






D window into our plans for learning: Half termly planner Autumn 1


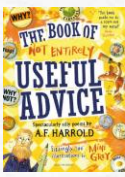
Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	How we express ourselves		An appreciation of creativity and imagination	Art forms provide different ways to express and experience emotions and perspectives	1. How people draw on their experiences to interpret Art (Form) 2. Interpreting the ways people communicate about themselves (Perspective) 3. Connections between the arts, media and emotions (Connection)	Audience Creativity Culture
Core Texts		Humanities	Local History	PE	Invasion games Hockey	
English	<p><u>Writing Genre</u> Letter/Egyptology books</p> <p><u>Spellings</u> Ambitious synonyms -ce/ -cy/ -se/ -sy -ance/ -ancy -ent into -ence/ eency</p> <p><u>GAP</u> Noun phrases/ model verbs and subjunctive mood/ suffixes- nouns and adjectives to verbs/ relative clauses/ commas</p>	Cooking	Hygiene and Safety kitchen rules & PPE to get ready to cook independently. Using appliances / equipment independently and explain techniques	PSHRE and British Values	<u>Self-Care, Support and Safety</u> Trust	
Maths	Place value All four operations	Art & DT	2D drawing to 3D making	Careers	<u>Enabling the Self-Growth Mindset</u> Asking learning questions Exploration into achievements and experiences	
Science	Electricity and Magnetism Circuits; the effect of voltage on components	Computing	<u>Creating media</u> 3D modelling			





D window into our plans for learning: Half termly planner Autumn 2





Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	How we express ourselves	 Sustainable cities and communities	The ways in which we discover and express ideas, feelings, nature, culture beliefs and values	Expressions of feelings and ideas can take many forms, influenced by our culture and media	1. The purpose of story-telling (Causation) 2. The use of symbols and signs in different cultures (Function) 3. The role characters play in building a story (Connection)	Symbols Aesthetic identity

Core Texts	 	Humanities	Local History	PE	Basketball/Netball
English	<p><u>Writing Genre</u> Autobiography/ Persuasive</p> <p><u>Spellings</u> -able, ably, word families/ creating diminutives</p> <p><u>GAP</u> Pronouns and possessive pronouns/ Adverbs/ Prefixes/ Subordinating conjunctions and clause uses</p>	Cooking	Ingredients & Tasting Know and demonstrate how ingredients need to be prepared before they are eaten	PSHRE and British Values	<u>Self-Care, Support and Safety</u> Keeping safe online
Maths	<p>Fractions</p> <p>Converting units</p>	Art & DT	Activism	Careers	<u>Enabling the Self-Growth Mindset</u> Growth Challenges Develop creative imagination Activity Focus
Science	Living Things in their Environment Classification	Computing	<u>Computing systems and networks</u> Communication and collaboration		





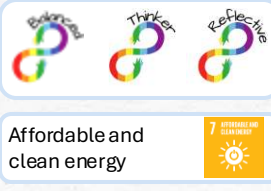

D window into our plans for learning: Half termly planner Spring 1

Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	How we organise ourselves	 Quality education 	Systems, Structures and Networks of organisations	Education is an integral part of a pathway to achieving aspirations in employment	1. How education supports choice in employment. (Function) 2. How education and skills for employment have developed over history resulting in a differing workforce and livelihoods (Change) 3. The responsibility of society to provide equitable access to education and employment for all (Responsibility)	Systems Structures
Core Texts	 	Humanities	Chronological knowledge unit-numbers through time	PE	Football/Rugby	
English	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <u>Writing Genre</u> Narrative </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <u>Spellings</u> Adding suffixes Words with a long e sound spelt ie, ei </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <u>GAP</u> Synonyms and Antonyms Adverbs to show possibility Root words/Hyphens Coordinating conjunctions </div> </div>	Cooking	Healthy Eating Know that different factors can affect food choices e.g. availability, cost, advertising, pressure.	PSHRE and British Values	<u>The World I Live In</u> Jobs people do	
Maths	<div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 100%;"> Ratio Algebra Decimals </div>	Art & DT	Brave colour	Careers	<u>Creating Opportunities/The Big Picture</u> Volunteer roles Making positive contributions in group work	
	Science	Life Processes and Organisation Circulation, diet and other factors that affect health	Computing	<u>Programming A</u> Variables in games		








D window into our plans for learning: Half termly planner Spring 2

Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>How we organise ourselves</p> </div>		<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Human systems and economic enterprise</p> </div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Economic Activities affect people and impact the world</p> </div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px;"> <p>1. Buying and Selling is an interconnected system (Function) 2. How Global economic interests drive the decision making process (Perspective) 3. Our power as consumers to effect change and avoid exploitation (Causation)</p> </div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Sustainability Innovation Rebalancing</p> </div>
<p>Core Texts</p> 	<p>Humanities</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Chronological knowledge unit-numbers through time</p> </div>	<p>PE</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Racket Sports Tennis/Badminton</p> </div>		
<p>English</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>Writing Genre</u> Newspaper report/Poetry</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>Spellings</u> Shuh after a vowel letter commonly spelt -cial, tial words with a soft c spelt ce</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>GAP</u> Subject and Object Ambiguity/ Hyphenated Compound words/ bullet points/ perfect form of verbs</p> </div> </div>	<p>Cooking</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Healthy Eating Know that different people need different amounts of energy.</p> </div>	<p>PSHRE and British Values</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p><u>Healthy Lifestyles</u> Heathy Eating</p> </div>		
<p>Maths</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px;"> <p>Fractions, decimals, percentages Area, perimeter and volume Statistics</p> </div>	<p>Art & DT</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Exploring identity</p> </div>	<p>Careers</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p><u>Creating Opportunities/The Big Picture</u> Communication between workers and customers Future jobs</p> </div>	
	<p>Science</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Evolution and Inheritance Fossil evidence; Adaptation and natural selection</p> </div>	<p>Computing</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p><u>Data and information</u> Introduction to spreadsheets</p> </div>		





D window into our plans for learning: Half termly planner Summer 1



Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	How the world works	 Climate action 	The natural world and its laws	The Earth and its atmosphere go through changes	1. How the earth has changed and continues to change (Form) 2. Why the earth changes (Responsibility) 3. The impact of changes in the Earth and its atmosphere on human and animal kind (change)	Conservation Space Protection
Core Texts		Humanities	Mountains, volcanoes and earthquakes	PE	Rounders/Cricket	
English	<u>Writing Genre</u> Narrative <u>Spellings</u> Nouns and Verbs <u>GAP</u> Direct and Reported Speech/Active and Passive Semi-colons and dashes to mark clauses/Format and informal speech and vocabulary/Layout devices	Cooking	Food and Farming Give examples of some foods made by animals	PSHRE and British Values	<u>Changing and Growing</u> Changes at puberty	
Maths	Shape Position and direction	Art & DT	Take a seat	Careers	<u>Explore Possibilities & Managing Careers</u> Job stereotyping Differences in jobs Listening to people about their jobs	
	Science	Materials and Matter States of matter, changes of state and the water cycle	Computing	<u>Creating media</u> Web page creation		





D window into our plans for learning: Half termly planner Summer 2

Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	How the world works	 Industry, innovation and infrastructure 	The impact of scientific and technological advances on society and on the environment	Humans use natural resources for their benefit; the exploitation of resources has increased over time as new technology has been developed	1. The nature of renewable energy and energy stores (Form) 2. How new technology allows exploitation of different energy resources (Connection) 3. As Humans our use of innovative resources has caused pollution and the impact of this on other species (Responsibility)	Technology Information transformation

Core Texts	 	Humanities	The USA	PE	Athletics/Adventure Activities
English	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>Writing Genre</u> Narrative</p> </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>Spellings</u> Synonyms and antonyms</p> </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>GAP</u> Verb tenses Editing and Evaluating Parenthesis- Brackets, Commas and dashes Formal and Informal writing/ Cohesion across paragraphs</p> </div> </div>	Cooking	Food and Farming Give examples of foods which grow in different places due to climate and conditions.	PSHRE and British Values	<u>Self-Care, Support and Safety</u> Public and private
Maths	Themed project and problem solving	Art & DT	Shadow puppets	Careers	<u>Balance in Life and Work</u> Saving and spending Responsibility of jobs at home
	Science	Energy and Waves Energy resources	Computing	<u>Programming B</u> Sensing movement	

