









E 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
	Who we are	 Reduced inequalities 	The nature of self (Identity)	People are unique; their identities are formed from diverse experiences and characteristics	1. How experiences can shape a person's identity (Causation) 2. How a person's identity changes through out their life (Change) 3. Societal perspectives of individual identities (perspective)	Identity Diversity Similarities and Differences
Core Texts		Humanities	Chronological knowledge before 1066	PE	Invasion games Hockey	
English	<div data-bbox="129 882 304 1034"> <p><u>Writing Genre</u> Recount/Explanation</p> </div> <div data-bbox="315 882 495 1034"> <p><u>Spellings</u> Statutory year 5 challenge words</p> </div> <div data-bbox="506 882 680 1034"> <p><u>GAP</u> From cold write highlight gaps and any skills not secure Plurals, prefixes and suffixes</p> </div>	Cooking	Hygiene and Safety for preparing to cook, during cooking and storage of food. Using appliances / equipment responsibly and demonstrate techniques	PSHRE and British Values	<u>Self-Awareness</u> Personal Strengths	
Maths	Sequences Algebraic notation and substitution Expression and equations	Art & DT	Animation The paper architect	Careers	<u>Enabling the Self</u> <u>Growth mindset</u> Learning Goals Celebrate and Recording achievements	
	Science	Life processes and organisation Cells	Computing	Clear messaging in digital media		






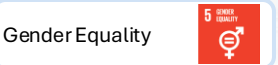
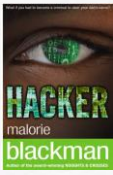

E window into our plans for learning: Half termly planner Autumn 2

Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	Who we are	 Peace, justice and strong institutions 	What it means to be human (Well-being)	People can be stereotyped according to their appearance and behaviour, and this may lead to discrimination	1. What is stereotyping and discrimination (Form) 2. How people's behaviours and appearances can lead to stereotyping (Function) 3. Our responsibility to challenge discrimination and stereotyping (Responsibility)	Self and others Diversity Beliefs and values
Core Texts		Humanities	Rivers and flooding	PE	Basketball/Netball	
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> Playscript/ Persuasive</p> </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>Spellings</u> Statutory year 6 challenge words</p> </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 30%;"> <p><u>GAP</u> Consolidation of anything not secure in. Fill any gaps in preparation for year 9 Comparison skills</p> </div> </div>	Cooking	Ingredients & Tasting Describe how to grow some foods and demonstrate the use of some of these as ingredients	PSHRE and British Values	<u>Self-Awareness</u> Prejudice and discrimination	
Maths	Place value, rounding, estimation and ordering Four operations Averages and range	Art & DT	Creating stories and building worlds	Careers	<u>Enabling the Self Growth mindset</u> Team player and Team Leader skills Sustained effort	
	Science	Material and matter Chemical reactions	Computing	<u>Programming essentials</u> In Scratch – Part I		






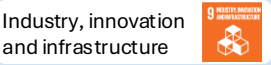
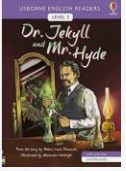
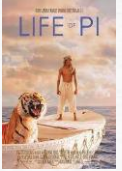
E window into our plans for learning: Half termly planner Spring 1

Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	Where we are in time and place	 	Interrelationships	Interrelationships within a community allow people to survive or thrive	1. Connections within a society (Connection) 2. How people work together to build and maintain positive peer relations (function) 3. Working together to build and maintain positive intergenerational relations (responsibility)	Connections Relationships Home
Core Texts	 	Humanities	Africa- comparing and contrasting locations	PE	Football/Rugby	
English	<p><u>Writing Genre</u> Narrative</p> <p><u>Spellings</u> Statutory spellings to be taught. Gaps from Year 6 to be closed.</p> <p><u>GAP</u> Consolidation of anything not secure in. Fill in any gaps in preparation for Year 9 silent letters, vowel sounds, hard and soft c, l before e rule</p>	Cooking	<p>Healthy Eating</p> <p>Know and understand the nutrients, carbohydrate, protein, fat, vitamins, minerals, fibre and water</p> <p>Explain the basic function of each nutrients.</p>	PSHRE and British Values	<p><u>The World I Live In</u></p> <p>Diversity/Rights and Responsibility</p>	
Maths	<p>Graphic data</p> <p>Fractions, decimals and percentages</p>	Art & DT	Community through design	Careers	<p><u>Creating Opportunities/The Big Picture</u></p> <p>Identifying new jobs and how my skills fit</p> <p>Good Impressions</p>	
Science	Forces Measuring forces, forces diagrams, resultant forces, speed	Computing	Networks from semaphores to the internet			








E 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
	Where we are in time and place	 	Discoveries of Humankind	Exploration can lead to discoveries, insights and new opportunities.	1. What are explorations and discoveries are and what motivates people to inquire (Form) 2. How life changes as a result of discoveries and movement (Change) 3. Opportunities, emotions and challenges as a result of discovery and change (Perspective)	Journeys Change Adaption
Core Texts	 	Humanities	Local History	PE	Racket Sports Tennis/Badminton	
English	<div style="display: flex; justify-content: space-around; font-size: small;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 20%;"> <u>Writing Genre</u> Diary/Poetry </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 20%;"> <u>Spellings</u> Statutory spellings to be taught. Gaps from Year 6 to be closed. </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 20%;"> <u>GAP</u> Consolidation of anything not secure in. Fill any gaps in preparation for Year 9. Commonly misused words and malapropisms. </div> </div>	Cooking	Healthy Eating Know and understand that food and drink is measured in kilojoules / kilocalories.	PSHRE and British Values	<u>Self Awareness</u> Skills for Learning	
Maths	Directed number Fractions of amounts Perimeter and area	Art & DT	Pattern	Careers	<u>Creating Opportunities/The Big Picture</u> Taking on roles in teamwork Life transitions and handling these	
Science	Life processes and organisational Reproduction	Computing	<u>Data and information</u> Modelling data using spreadsheets			








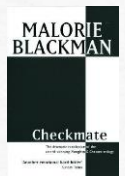
E window into our plans for learning: Half termly planner Summer 1

Curriculum Year A	Theme	Learner Values UNESCO link	Descriptor - An Inquiry into.....	Central Idea	Lines of Inquiry & Key Concept	Related Concepts
	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Sharing the planet</div>	 Partnership for the goals 	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">The natural world and its laws</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Our shared responsibility towards individual and collective human and planetary health and wellbeing - mutuality</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> 1. What strategies support conflict and resolution (Causation) 2. The connection between physical and emotional safety (Connection) 3. How understanding different perspectives can lead to sustainability (Perspective) </div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Sustainability Alternatives Hope</div>
Core Texts		Humanities	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">How well do you know the UK?</div>	PE	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Rounders/Cricket</div>	
English	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 30%;"> <u>Writing Genre</u> Imaginative/ Advertisement </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 30%;"> <u>Spellings</u> Statutory spellings to be taught. Gaps from Year 6 to be closed. </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 30%;"> <u>GAP</u> Consolidation of anything not secure in. Fill any gaps in preparation for Year 9. Basic demarcation, commas, colons, semicolons, </div>	Cooking	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Food and Farming Know which part of the plant different food comes from.</div>	PSHRE and British Values	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <u>Changing & Growing</u> Health & unhealthy relationship behaviour </div>	
Maths	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 45%;">Speed, distance and time</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 45%;">Properties of number</div>	Art & DT	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Environment</div>	Careers	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <u>Explore Possibilities & Managing Careers</u> Interesting jobs Tasks I would like Ideas about jobs I would like Gaining Knowledge </div>	
Science	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Earth in space Gravity, the Solar system and beyond</div>	Computing	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <u>Using media</u> Gaining support for a cause </div>			





E 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
	Sharing the planet	 Clean water and sanitation 	Rights and responsibilities	Critical thinking encourages viable, inclusive and equitable solutions to challenging situations	1. What are the challenging situations that are affecting the earth (Form) 2. How movement of people is a response to vulnerable situations – migration (Causation) 3. How do we make migration sustain able (Responsibility)	Justice Power relations Regeneration
Core Texts	 	Humanities	Tudor England	PE	Athletics/Adventure Activities	
English	<p><u>Writing Genre</u> Narrative/ Letter</p> <p><u>Spellings</u> Statutory spellings to be taught. Gaps from Year 6 to be closed.</p> <p><u>GAP</u> Consolidation of insecure topics. Fill any gaps in preparation for Year 9. Brackets and dashes, hyphens apostrophes, inverted commas.</p>	Cooking	Food and Farming Give some examples of foods from different animals	PSHRE and British Values	<u>The World I Live In</u> Taking care of the environment	
Maths	<p>Add and subtract fractions</p> <p>Angles and polygons</p>	Art & DT	Over-consumption	Careers	<u>Balance in Life and Work</u> Importance of wellbeing Labour division	
Science	Energy and waves Energy resources	Computing	<p><u>Programming essentials</u></p> <p>In Scratch – Part II</p>			

