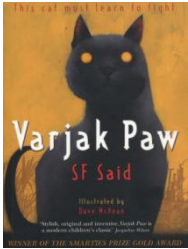

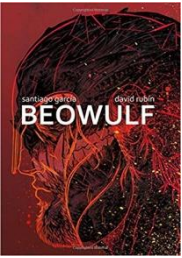
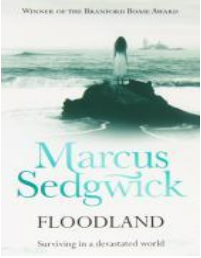
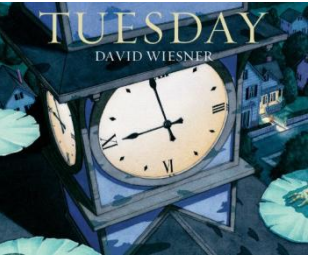

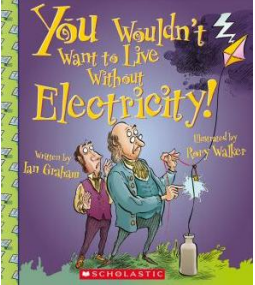
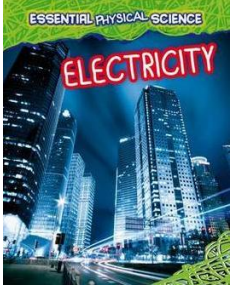

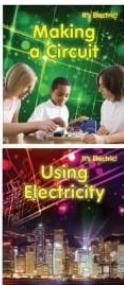
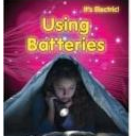
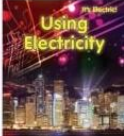
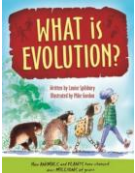
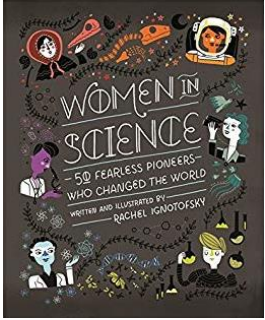
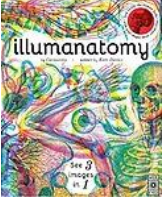
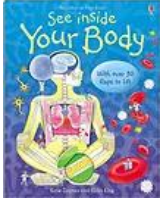
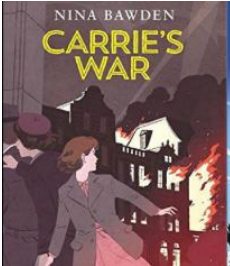
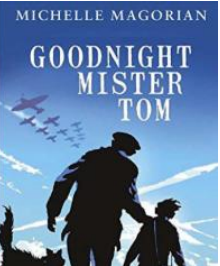

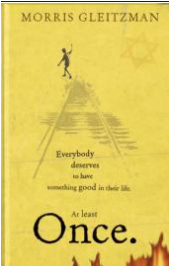
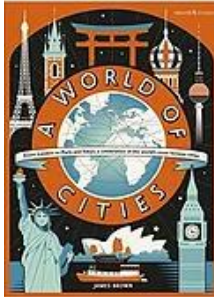



Our Four Curriculum Drivers						
Life skills		Applying Maths and English Skills		Raising Aspirations		Experiences
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	Does history repeat itself?		How has our planet changed?	How can we look after ourselves?	Enterprise Project	Am I ready for high school?
Trip / Visitors	Peace Museum Visitor War Grave Cemetery Visit		Yorkshire Wildlife park Visitor - Biologist		Residential - London	Transition visits / Yorkshire Media & Science Museum
English – Talk 4 Writing  Spelling Headstart Primary Spelling – Year 6	Varjak Paw 	Alice in Wonderland 	Beowulf 	Floodland 	Tuesday 	PSHE - The Arrival 
Maths	Singapore Maths – See Separate Planning					
Science	Working Scientifically runs through all science topics					
	<p><b>Electricity</b></p> <p>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><b>Light</b></p> <p>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 and then to our eyes, use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>      		<p><b>Evolution and Inheritance</b></p> <p>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, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>Living things and their habitats</b></p> <p>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, give reasons for classifying plants and animals based on specific characteristics.</p> 	<p><b>People in Science</b></p> <p>Children will study how specific people have influenced scientific thinking including those from the local area and with a focus on female scientists.</p> 		<p><b>Animals including humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, 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>  
History	<p>Place historical events chronologically and summarise the main events of WW2. Summarise how Britain has had a major influence on the world. Identify and explain differences, similarities and changes between different periods of history. Explain propaganda.</p>    					

Linked to SRE

Geography	Name and locate countries and cities of the UK 		How have some human and physical characteristics of the UK changed over time?			Geographical skills and fieldwork  Use the 9 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. -Plan their route to their new school -
Computing	Media – Life Skills	Data Handling	Information Literacy	Media	Computer Science - Programming	
R.E	Why are there different beliefs in god? Christianity, Islam and Sikhism		Why are certain people, places and times sacred? Christianity, Islam and Sikhism		Why do people need to express their beliefs? Christianity, Islam and Sikhism	
PSHE	Working Together/ Drug Education	Understanding and managing our feelings (includes Anti-bullying week)	Rights and Responsibilities	Healthy Lifestyles Drug Education	Being Me	Keeping Safe + SRE
P.E	Invasion Games	Gymnastics	Striking & Fielding	Net & Wall Games	Invasion Games Gymnastics	Athletics
D&T	Anderson Shelters Design, Make and Evaluate using technical knowledge					Design, make and evaluate props for the end of year performance
Cooking				Healthy, nutritious cooking focusing on healthy and varied diet		
Art					Esher Using pencil and watercolours	
MFL - French	<a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3</a>					
	Unit 15 – Our School		Unit 16 – Then and now		Unit 17 – Creating a cafe	
Music – Charanga 	I'll be there	Classroom Jazz 2	A New Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay
Enterprise		Make decorations to sell at the Christmas fair				Make something to sell at the Summer fair