

6	Half Term 1 1/9/20-23/10/20 8 weeks	Half Term 2 2/11/20-18/12/20 7 weeks	Half Term 3 4/1/21-12/2/21 6 weeks	Half Term 4 22/2/21-1/4/21 6 weeks	Half Term 5 19/4/21-28/5/21 6 weeks	Half Term 6 7/6/21-21/7/21 6 weeks 3 days
Whole Academy Theme	Being me in my world ... PSHE Geography: Grand Canyon	Celebrating difference PSHE History: WW2	Time travellers History: Vikings	The nature of life Science	The World We Live In Geography: Polar Regions	Eat Well, Move More we're going to the Olympics Science: Cardiovascular system History: Islamic Civilisation
Name of year group project	Being me in my world	What is right and what is wrong?	Vicious Vikings	Light	Polar regions	Islamic Civilisation
'Hook' – first-hand experience	Drama activity	Holocaust museum	Viking Workshop	A world without light	Cinema – Nature documentary	Residential?
Parental engagement event/session/exhibition	Performance of writing with music – recorded for website	Shared art project on what we have learned from war	Horrible histories show	Dragon's den pitch	Expedition walkthrough	End of primary performance
Curious Questions	Where is the grand canyon? What is a biome? How are animals grouped?	How did the war start? Did anyone really win? What can we learn from the past?	What did the Vikings provide for us? How did the Vikings live?	How do we see light? How does light travel?	Why are there different time zones? What impact does climate have on life?	Who am I? Who do I want to be? How can I make myself better?
PSHE – Jigsaw 9 habits	Being me in my world <i>September – Who am I? October – Who am I becoming?</i> Look at how Covid-19 has impacted on lives – both positive and negative Setting goals and expectations Understand there are rights for all children in the world Understand how behaviour impacts on others	Celebrating difference <i>November – Being hopeful December – Being joyful</i> Being Welcoming Team Work Including everyone Understand disabilities What is 'normal'?	Dreams and goals <i>January – Being patient and preserving February – Compassionate</i> Likes and dislikes Respecting differences Appreciating positive feedback Knowing how to make the world a better place	Relationships <i>May – self control</i> Who is important in children's lives? Learn to cope with loss Know how to deal with control and feeling empowered	Changing me <i>June – Humble/humility July Honesty</i> Knowing how my body changes Understanding how other peoples' bodies change Dealing with change: moving to secondary	Healthy Me <i>March – Forgiving April – Considerate</i> Learn about the impact of drugs on the body (science) Using basic emergency aid Acknowledging stress triggers Awareness of mental health
Safeguarding	UNICEF Rights of the child. -Having a voice -Impact of Covid	Normality -Bullying -Living with a disability -Peer pressure online – where to get help (prevent)	-Identifying problems that concern me -Self-esteem	-Hygiene – personal hygiene	Keeping safe and having healthy relationships Forced marriage -Domestic abuse Who to talk to when relationships are not healthy	Choice: what choices do I have with my body? Operations including FGM and plastic surgery
Key Text	The Last Wild – Piers Torday	The Boy In Striped Pyjamas - Boyne	She Wolf – Dan Smith	Evernight	Wild animals of the north-Dieter Braun	Ghost – Jason Reynolds

<p>English (Reading)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read by predicting what might happen from details stated and implied.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Provide reasoned justifications for their views.</p>					
<p>English (Writing)</p>	<p>Narrative News report</p>	<p>Setting description Debate</p>	<p>Non-chronological report</p>	<p>Persuasion Character description</p>	<p>Information booklet</p>	<p>Letter</p>
<p>SPaG/Phonics</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>How words are related by meaning as synonyms and antonyms.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices repetition of a word or phrase, grammatical connections</p>	<p>How words are related by meaning as synonyms and antonyms</p> <p>Use of the colon to introduce a list.</p> <p>Punctuation of statements to list information.</p>	<p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Spell some words with 'silent' letters</p>	<p>Use a thesaurus.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>	<p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>
<p>Maths</p>	<p>Number: Place value</p> <p>Number: addition, subtraction multiplication and place value</p>	<p>Number: addition, subtraction multiplication and place value</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p>	<p>Number: Decimals</p> <p>Number: Percentages</p> <p>Number: algebra</p>	<p>Measurement: converting units</p> <p>Measurement: perimeter, area and volume</p> <p>Number: ratio</p>	<p>Geometry: properties of shape</p> <p>Problem solving</p>	<p>Statistics</p> <p>Graphs</p>
<p>Science</p>	<p><u>Living Things and their Habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Read, spell and pronounce scientific vocabulary accurately</p>	<p><u>Evolution</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identity how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><u>Light</u> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same</p>	<p><u>Animals including Humans</u> Identify and name the main parts of the human circulatory system and describe the functions of the hearts, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals including humans.</p>	<p><u>The Science of Sport</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>

		<p>Explain a conclusion from an enquiry. Explain causal relationships in an enquiry. Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory</p>	<p>Measure accurately and precisely using a range of equipment. Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use the outcome of test results to make predictions and set up a further comparative fair test. Report findings from enquiries in a range of ways.</p>	<p>shape as the objects that cast them.</p>		<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
<p>Foundation subjects</p> <p>Computing Art Design and technology History Geography Music PE RE</p>	<p>Geography: Grand Canyon Describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Name the largest desert in the world and locate desert regions in an atlas.</p> <p>Computing: Bridge curriculum</p> <p>Art: e-resources to create images of animals found in the different biomes of the Grand canyon</p> <p>PE Games - cricket</p> <p>Music: sing in harmony confidently and accurately (Fleetwood Mac? – Arizona link?)</p> <p>RE Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings</p>	<p>History: WW2 I research in order to find similarities and differences between two or more periods of history.</p> <p>I know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I know about the main events from a period of history, explaining the order of events and what happened.</p> <p>Computing I follow the school's safer internet rules.</p> <p>I can make safe choices about the use of technology.</p> <p>I can select, use and combine software on a range of digital devices.</p> <p>I can use a range of technology for a specific project.</p> <p>DT project Make do and mend Consider culture and society in my plans and designs.</p>	<p>History: Vikings I know that Britain was invaded on more than one occasion. I know that the Anglo-Saxons and Vikings were often in conflict. I know how to use a timeline to show when the Vikings raids started. I know why the Vikings often overpowered the Anglo-Saxons. I show on a map where the Vikings came from and where they invaded our country. I know that many Vikings came to our country as peaceful farmers.</p> <p>PE Gymnastics</p> <p>Computing I understand I should not publish other people's pictures or tag them on the internet without permission.</p> <p>I know that content put online is extremely difficult to remove. I know what to do if I discover something malicious or inappropriate.</p>	<p>Geography – Natural Resources</p> <p>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</p> <p>I know why some places are similar and dissimilar in relation to their human and physical features.</p> <p>Computing <u>Algorithms and programming</u> I can design a solution by breaking a problem up. I recognise that different solutions can exist for the same problem. I can use logical reasoning to detect errors in algorithms. I can use selection in programs. I can work with variables. I can explain how an algorithm works. I can explore 'what if' questions by planning different scenarios for controlled devices.</p> <p>Music I can analyse features within different pieces of music.</p>	<p>Geography – Polar Regions I know why some places are similar and dissimilar in relation to their human and physical features.</p> <p>I know how time zones work and calculate time differences around the world.</p> <p>Art Polar art image with animals in habitats. I can explain why I have used different tools to create art.</p> <p>I can explain why I have chosen specific techniques to create my art.</p> <p>RE Discover and explore what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other</p> <p>PE Football</p> <p>Music I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p>	<p>History – Islamic Civilisation I know that many of the early civilizations gave much to the world.</p> <p>RE Pupils use local and national census statistics to develop accurate understanding of the religious plurality of Sheffield and Britain</p> <p>PE Orienteering</p> <p>Computing I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources. I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.</p> <p>MFL – German</p>

	<p>that arise from them in different religions.</p> <p>Look at the Bible, Torah and Qur'an as sources of wisdom for different communities. Respond to ideas from the text with ideas of their own</p>	<p>Test and evaluate my products.</p> <p>Work within a budget</p> <p>Music & PE Look at WW2 performances – impact of venue. Dance performance</p> <p>MFL – German</p> <p>RE Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. Look at the Bible, Torah and Qur'an as sources of wisdom for different communities. Respond to ideas from the text with ideas of their own. Consider the Ten Commandments and the Five Pillars of Islam, expressing thoughtful ideas about what is right and wrong.</p>	<p>Create spreadsheet – Viking link?</p> <p>RE Investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own</p> <p>MFL – German</p>	<p>RE</p> <p>List and describe similarities and differences between the ways different communities show that they belong</p> <p>DT – Science link Use market research to inform my plans and ideas. Follow and refine my plans. Justify my plans in a convincing way.</p> <p>MFL – German</p>		
Festivals and celebrations	<p>Black History Month (begins 1 October)</p>	<ul style="list-style-type: none"> • Hallowe'en (31 October) • Guy Fawkes Day (5 November) 	<ul style="list-style-type: none"> • World Religion Day (19 January) • Dr Martin Luther King Jr Day (20 January) 	<ul style="list-style-type: none"> • World Book Day (5 March) • British Science Week begins (6 March) 	<ul style="list-style-type: none"> • Stephen Lawrence Day (22 April) • Ramadan begins (24 April) • May Day (1 May) • Ramadan (ends 23 May) • Eid ul-Fitr begins (24 May) 	<ul style="list-style-type: none"> • World Environment Day (5 June) • Anniversary of D-Day (6 June)
Whole Academy events	<p>Parent talks on PPT online Parents evening</p>	<p>Christmas Production Theatre visit Christmas Dinner Road safety Week</p>	<p>Chinese new year Parents evening</p>	<p>Mother's day dinner World Book day Sports relief</p>	<p>St Georges day Sheffield Book awards</p>	<p>Sheffield Book awards continued Father's day dinner Summer celebration -TBC Sports day</p>