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| **History*****World War Two******Why did Britain have to go to war?*** Knowledge: * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
 | **Science** ***Electricity – What powers our world?*** Knowledge:* 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.

Scientific Enquiries: * 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)

***Light – Is that really me in the mirror?***  Knowledge:* 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.

Scientific Enquiries: * Light travels in straight lines. True or false? Prove it (pattern seeking)
* How many different colours can white light be split in to? (research)
 | **Geography** ***How is life changing for Kenyans?*** Knowledge: * 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
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| **Computing*****Computer Networks: HTML**** Understand what HTML is and recognize HTML tags
* Know a range of HTML tags and remix a web page
* Create a webpage using HTML
 | **Ernest Shackleton** **Summer Curriculum** Ernest Shackleton (45) (Little People, BIG DREAMS) : Sanchez Vegara, Maria  Isabel, Holden, Olivia: Amazon.co.uk: Books | **R.E*****What place does religion have in our world today?***Religions covered: Interfaith/ personal project |
| **PSHE*****Living in the Wider World*** * What is money?
* Different attitudes about money
* Keeping safe
* New schools and classes: transition

***Relationships Education**** Bullying or teasing
* Consent
* Attraction
* Human reproduction
 | **P.E*****Athletics and Cricket**** 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.
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| **Art*****Drawing******Painting******Textiles*** ***Artist: Printmaking*** * Drawing self-portraits focusing on tone 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.

**History link –** How does British pop art fitinto narratives of migration and journeys after WW2? | **Design Technology** ***Electrical Systems- steady hand game**** 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.
 | **Music*****Music and Me******End of year performance*** * Listen and appraise
* Performance
 | **MFL*****In a French Classroom*** * Understand that every French noun is either masculine or feminine.
* Know that adjectives of size such as petit and grand are placed before the noun.
* Know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.
* Know that accents in French can change the sound of a letter.
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