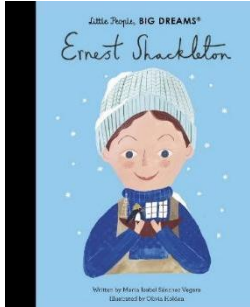


<p><u>History</u> <i>World War Two</i> <i>Why did Britain have to go to war?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p><u>Science</u> <i>Electricity – What powers our world?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • 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>Scientific Enquiries:</p> <ul style="list-style-type: none"> • Where does electricity come from and how many ways can it be created? (research) • What effects the brightness of a bulb? (comparative and fair testing) <p><i>Light – Is that really me in the mirror?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • 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 shape as the objects that cast them. <p>Scientific Enquiries:</p> <ul style="list-style-type: none"> • Light travels in straight lines. True or false? Prove it (pattern seeking) • How many different colours can white light be split in to? (research) 	<p><u>Geography</u> <i>How is life changing for Kenyans?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<p><u>Computing</u> <i>Computer Networks: HTML</i></p> <ul style="list-style-type: none"> • Understand what HTML is and recognize HTML tags 	<p>Ernest Shackleton Summer Curriculum</p>	<p><u>R.E</u> <i>What place does religion have in our world today?</i> Religions covered: Interfaith/ personal project</p>

<ul style="list-style-type: none"> ● Know a range of HTML tags and remix a web page ● Create a webpage using HTML 			
<p>PSHE <i>Living in the Wider World</i></p> <ul style="list-style-type: none"> ● What is money? ● Different attitudes about money ● Keeping safe ● New schools and classes: transition <p>Relationships Education</p> <ul style="list-style-type: none"> ● Bullying or teasing ● Consent ● Attraction and crushes ● Human reproduction 			<p>P.E <i>Athletics and Cricket</i></p> <ul style="list-style-type: none"> ● Use running, jumping, throwing and catching in isolation and in combination. ● Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
<p>Art <i>Drawing</i> <i>Painting</i> <i>Printmaking</i> <i>Artist: Peter Blake/Andy Warhol</i></p> <ul style="list-style-type: none"> ● Drawing self portraits focusing on ton and proportion. Reflect aspects of their personality or interests in their self-portraits. ● Using paints to understand the effect created by pop art painters. ● Exploring the works of Warhol/Blake and how they are a key figure in pop art. <p>History link – How does British pop art fit</p>	<p>Design Technology <i>Electrical Systems- steady hand game</i></p> <ul style="list-style-type: none"> ● Learn about skills developed through play and apply this knowledge in a survey of one or more children’s toys. ● Create a secure base for their game, with neat edges, that relates to their design. ● Make and test a functioning circuit and assemble it within a case. 	<p>Music <i>Music and Me</i> <i>End of year performance</i></p> <ul style="list-style-type: none"> ● Listen and appraise ● Performance 	<p>MFL <i>Visiting a town in France</i></p> <ul style="list-style-type: none"> ● Describe routes to school using pictures and word cards. ● Follow simple directions accurately. ● Describe the relationship between places using a preposition. ● Put modes of transport into a simple sentence ● Use modes of transport to build sentences about going to places. Begin constructing negative sentences correctly. ● Learn to say and read places in a town.

into narratives of migration and journeys after WW2?			
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