Through our curriculum we teach our Christian values: hope, wisdom, community and respect so that our children are prepared spiritually, morally and culturally for a life in modern Britain.

| | <u>Term 1</u> | <u>Term 2</u> | <u>Term 3</u> | <u>Term 4</u> | <u>Term 5</u> | <u>Term 6</u> |
|---------------------|---|---|---|---|--|---|
| <u>Topic:</u> | Ever changing Britain. | | WW2: Bunkers, bombs and the Blitz. | | Extreme Earth. | |
| English: | Persuasive speeches writing to persuade Writing persuasive letters about the Refugee crisis writing to persuade | Fact pages(Anglo Saxons)- double page spread writing to inform Newspaper reports (Anglo Saxons - discussion text)- non chronological report writing to discuss | Poetry- flight poetry and the unsung heroes Writing to entertain Diary entry writing to inform. | Narrative- evacuee story (Writing to entertain) | Poetry- life is a river Writing to entertain | Thriller narrative- the sequel to Floodland (find a compass and use directions in story) Writing to entertain |
| <u>Topic texts:</u> | Boy at the back of the Class by Onjali Rauf. Martin Luther King's speeches. The Journey by Francesca Sanna (refugee picture book) | Freedom for Bron, the boy who saved a kingdom by N.S Blackman | Letters from the lighthouse by Emma Carroll. Tail- End Charlie by Mick Manning (comic style picture book) | The Lion above the door by Onjali Rauf. | Floodland by Marcus Sedgwick. | The nowhere emporium by Ross MacKenzie. |
| <u>Geography :</u> | General Geography skills. | Where did the Anglo- Saxons | Identify allies and axis in WW2 on a map. | | Understand how a river is formed and its key features. | |

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| | | arrive from and travel to? | | | Understand the impact of flooding and how they happen. Locate rivers in the UK. Identify the key features of a mountain range and know how mountains are formed. Compare physical properties of England to Switzerland. | |
|-----------------|--|--|---|---|--|---|
| <u>History:</u> | | Anglo Saxons- Britain's settlement by Anglo- Saxon and Scots. | WW2 – a significant turning point in British History. London in the Blitz. | | | |
| <u>Maths:</u> | Place value Addition and subtraction | Multiplication and division Fractions | Multiplication and division Decimals and percentages | Fractions Statistics Perimeter and area | Shape Position and directions Decimals | Negative numbers Converting units Volume |
| <u>PSHE:</u> | Norton's expectations and behaviours. Rights and responsibilities, including British values. | Feelings and friendships. Health. | Safety and risk, including E Saftey. Careers and aspirations. | Health and illness. Identity and equality, including SEMH. | Money and economics. Feelings and friendships. | Health, relationships, sex, education (HRSE) |
| <u>Music:</u> | Song: Make you feel my love. | Song: The three note Bossa. | Song: Fresh Prince of Bell air. Focus: pulse, rhythm, pitch, improvisation. | Song: Dancing in the street. | Song: Livin' on a prayer. | Reflect, rewind and replay- consolidation of the year. |
| French: | Getting to know you. | All about ourselves. | Food | Family and friends | School life | Time travelling. |

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| Computing: | Computing systems and networks- sharing information | Digital media- video editing. | Digital media- vector drawing. | Selection in physical computing- programming. | Flat file databases- data and information. | Selection in quizzes- programming. |
|-----------------|--|---|---|---|--|--|
| <u>Science:</u> | Earth and Space | Forces | Properties of materials. | Irreversible and reversable reactions. | Sustainability. | Life Cycles |
| Art and DT: | Banksy: graffiti writing- mono printing | Bayeux tapestry inspired sewing. | Use Henry Moore's style to use chiaroscuro skills to sketch artefacts from WW2. | Fashion- make do and mend, taking inspiration from Christopher Raeburn. | Compare work of Trompe- L'oeil from 1874 to illusion artwork today. Use perspective sketching to create artwork linked to rivers. | Electricity- flood alarms. |
| <u>RE:</u> | UC Unit 2B.1 – God (What does it mean if God is holy and loving?) | What does it mean to be a Muslim in Britain today? (GASRE) | Why is the Torah so important to Jewish people? (GASRE) | UC Unit 2B. 6 – Salvation (What did Jesus do to save human beings?) | Unit 2B.4 – Incarnation (Was Jesus the Messiah?) Unit 2B.5 – Gospel (What would Jesus do?) | What matters most to Humanists and Christians? (C, M/J, NR) |
| <u>Trips:</u> | Literature Festival. Swimming | Anglo Saxon day (DT day and dress up) | Visit from a local historian. | | River trip to Tewkesbury. | Cheltenham Music Festival. |