

| 2025-26 | | | | | | |
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| **Autumn term** | | | **Spring term** | | **Summer term** | |
| Events | * Be Proud Week 3rd-9th September) * Show Racism the Red Card (11th October) * Creative Writing Week-(20th October) * Remembrance Day (11th November) * Anti-bullying Week "Power for Good" Odd Socks Day 10-14 Nov, * Interfaith Week (1st-5th December) * Christmas Jumper Day and Festive Concert (12th December) | | * Poetry by Heart Week (2-6th Feb) * Safer Internet Day (10th February) * World Book Day (5th March) * Red Nose Day (13th? March) * Creative Writing Week (16th March) * Creative Maths Day (23rd March) * Autism Awareness Day (26/3 for 2nd April) | | * Storyboards Art and Animations (Stop Motion) Week (18-22nd May) * World Environment Day (5th June) * STEM week (29th June) * Sports Day TBC * International Day- (10th July) | |
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| Core Text | There’s a Boy in the Girl’s Bathroom (Fiction)  Mutual Respect and Tolerance  Give (Poetry) | The Highwayman (Poetry) Alfred Noyes  Individual Liberty  When Will the Sun Go Out (Non-fiction) | Rainforests at Risk (Non-fiction)  Pictures-Linda Aksomitis  The Malfeasance by Alan Bold (Poetry) | Floodland (Fiction)  *STEM  Design boats using scientific knowledge of materials and their properties as well as knowledge of forces including up thrust.*  The Rule of Law  Shakespeare- (A Midsummer Nights Dream Play)  Individual Liberty | The Adventures of Odysseus (Fiction) Democracy | Dark Stone Eye-Scot Gardner (Fiction) |
| Science | **Forces/Magnetism**  Gravity  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. *Gallileo/Newton.*  Comparative & Fair Testing - Designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective  Testing the different between mass and weight  Identifying, classifying and grouping - pulleys, levers and gears  **Significant Figure:**  **- Galileo Galilei**  **(Astronomer, Mathematician**  **& Physicist who was the**  **first person to use the**  **scientific method to test**  **theories about gravity and**  **the Solar System)**  **The Tin Snail by Cameron McAllister** | **Earth and Space**  **Gaia**  Movement of the Earth, and other planets, relative to the Sun in the solar system  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*.*  Identifying, classifying and grouping - Group planets based on their size/atmosphere/orbit time/ rotational period etc.  **Significant Figures:**  **- Professor Karen Aplin**  **(Atmospheric and space scientist)**  **- Mae Jemison**  **(Astronaut and first Black**  **woman in space)**  **Hidden Figures The True Story of Four Black Women and the Space Race by Margot Lee Shetterly** | **All living things & their habitats**  Describe 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.  Observation Over Time - Observing cross sections of plants.  **Significant Figure:**  **- Jane Goodall**  **(Wildlife Researcher &**  **Conservationist who studied**  **chimpanzees)**  **Charlotte’s Web by E.B White** | **Animals including humans**  Describe the changes as humans develop to old age.  Research - Researching gestation periods of different mammals  Research naturalists e.g. John Tradescant the Elder  **Significant Figure:**  **- Jennifer Shelley An (Immunologist)** | **Properties & Changes of Materials**  Compare and group together everyday materials  Know that some materials will dissolve in liquid to form a solution; describe how to recover a substance from a solution  Decide how mixtures might be separated, including through filtering, sieving and evaporating  Uses of everyday materials, including metals, wood and plastic.  Pattern Seeking - Which object will be a better thermal conductor?  Identifying, classifying and grouping - Grouping different materials and their properties  **Significant Figure:**  **- Jamie Garcia (Chemist who discovered a**  **fully recyclable plastic)** | **Properties & Changes of Materials**  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.  Comparative & Fair testing – testing different variables and which materials will dissolve in water. |
| History/Geography | **G Oceans and Seas**  Locational knowledge: Position & significance of longitude, latitude, equator, hemispheres, tropics, Arctic & Antarctic. The Prime/Greenwich Meridian & time zones. Use maps, atlases, digital images etc  Oceans & seas:  Review & extend knowledge of the 5 oceans.  Oceans & global climate, trade, transport, food, tourism, climate change. Marine biomes.  Fieldwork: Collect data on water pollution in local river.  **Big Question: How do oceans affect our lives and communities?**  Key Geographer – Boyan Slat - The Great Ocean Clear Up | **H Ancient Arabia and Early Islam**  Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.  **Big Question: How was Baghdad connected with the rest of the world?**  **Alternative Big Question: What impact has Ancient Arabia had on the world?** | **G North & South America**  **study**  Population distribution (across world, then focus on N&S America). Megacities. Urban-rural migration. Favelas & stereotypes.  Human and Physical features of a region – economic activity and trade links, distribution of natural resources  Farming, air trade and globalisation – coffee, chocolate etc  **Big Question: What are the pros and cons of living in a megacity?**  Key Geographer – Ynes Mexia | **G North & South America study**  Amazon basin region:  Rainforest eco-system, relationship to climate, living in the rainforest, de-forestation , human settlement, economy, population distribution & movement.  California – use of natural resources. How is climate change affecting California?  **Big Question: How is climate change affecting California?**  Key Geographer – Nellie Bly | **H** **Britain’s Settlement by Anglo-Saxons & Scots** including Roman withdrawal from Britain& fall of the Western Roman Empire.  Anglo-Saxon migrants & kingdoms. Arrival of Christianity. Archaeology – Sutton Hoo.  Saxon art & Culture – brooches  **Big Question: How do we know about the Anglo-Saxons in Britain?** | **H The Viking & Anglo-Saxon struggle for England**  Viking raids and invasion.  Resistance by Alfred the Great and Athelstan, first king of England.  Viking navigation & Scandinavian settlements.  Further Viking invasions and Danegeld.  Anglo-Saxon laws and justice.  Edward the Confessor and his death in 1066.  Viking-era slavery  The Trans-Atlantic slave trade & abolition, Ignatius Sancho, Olaudah Equiano.  **Big Question: How did the Vikings change England?** |
| RE | **Islam**-What does community mean to Muslims? How does learning about the Mosque help us to understand community?  How does the Mosque reflect Muslim beliefs? | **World views-** Green religion  What do religious and non-religious worldviews teach about caring for the earth? | **Buddhism**- What were the teachings of the Buddha and how do they link to Buddhist Aid Agencies?  BV – Tolerance and acceptance of the beliefs of others. | **Judaism**- What do Jewish people reflect on during Pesach? | **Christianity**- How do Christian values influence global Christian organisations? What links can be made to other faith based Aid Agencies? | **Sikhism**- How do Sikhs demonstrate their belonging to a community?  How does the Gurdwara reflect Sikh beliefs?  BV – Tolerance and acceptance of the beliefs of others.  Comparing faiths. |

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| Art & Design | **Landscapes**  **Artists: John Constable, Paul Klee.**  Children will explore perspective when creating landscape pictures using different mediums and techniques. |  | **Still Life Drawing**  **Artists: Albrecht Durer Cezanne**  Children will identify and draw objects and use marks and lines to produce texture. They will use shading to create mood & feeling. They will have a go at sketching their own still life drawing. |  |  | **Sculpting Vases**  **Artists: Various Craftspeople - Ronan and Erwan Bouroullec, Paolo Ulian and Moreno Ratti, Lambert Rainville, Stpehen Burks**  Children will begin by exploring historical vases. They will then have a look at vases designed by a range of artists and craftspeople. Children will then design, create and decorate their own vase out of clay. |
| D & T |  | **Structure (Frame Structure)-**  Designer/Artist: Hundertwasser  Architecture/civic planning in harmony with nature.  Evaluate impact of design & technology on daily life & wider world. Design and make a model of an eco-friendly building using a frame structure. Evaluate the impact of design & technology on daily life and the wider world. |  | **Cooking & Nutrition-**  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Challenge – design and make a healthy family meal | **Mechanisms (Cams)-**  Use a cams mechanism to create a moving toy that is aimed at KS1 children and inspired by your Anglo-Saxon history topic. |  |
| PE | 1-**Net Games**  ***Tennis/Sitting volleyball***  **2- Gymnastics –** *Flight* | 1- **Invasion Games**  *Support Play and formations*  *hockey*  *2-***Dance –** *Assembly performance* | **1-Swimming**  **2- Invasion games** *Shooting and keeping*  BV – The rule of law – ‘Rules of the game’ - netball | **1-Swimming** *set targets/improve performance*  **2- Invasion games** *Football*  BV – The rule of law – ‘Rules of the game’- football | **1-Athletics**  *Set targets, improve performance – running jumping and throwing*  **2-Gym**  *Bridges* | **1-OAA**  *Enfield Y5 scheme*  **2-Striking and Fielding**  *To know roles of bowler, keeper,**batter, fielder Developing a range of role and positional play* |
| Computing | **Programming/Debugging**  E-safety: Using the internet safely. How do you report inappropriate image  Programming focus: Use sequence, selection & repetition in programs:  Program: Code.org E  /chrome books | **Programming/Debugging**  E-safety: Using the internet safely. How do you report inappropriate image  Programming focus: Use sequence, selection & repetition in programs: Explore geometric and Islamic art  Program: Scratch  Cross Curriculur: Art  Computing room | **Physical Computing**  Esafety: What everyday technology relies on coding? (step counters, phones …)  Programing:  **Focus:** Creating a moving machine  **Program:**  Crumbl  Raspberry Pi  /chrome books | Complete Physical computing/ Start graphing and data | **Graphing and data**  E-safety: Data protection. How safe are you?  What happens when you take an online survey?  What happens when you are contacted by someone you don’t know?  Focus: data entry and presenting data  Program: J2e  Cross Curricular: Science/Maths /  Chromebooks - use | **Understand Computer Networks:**  Esafety:Problems withuploading home videos to the internet.  PHSE:Acceptable behaviour/ cyberbullying  Focus:Communication  & Collaboration  Sharing experiences & opinions; vlogging  Program: imovie  Ipad |
| Music | **Livin’ On A prayer-**  Play and perform in solo and ensemble contexts, using sign language.  **(Charanga)**  **Class assembly Songs-**Children will be rehearsing and performing a range of songs with corresponding actions. | **Classroom Jazz-**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **(Charanga)** | **Make You Feel My Love-**  Children will learn to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.  **(Charanga)** | **The Fresh Prince of Bel-Air-**  Learn, improvise and compose a rap using inter-related dimensions of music.  **(Charanga)** | **Dancing In The Street**-Develop an understanding of the history of motown music.  **(Charanga)** | **International Day Song -** To learn, sing and perform a traditional cultural song. |
| MFL | On y va (All aboard)  c.f. Le Metro | Colours  Face descriptions | L'argent de poche (Pocket money) | In the classroom  La Meteo | Raconte-moi une histoire! (Tell me a story!) Sleeping Beauty | The weather  Where I live  Celebrations – Bastille Day  Movies |
| PSHE | Internet & E-safety  Be Proud of Who You Are Week  Anti-racism  Individual Liberties. Rights and responsibilities  Welcoming & belonging  Teamwork  Giving praise and positive feedback | Body image and the media  Positive physical and emotional health  Raising concerns and helping friends in need  Different communities  Schools abroad  Democracy, government and politics | Review E-safety  Forgiveness and friendships  Understanding embarrassment  Consequences of teasing and bullying  Importance of anger management | Legal and illegal drugs (including tobacco and alcohol)  Attitudes to drugs  Peer Pressure  Healthy lifestyle choices: judging risk | Review E-safety  Campaigns and media influence  Talking about puberty  Male and female changes  Puberty and hygiene | Celebrating Differences & Tackling Homophobia  Foreign currency  What influences spending?  Saving money  Changing schools |
| Enrichment Opportunities |  | **Sealife** | Worship Visit-Mosque |  |  | History Day: **Vikings** Place of |