

	1 15 th – 19 th April	2 22 th – 26 th April	3 29 th – 3 rd May	4 6 th – 10 th May (Monday BH)	5 13 th – 17 th May SATS	6 20 th – 24 th May	7
Maths	Problem solving – perimeter Volume – count cubes Volume of a cuboid Unit 12 Interpret line graphs Draw line graphs	Advanced bar charts Understand and complete pie charts Read and interpret pie charts Pie charts and fractions 1 Pie charts and fractions 2	Pie charts and percentages Introduction to the mean Calculate the mean Problem solving mean	Unit 13 Measure and classify angles Vertically opposite angles Angles in a triangle Angles in a triangle – missing angles	Angles in a triangle – special cases Angles in quadrilaterals Angles in polygons Circles Parts of a circle	Draw shapes accurately Nets of 3D shapes1 Nets of 3D shapes 2 Unit 14 The first quadrant Read and plot points in four quadrants	End of unit tests and fluent in 5 throughout Power up used where appropriate
English	Horror Setting Descriptions Paragraphs pan the setting Figurative language	Short sentences for effect Rhetorical questions Cliff-hangers	Assessment and Moderation	A variety of writing genres to be used to form final assessment	Letters; diaries, narrative, character description		
Science Evolution and Inheritance	Electricity post assessment Evolution and Inheritance pre assessment I can identify how plants are adapted to their environments. Children will write adaptations as to how a cactus survives in the desert. Key Question: What is variation and why is it important? Sticky knowledge: Organisms best suited to their environment are more likely to survive long enough to reproduce. Vocab: adapt, adaptation, species, evolution, inheritance, environment, variation FROGS	I can identify how animals are adapted to their environments. Children will use internet research to identify how an animal is adapted to its environment. Key Question: What is variation and why is it important? Sticky knowledge: Organisms best suited to their environment are more likely to survive long enough to reproduce. Vocab: adapt, adaptation, species, evolution, inheritance, environment FROGS	I can explain the scientific concept of inheritance. Children will have a simple explanation of cells, DNA, genes and chromosomes. Matching parent and offspring, inherited characteristics cards. Key questions: Why are we all different? Vocab: Inheritance, animals, plants, humans, parent, biological parent, offspring, similarities, differences, characteristics, variation. FROGS	N/A SATS	I can explain natural selection and how it may lead to evolution. Children will look at moths and how different species are camouflaged to their environment. Key question: What is evolution? How did Darwin come up with the theory? Why was his theory initially not accepted? Vocab: adaptation, Darwin, camouflage, natural selection, eco system, Evolution FROGS	I can identify evidence for evolution from fossil records. Children will compare fossil evolution for living things and will write about the similarities and differences between fossil evidence and living relatives. Vocab: Evolution, inheritance, theory of evolution, fossil, fossil records, evidence, complete, incomplete, ancestor, common ancestor, traits. FROGS	
History / Geography Ancient Greece	Climate change across the world What is is, how it affects us and why it matters Sea levels Vocab: permafrost, majority, microscopic, latitude, tropical, moisture, rain https://www.bbc.co.uk/bitesize/articles/z4q3fb2	Six ways loss of arctic ice affects everyone https://www.worldwildlife.org/pages/six-ways-loss-of-arctic-ice-impacts-everyone Vocab: permafrost, majority, microscopic, latitude	Who were the Ancient Greeks? To find out when and where the Ancient Greeks lived To make a timeline of key events To use historical sources to infer information about the past Vocab: architects, engineering, civilisations, democratic, artefacts, citizens, protection, trade, travel.	Why were Athens and Sparta so different? To know what city-states were To compare the city-states of Athens and Sparta To make a balanced argument based on historical knowledge Vocab: Vocab: architects, engineering, civilisations, democratic, artefacts, citizens, Athens, Sparta	What was Alexander the Great's impact on the Greek empire? To find out why Alexander the Great was a significant figure To analyse the historical impact of Alexander the Great Vocab: Vocab: architects, engineering, civilisations, democratic, artefacts, citizens, legacy	Why did a small Greek army win the Battle of Marathon? To find out what happened at the Battle of Marathon To analyse the main reasons for the Greek victory Vocab: Vocab: architects, engineering, civilisations, democratic, artefacts, citizens, cuirass, tunic	KS2 History.com
Art and DT ART The art of anatomy Quigley Albrecht Durer	Albert Durer Who was he and why is his artwork well known	Sketch of a small part of our hands using different media – photograph with an ipad	N/A	Explore use of shadows and white paint	Final sketch of hands using chosen media		
RE Life Journey – Christianity - living	A Christian worldview – beliefs about God Vocab: trinity, baptism, initiation, confirmation, marriage, death	A Christian Worldview: Beliefs about Human Beings Vocab: baptism, initiation, confirmation, marriage, death	N/A	N/A	Christian Rites of Passage: Baptism Vocab: baptism and prayer	Christian Rites of Passage: Confirmation Vocab: sacrament, confirmation	
ICT Teach computing 3D modelling	To apply formulas to data I can calculate data using different operations I can create a formula which includes a range of cells I can apply a formula to multiple cells by duplicating it Vocab: Data, calculate, operation, formula, cell,	To recognise that you can work in three dimensions on a computer I can add 3D shapes to a project I can view 3D shapes from different perspectives I can move 3D shapes relative to one another	To identify that digital 3D objects can be modified I can resize an object in three dimensions I can lift/lower 3D objects I can recolour a 3D object Vocab: Handles, resize, lift, lower,	To recognise that objects can be combined in a 3D model I can rotate objects in three dimensions I can duplicate 3D objects I can group 3D objects Vocab: Rotate, duplicate, group	To create a 3D model for a given purpose I can accurately size 3D objects I can show that placeholders can create holes in 3D objects I can combine a number of 3D objects	To plan my own 3D model I can analyse a 3D model I can choose objects to use in a 3D model I can combine objects in a design Vocab: 3D shapes, choose, combine	

	<p>range, duplicate, sigma</p> <p>To create a spreadsheet to plan an event</p> <p>I can use a spreadsheet to answer questions</p> <p>I can explain why data should be organised</p> <p>I can apply a formula to calculate the data I need to answer questions</p> <p>Vocab: Propose, question, data set, data, organised, formula</p>	<p>Vocab: 2D, 3D, shapes, select, move, perspective, view</p>	<p>recolour</p>		<p>Vocab: Cylinder, placeholder, hollow</p>		
<p>RSHE</p> <p>How do friendships change as we grow?</p> <p>What will change as we become more independent?</p> <p>How can friends communicate safely?</p>	<p>Worry dolls and book</p> <p>Silly Billy by Anthony Browne</p> <p>Looks at worries and then the children create a worry doll which can be kept with them during the SAT's week.</p>	<p>My Digital Life</p> <p>I can identify the benefits of the Internet and know how to look after my digital wellbeing.</p> <p>Vocab:</p>	<p>How a baby is made</p> <p>I can describe some of the features of loving relationships</p> <p>I can explain what is meant by consent in a relationship</p> <p>I can describe how a baby is made</p> <p>I can explain what pregnancy means, how long it lasts, and where it occurs</p> <p>Vocab: Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception, contraception</p>	<p>N/A SATS</p>	<p>Staying Safe, Healthy and Happy Online</p> <p>I know how to stay safe, healthy and happy online and when I use digital technology.</p> <p>Vocab:</p>	<p>Online Relationships</p> <p>I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</p> <p>Vocab:</p>	
<p>PE</p>	<p>To develop an understanding of yoga.</p> <p>To develop flexibility through the sun salutation flow</p> <p>What is yoga?</p> <p>Mindfulness body scan</p> <p>Forwards, Backwards, Sideways</p> <p>Stretch</p> <p>Sun salutation</p> <p>Vocab: quality, develop, notice, calm, salutation</p>	<p>To develop strength through yoga flows</p> <p>Tagging chair</p> <p>Strength yoga poses</p> <p>Planks</p> <p>Strength yoga flow</p> <p>Yoga wave</p> <p>Mindfulness, balanced breath</p> <p>Vocab: notice, practice, develop, quality, calm, fluidity</p>	<p>To create your own flow showing quality in control, balance and technique</p> <p>Down dog, stuck in the mud</p> <p>Expanding breath</p> <p>Sun salutation flow</p> <p>Creating a flow</p> <p>Sharing a flow</p> <p>Mindfulness, balanced breath</p> <p>Vocab: quality, develop, calm, fluidity, collaboratively</p>	<p>To develop balance through yoga flows.</p> <p>Rocking horse breathing</p> <p>10-1</p> <p>Balance prep</p> <p>Balanced yoga flow</p> <p>Mindfulness, dolphin breath</p> <p>Vocab: quality, develop, notice, calm, salutation, practice, aware, connected</p>	<p>To work collaboratively to create a controlled paired yoga flow.</p> <p>Tree stuck in the mud</p> <p>Flower breath</p> <p>Copy me</p> <p>Partner Yoga</p> <p>Creating a partner flow</p> <p>Mindfulness, balanced breath</p> <p>Vocab: quality, develop, calm, fluidity, collaboratively, transition</p>	<p>To create your own yoga flow that challenges technique, balance and control.</p> <p>Releasing breath</p> <p>Yoga Wave</p> <p>Creating a flow</p> <p>Teaching others</p> <p>Mindfulness, balanced breath</p> <p>Vocab: quality, develop, calm, fluidity, collaboratively, transition</p>	
<p>Music</p>	<p>NA</p>	<p>Learning music for a special occasion</p> <p>Class awards show plan</p> <p>Show song chorus</p> <p>Presenter</p>	<p>NA</p>	<p>Composing a programme music from a visual stimulus</p> <p>Pictures at an exhibition</p> <p>Our pictures</p> <p>Class exhibition</p>	<p>NA</p>	<p>Singing a verse and chorus song</p> <p>Show song verse</p> <p>Lit rap</p> <p>Away with words</p>	<p>NA</p>