. Second Half Term: Geography (Brazil Flora): Explore the translucent nature of tissue paper. Combine collage with other 2D techniques. Select materials by colour and texture to match intentions. Join fabrics in different ways, including stitching. Experiment with using batik safely.
DT	First Half Term: Create a Islamic Prayer Mat replica: Embellish using more advanced stitching and appliqué techniques (Cross stitch). Stitch using needles to create more complex patterns. Cut and stitch to a pattern. Demonstrate an awareness of the potential of the use of material. Use different grades and uses of threads and needles.	ICT link: Electrical Systems; More complex switches and circuits (including programming, monitoring and control)	Food: Celebrating culture (South America) & seasonality (including cooking & nutrition requirements for KS2).
French	Rigolo 2 Units 1 & 2 + TAFAL (teach a friend a language) Salut! (greetings, give personal information,	Rigolo 2 Units 3 & 4 La nourriture (requesting food and drinks, following a recipe, express likes and	Rigolo 2 Units 5 & 6 En vacances (ask and say where you are going on holiday, express opinions about holidays

	<p>numbers 30-60, family members, describe a person's character) Grammar (3rd person avoir/être, negation)</p> <p>À l'école (name school subjects, express opinions, tell the time to o'clock, half/quarter and minutes past, timings of a school day)</p> <p>Non-fiction text: Le Système Solaire</p>	<p>dislikes about food) Grammar (imperative verbs, conditional verb tense: je voudrais)</p> <p>En ville (name places in town, ask the way and give directions, say where you are going and at what time)</p> <p>Fiction text: Le Petit Chaperon Rouge</p>	<p>and activities)</p> <p>Chez moi (name rooms in the house, describe activities at home) Grammar (il y a + definite article, noun + adjective agreement)</p>
Geography (Autumn 2)	<p>Fieldwork links to local history</p> <p>The position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.</p> <p>Climate changes and Greenhouse effect</p> <p>History link: Locating Islamic civilisations on a world map.</p>	<p>Rivers and the water cycle.</p> <p>Four figure grid references</p> <p>Points of the compass</p> <p>Symbols and key (including Ordnance survey maps) Human and Physical Geography of Great Britain comparison to region of Europe: Sweden. (Viking link)</p> <p>(including fieldwork skills)</p>	<p>Human Geography including economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Location of world's countries, using maps to focus on Europe, environmental regions, key physical and human characteristics, countries and major cities.</p> <p>(including fieldwork skills)</p>
History (Autumn 1)	<p><u>Early Islamic Civilisation</u></p> <p>Baghdad – AD 900</p> <p>Study of Al-Khawarizimi.</p> <p>The achievements of the Early Islamic Society.</p>	<p>Vikings – Who were they?</p> <p>What was their influence on Great Britain?</p>	<p>Tudors - Who were they?</p> <p>What was their influence on Great Britain?</p> <p>Who were the Black Tudors and what influence did they have?</p>
ICT	<p>Computing systems and networks - Systems and searching</p> <p>Creating media - Video production</p>	<p>Programming A – Selection in physical computing</p> <p>Data and information – Flat-file databases</p>	<p>Creating media – Introduction to vector graphics</p> <p>Programming B – Selection in quizzes</p>
Music	<p>Composition and performance project Based on topic of the planets.</p> <p>Analysing Holst The Planets</p> <p>Composing 'Earth'</p> <p>Aut 2 – Minimalism – Mike Oldfield Tubular Bells</p>	<p>Vikings – compose a sea shanty</p> <p>'Water music' 6/8 timing</p> <p>The Moldau – symphonic poem - Smetana</p>	<p>Samba band</p>
PE Indoor	<p>Rising Stars:</p> <p>First half term: Fitness: Gym sequences</p> <p>Second half term: Boot camp</p>	<p>Rising Stars:</p> <p>First half term: Dynamic dance</p> <p>Second half term: Gymfit circuits</p>	<p>Rising Stars:</p> <p>First half term: Tudor dance</p> <p>Second half term: Fitness Frenzy</p>
PE Outdoor	<p>Rising Stars:</p> <p>First half term: Striking and fielding</p> <p>Second half term: Nimble nets</p>	<p>Rising Stars:</p> <p>First half term: Invaders (Vikings link)</p> <p>Second half term: Health: Healthy body: Inside out.</p>	<p>Rising Stars:</p> <p>First half term: Young Olympians!</p> <p>Second half term: Sports day practice.</p> <p>Health: Healthy mind, Healthy body.</p>
PSHE&C and RRSa	<p>R1. They can identify and discuss characteristics of a healthy family life (commitment to each other including in times of difficulty protection and care for children and other family members, the importance of spending time</p>	<p>Ss1. Describe what a stereotype is and identify common stereotypes (ambition, occupation, fashion, race, religion, gender).</p> <p>Ss2. How to engage in respectful discussion with others who have a difference in</p>	<p>Hw1. The physical changes that their changing adolescent body will go through during puberty.</p> <p>Hw2. The key facts about the menstrual cycle and menstrual wellbeing.</p>

	<p>with each other and sharing each other's lives).</p> <p>R2. That marriage represents a formally recognised commitment of two people which is intended to be lifelong. (how does this align to their faith or belief?).</p> <p>R3. That two people can choose to be in a committed relationship and not be married or in a civil partnership.</p> <p>R4. How to recognise and label feelings that they associate with being uncomfortable, unhappy and unsafe.</p> <p>R5. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help.</p> <p>R6. Who the people that care for them are and how they offer security and stability (family, teachers, faith leaders, duty bearers).</p> <p>R7. How to navigate changing friendships and understand, recognise and have strategies to support in managing conflict and peer pressure.</p> <p>R8. How people make new friends and the positive feelings associated.</p> <p>R9. That healthy friendships welcome and include others, demonstrating value and respect.</p> <p>R10. How to build trust, honesty, kindness, generosity and experiences in a friendship.</p>	<p>opinion or choice.</p> <p>Ss3. How to model respectful relationships</p> <p>Ss4. The different types of bullying and who to tell.</p> <p>Ss5. How and why age restrictions on social media, apps and games protect them.</p> <p>Ss6. How to recognise and report feelings of being unsafe or bad about any adult</p> <p>Ss7. What to do or who to speak to if they need to report concerns or abuse and understand the importance of using Penis, Vulva, Buttocks and Chest/Breasts if the concern relates to these areas of their body and have the confidence to do so.</p> <p>Ss8. What is meant by the concept of privacy and the implications of it for both adults and children.</p> <p>Ss9. Understand appropriate and inappropriate contact and touch.</p> <p>Ss10. That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe (and continue to talk until they are heard).</p> <p>Ss11. The vocabulary associated with different types of abuse (physical, emotional, sexual, neglect).</p>	<p>Hw3. The emotional changes that might occur during or leading up to puberty and how to understand them.</p> <p>Hw4. That their personal hygiene routine (preventing germs and bacteria) might change during puberty.</p> <p>Hw5. That good quality sleep routines can affect mood, weight and ability to learn.</p> <p>Hw6. That mental ill health is common for people to experience and the support available, if accessed early enough can often resolve the problems.</p> <p>Hw7. That emotions are part of everyday life and expand their vocabulary linked to labelling emotions and the positive/negative feeling and high/low energy.</p> <p>Hw8. What constitutes a healthy diet including calories and nutritional content/food groups and how to prepare a range of meals.</p> <p>Hw9. That an active lifestyle can benefit their mental and physical health and be able to describe what the characteristics of an active lifestyle include.</p> <p>Hw10. Describe the life process of reproduction in humans (including growth of baby over 9 months).</p>
RE	<p>Redbridge R.E Syllabus:</p> <p>What do different people believe about God? What does it mean to be a Muslim?</p>	<p>Redbridge R.E Syllabus:</p> <p>Why is prayer important for religious believers? What does it mean to be a Christian?</p>	<p>Redbridge R.E Syllabus:</p> <p>Justice and poverty. Can religions help to build a fair world? Why are sources of wisdom important to people?</p>
Science	<p>1st Half Term - Earth and space.</p> <p>The movement of the planets, including Earth around the Sun.</p> <p>The movement of the Moon around the Earth.</p> <p>How day and night occur and why the Sun appears to move across the sky.</p> <p>2nd Half Term – Forces</p> <p>Explain that gravity is a force which acts on objects pulling them towards the Earth.</p> <p>Identify the effects of air resistance, water resistance and friction.</p> <p>Recognise that some mechanisms, such as levers, pulleys and gears, can be used to increase the work of a force.</p>	<p>Properties and changes of materials</p> <p>Compare properties of materials such as hardness, solubility and conductivity.</p> <p>Use knowledge of solids, liquids and gases to separate mixtures and solutions through filtering or evaporation Know that dissolving, mixing and changes or state are reversible changes.</p> <p>Know that some changes cannot be reversed, such as burning, rusting or chemical reactions.</p> <p>(Through Scientific enquiry)</p>	<p>1st Half Term –Life Cycles of Living things</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals (Through Scientific enquiry)</p> <p>2nd Half Term – Animals including Humans</p> <p>Describe the changes as humans develop to old age, including puberty.</p>

	(Through Scientific enquiry)		
Visits/Events/ Experiences	<p>First half term</p> <p>Science: Science Museum: Space First half term</p> <p>Science/English : Caterham : Materials and changes Second half term</p> <p>Experience: Visit a science laboratory</p> <p>Experience: Make an air powered rocket</p>	<p>PSHE: Road Safety Konflux theatre</p> <p>Poetry Performance</p> <p>History: Vikings: Immersive Day</p> <p>Experience: Put on a performance (Macbeth)</p> <p>Experience: Use an OS map (geocache work)</p>	<p>History/ Art: link: Eastbury Manor</p> <p>Geography/Science/Art: Salix Lakes, local area study</p> <p>D.T. Field to fork (Tesco's)</p> <p>Experience: Learn something new about your local area</p> <p>Experience: Plan and cook a meal</p> <p>Experience: Take part in a debate</p>