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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 |
| **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. |
| **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 fit  into 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. |