

	Autumn	Spring	Summer
Whole School Themes	Story Telling Curious Minds	Building for the Future Getting Creative	Healthy Habits Lights, Camera, Action
<b>English</b>			
Recap and teaching of all KS2 Grammar Objectives			
<b>English</b>	<p><b>Suggested texts:</b>                      Texts that raise issues such as The Great Kapok Tree, The Explorer, Newspaper.                      Flashback Stories: Hajj, excerpts from Harry Potter.                      Instructional Texts.                      Information texts linked to Science and History.</p> <p><b>Writing Outcomes</b>                      Free Verse Poetry                      Autobiographies and Biographies-                      Naturalist/Scientist                      Flashback Stories- bullying                      Discussion Texts- deforestation                      Non- Chronological Report- animals                      Letters, diaries, character and setting descriptions</p>	<p><b>Suggested texts:</b>                      Letters from the Lighthouse, The Highwayman, Information texts linked to History.</p> <p><b>Writing Outcomes</b>                      Explanation Texts- Cracking Contraptions                      Narrative writing including poetry.                      Non-Chronological report- Crime and Punishment                      Newspaper Report- The Highway man                      Letters, diaries, character and setting descriptions.</p>	<p><b>Suggested texts:</b>                      Journey to Jo'burg                      Information texts relating to London, theme parks and adverts.</p> <p><b>Writing Outcomes</b>                      Persuasive writing- London and theme parks.                      Information texts- London                      Poems with Imagery                      Narrative writing- alternative chapter or ending.</p> <p>SAT'S Revision</p>
	<b>Maths</b>		
<b>Maths</b>	<p><u>Number</u>- Place Value, Addition and Subtraction, Multiplication and Division                      Fractions                      Geometry- Position and direction</p>	<p><u>Number</u>- Decimals, Percentages, Algebra, Ratio &amp; Statistics                      Measures                      Shape</p>	<p>SATs REVISION                      Yr 7 Transitional work</p>

## Science and Technology

<b>Science</b>	<p><b>Working scientifically</b> - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
	<p>Living things and their habitats-including Classifications and microorganisms</p> <p>Evolution- Including- Inheritance, Adaptations &amp; theory and evolutions.</p>	<p><u>Animals including humans</u>- Including- Circulation, respiration, diet and exercise, puberty. Comparing animals to humans.</p> <p><u>Healthy Bodies</u>- Balanced diet, food groups, &amp; muscles. Investigating exercise on our bodies.</p>	<p><u>Electricity</u>- Circuits and symbols,&amp; circuit investigations.</p> <p><u>Light</u>- Reflecting, refractions, spectrums and shadow theatre.</p>
<b>Computing</b> (Themes from the “Knowsley” computing scheme)	E-safety		
	<p>Online Safety Dilemmas</p> <p>My Online Life</p>	<p>VR Words</p> <p>Crossy Roads Planning</p>	<p>Quiz Show Hosts</p>
<b>Design Tech</b>	<p><u>Textiles</u>- Cushions based on Mayan patterns</p>		<p>DT- Electrical systems and circuits- fairground rides.</p>

## Humanities

<b>History</b>	<p><b>The Mayans:</b> Including Mayan writing, number system &amp; religion.</p>	<p><b>Crime and Punishment-</b> through the ages – including- Roman and Anglo Saxon punishments Victorian punishments and transportation.</p>	<p>Key events in London’s history</p>
<b>Geography</b>	<p><b>South America (Brazil) :</b> Human and physical features of Brazil, time zones around the world with a focus on South America &amp; using maps to locational knowledge.</p>	<p><b>Rivers :</b> Where would a river’s journey take me? The features and journey of a river, how rivers are used and their effect of the environment and an in-depth study of a major river. 8 point compass, 4 and 6-figure grid references.</p>	<p><b>The U.K and London:</b> Why did a settlement grow up around London?</p>
<b>R.E.</b>	<p><b>Christianity :</b> God - Is life like a journey? <b>Buddhism :</b> If life is like a journey, where does it end?</p>	<p><b>Christianity :</b> The Church- How do religions mark signposts on a journey? <b>Islam :</b> What should our attitudes be on our journey?</p>	<p><b>Christianity:</b> Jesus- Can people really change? <b>Comparing religions :</b> What is happiness? How different are we?</p>
<b>MFL</b>	<p><b>French :</b> Time/Everyday life Where I live Christmas</p>	<p><b>French :</b> Sport Feelings &amp; Opinions</p>	<p><b>French :</b> Going to a restaurant Performances</p>

## The Creative Arts (Art, Music, Dance, Drama)

<b>Dance and drama</b>	<b>Drama</b> – Hot seating, conscience alley-related to texts.	<b>Drama</b> - Debating over punishments <b>Dance</b> - Push, Pull, Turn, Go	<b>Drama</b> - KS2 performance <b>Dance</b> – Identity/KS2 Production
<b>Art</b>	Painting (colour)- observational drawing linked to rainforests and animals. Print (line)- design Aztec pattern using cushions.	Inks and charcoal – The Highway man Collage3D (form/space)- Lighthouses	Drawing (texture/pattern)- London
<b>Music</b>	Medley Music consultant covering KS2 programme of study:- maintain a part whilst others are performing, improvise within a group, change sounds or organise them differently to change effects, compose music to meet specific criteria, use notation to record simple compositions, choose appropriate tempo for a piece of music, describe, compare and evaluate music using musical vocabulary, refine and improve compositions, contrast the work of a famous composer and explain preferences. Playing Keyboards		

## Health and Wellbeing

<b>PE</b>	Gymnastics Invasion games- hockey and basketball Rugby Orienteering	Invasion games- handball and netball Fitness Gymnastics	Athletics Net and Wall games Striking and fielding
<b>Life Skills</b> <i>Personal, Social and Health Education &amp; SUMO</i>	New Beginnings Say no to bullying	Goals- Our right to learn Changes and community cohesion	Health and well-being Enterprise and diversity
<b>Trips and Visitors</b>	Knowsley Safari Park Safety Central	Magistrate visitor	London Treat Trip
<b>School Values</b>	Compassionate - We care about others Open-minded - We try new things	Aspirational - We reach for the stars Happy - We have a positive attitude	Resilient - We have a go and don't give up Independent - We can do it!
<b>Whole School Celebration focus</b>	Harvest/Charity Assembly Christmas	Chinese New Year Easter	Cherry Tree Moving On
<b>British Values</b>	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions