

	TERM: Autumn 1							
	05.09.2022	12.09.2022	19.02.2022	26.09.2022	03.10.2022	10.10.2022	17.10.2022	
Wider curriculum (Our Heritage)	Introduction: countries of origin	Samuel Coleridge Taylor: Life and achievements	Samuel Coleridge Taylor Life and achievements	Samuel Coleridge TaylorLife and achievements	Samuel Colridge Taylor: Life and achievements	Marie Curie: Life and achievements	Marie Curie: Life and achievements	
RE	Introduction: A gift from God	The Christian Family	What does it mean to be part of a Christian Family?	To reflect on what it means to be part of a Christian Family	To know the symbols that are made at Baptism	To know the promises made at Baptism	To know that Baptism is a sacrament	
Science	Plants: Identify and describe the basic structure of a variety of common flowering plants, including trees.	Plants: To investigate how water is transported within plants.	Plants Explore the requirements of plants for life and growth	Plants Explore the requirements of plants for life and growth	Plants: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Plants: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Plants Recap, assessment and practical activity	
RSE/PSHE	PHSE: To value the different contributions that people and groups make to the community.	PHSE: to understand about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities -	PHSE: to understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes-	PHSE: to understand about prejudice; how to recognise behaviours/actions which	PHSE: to understand how people discriminate against others; ways of responding to it if witnessed or experienced	PHSE: to understand how people discriminate against others; ways of responding to it if witnessed or experienc ed	PHSE: to understand how people discriminate against others; ways of responding to it if witnessed or experienced	



History	Victorians: introduction and timeline sequencing the past (L.O. to develop chronologically secure knowledge and understanding of British, local and world history)	Victorians: Queen Victoria change and development (L.O. to address and devise historically valid questions about change. similarity and difference. Note connections, contrasts and trends over time)	Victorians: Comparing the rich and the poor Cause and effect (L.O. to describe some relevant causes for, and effects on, some of the key events and developments covered)	Victorians: life as a Victorian Child (child labour) Constructing the past (L.O. to identify details from several themes, societies, events and significant people covered in local, national and global history)	Victorians: life as a Victorian Child (School) Constructing the past (L.O. to identify details from several themes, societies, events and significant people covered in local, national and global history)	Victorians: Local area Significance and interpretation (L.O. to address and devise historically valid questions about significance; understand how our knowledge of the past is constructed from a range of sources)	Victorians: Local people planning and carrying out a historical enquiry (L.O. to construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms
Geography	Taught Autumn 2						
Computing	Online Safety: To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • To understand how the Internet can be used to help us to	Online Safety: • To consider if what can be read on websites is always true. • To look at a 'spoof' website. • To create a 'spoof' webpage. • To think about why these sites might exist and how to check that the information is accurate.	Online safety: To learn about the meaning of age restrictions symbols on digital media and devices. • To discuss why PEGI restrictions exist. • To know where to turn for help if they see inappropriate content or have inappropriate contact from others.	Spreadsheets: To add and edit data in a table layout. • To find out how spreadsheet programs can automatically create graphs from data.	Spreadsheets: To introduce the 'more than', 'less than' and 'equals' tools. • To introduce the 'spin' tool and show how it can be used to count through times tables.	Spreadsheets: To introduce the Advanced mode of 2Calculate. To learn about describing cells using their addresses.	Spreadsheets: To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses.



	communicate effectively. • To understand how a blog can be used to help us communicate with a wider audience.						
PE	Cross Country	Cross Country	Cross Country	Cross Country	Dance	Dance	Dance
Art	Drawing – self portraits study of Chuck Close: Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, from various ethnicities.	Drawing – self portraits study of Chuck Close: Know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times, for different purposes.	Drawing – self portraits create own portrait in the style Chuck Close: Know the names of different tools, techniques and formal elements (vocabulary) Plan, refine and alter their drawings as necessary Make larger scale drawings from observation or imagination.	Drawing – self portraits create own portrait in the style Chuck Close Share ideas Use shadows, cross hatching, shading lightening and darkening colours whilst using black and white. Plan, refine and alter their drawings as necessary.	Drawing – self portraits create own portrait in the style Chuck Close Plan, refine and alter their drawings as necessary Represent feeling through human form.	Drawing – self portraits create own portrait in the style Chuck Close share ideas Alter their drawings as necessary Identify what they might change in their current work or develop in their future work. annotate sketchbook.	Drawing – self portraits create own portrait in the style Chuck Close share ideas and evaluate Review what they and others have done and say what they think and feel about it annotate sketchbook.
DT		Taught Autumn 2					
Music	ENO project	ENO project	ENO project	ENO project	ENO project	ENO project	ENO project



	Cultural	River Boat Clipper - Victorians				
	capital					
0	pportunities					
F	ocus weeks					