

Year 5 Curriculum Overview 2023-24

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communications	English	<p>All curriculum objectives for Reading and Writing are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied, listed below. There will then be a main, independently written outcome.</p>					
		<p>Literary Curriculum - Kasper The Prince of Cats</p> <p>Outcomes: Character descriptions, reports, letters, advertising leaflet, balanced report</p> <p>Main outcome: Newspaper article</p> <p>Children will create a range of fiction and non-fiction writing opportunities including letter writing, narrative writing, an alternative ending, newspaper articles, recounts and researching The Titanic and its voyage.</p>	<p>Literary Curriculum - The Man Who Walked Between the Towers</p> <p>Outcomes: Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech</p> <p>Main outcome: Biography</p> <p>Children explore how a real-life story has been portrayed as fiction. They consider a diary entry found written by Philippe Petit just before he leaves to walk between the towers and write letters of advice to him, considering the pros and cons. After reading up to the point of the act, children write a first person recount in the first person as the main character, using figurative language to describe feelings and scenery. As witnesses and reporters, they create newspaper reports for The New York Times. Finally the children gather everything they have learnt about Philippe Petit and write a biographical account of his life, researching where</p>	<p>Literary Curriculum - Curiosity: The Story of a Mars Rover</p> <p>Outcomes: Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report</p> <p>Main outcome: Expanded explanation for a new rover</p> <p>Children will follow the journey of the NASA rover Curiosity as it makes its way to Mars. Children will write labels to explain Curiosity's features before exploring how to use cohesive devices to expand and explain. They will use the passive voice to log the rover's landing on Mars and write a short news report to be broadcast to Times Square.</p>	<p>Literary Curriculum - The Strange Case of Origami Yoda</p> <p>Outcomes: Instructions, persuasion, recount (diary entry)</p> <p>Main outcome: Discussion text</p> <p>The sequence begins when the class receives an envelope through the post containing only an Origami Yoda model and a message that simply reads: "The future, how much we can predict?" The children will go on to make predictions about what or who they think the origami creature is, before revealing its origins. They will discuss in more length events that they have been able to predict in their own lives, as well as the things they have had no control over and have been surprised by. There will be an opportunity</p>	<p>Literary Curriculum - Percy Jackson and Lightning Thief</p> <p>Outcomes: Poetry in the form of an ode, soliloquy, setting descriptions, additional chapter, non-chronological reports</p> <p>Main outcome: Own version mythical narrative</p> <p>This sequence takes children on an adventure through the discovery of a sword, tied to which is an ancient-looking scroll, to writing an ode, exploring character and setting development, and then writing an own version narrative chapter. Following Reading for Research into Greek Gods, the children will complete the sequence by writing an extended narrative in the role of an invented demi-god.</p>	<p>Literary Curriculum - The Last Bear</p> <p>Outcomes: Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report</p> <p>Main outcome: Newspaper article</p> <p>Children use the text to explore a range of genres and styles of writing. One of the key elements of this text is the way it weaves a gripping tale with important messages relating to the environment and climate change. Through the sequence, children will explore the main characters and their environment by writing in role, creating dialogue and writing scientifically about polar bears. The sequence culminates in children becoming journalists to write a newspaper report about a key</p>

			<p>needed to fill in gaps about childhood and events prior to this. They then write their own autobiography, with a focus on a particular event in their life, which has been significant.</p>	<p>Finally, children will draw together their learning to design a new rover and write an expanded explanation to propose it as the future of NASA exploration.</p>	<p>to explore the history and meaning of origami and as a simple written outcome, children will write a short set of instructions for How to Make an Origami Yoda. Subsequently they write a discussion text to answer the question of whether we can predict the future, using the case notes from the book as evidence. As the text progresses, children will also explore the form of diary writing, write their own diary-entries from the point of view of Dwight, whose story is less-explored in the book. The final extended outcome will culminate in a longer discussion text, using the initial question posed by Yoda, which will be written up as a case for Tommy and put in a book to present to him to draw a final conclusion.</p>		<p>event in the story and taking the opportunity to highlight important environmental messages to the reader.</p>
FRENCH	<p>As-tu un animal? (Do you have an animal?) : 8 pets ; I have / don't have a pet ; given the name of the pet ; adding in conjunctions : et and mais</p>	<p>Chez moi (My home) :what type of home they live in ; where they live ; what rooms they have / don't have in their house ; producing a longer spoken and written response</p>	<p>Quel temps fait-il? (What is the weather like?) : talking about the weather</p>	<p>Les vêtements (clothes) : clothes items ; porter ; what you wear in different weathers ; colours and adjectival agreement and position ; mon / ma / mes</p>	<p>Les Jeux Olympiques (The Olympic Games) : key facts of history of the Olympics; key facts about modern Olympics ; key sports ; faire ; de la / du / des ; finding cognates</p>	<p>Les Romains (The Romans) : Key facts about Romans ; days of the week ; what were the most important Roman inventions ; what was life like for a rich / poor child ; negative verbs</p>	

Mathematics	Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Roman Numerals to 1000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Mental strategies Add whole numbers with more than 4-digits Subtract whole numbers with more than 4-digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 <p><u>Fractions</u></p> <ul style="list-style-type: none"> Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number - breaking the whole Subtract two mixed numbers 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division <p><u>Fractions</u></p> <ul style="list-style-type: none"> Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators 	<p><u>Decimals and Percentages</u></p> <ul style="list-style-type: none"> Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals (same number of decimal places) Order and compare any decimals up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages <p><u>Perimeter</u></p> <ul style="list-style-type: none"> Perimeter of a rectangle Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Estimate area <p><u>Statistics</u></p> <ul style="list-style-type: none"> Draw line graphs Read and interpret 	<p><u>Shape</u></p> <ul style="list-style-type: none"> Understand and use degrees Classify angles Estimate angles Measure angles up to 180 Draw lines and angles accurately Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shapes <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> Read and plot coordinates Problem solving with coordinates Lines of symmetry Reflection in horizontal and vertical lines <p><u>Decimals</u></p> <ul style="list-style-type: none"> Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals 	<p><u>Number</u></p> <ul style="list-style-type: none"> Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference <p><u>Converting Units</u></p> <ul style="list-style-type: none"> Kg and km Mm and ml Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables <p><u>Volume</u></p> <ul style="list-style-type: none"> Cubic cm Compare volume Estimate volume Estimate capacity
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		<ul style="list-style-type: none"> • Compare calculations • Find missing numbers 			<ul style="list-style-type: none"> • line graphs • Read and interpret tables • Two-way tables • Read and interpret timetables 	<ul style="list-style-type: none"> • Decimal sequences • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply and divide decimals - missing values 	
Science	<p>Science</p> <p><i>Working scientifically is taught across all five topics.</i></p> <p><i>As each topic has a different number of learning objectives, some topics are longer than half a term whilst others are shorter than half a term.</i></p>	<p><u>Materials</u></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from</p>	<p><u>Forces</u></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><u>Earth and space</u></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p><u>Living things and their habitats</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><u>Animals including humans</u></p> <p>Describe the changes as humans develop to old age.</p>	<p><u>Working scientifically</u></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs,</p>

		<p>comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>					<p>bar and line graphs.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>
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Sport & Performing Arts	PE	<p>Football Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p>Cross Country</p>	<p>Gymnastics Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronization and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Netball Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their</p>	<p>Dance Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p>Dodgeball Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents</p>	<p>OAA Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils learn to orientate and navigate using a map.</p> <p>Basketball Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate</p>	<p>Athletics Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>Pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p>	<p>Tennis Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>Rounders Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and</p>

			<p>understanding of the importance of fair play and honesty while self managing games.</p>	<p>with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>	<p>their own and others' performances.</p>	<p><u>Cricket</u> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>fair play when playing competitively.</p>
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	Music	<p><u>Songwriting</u></p> <p>This unit will enable students to learn how to compose a pop song using GarageBand. Students will begin by learning about the different musical elements that are important for composing music in this genre (i.e. melody, chord progression, bass line, drum beat) and will develop their knowledge and understanding of this genre of music through listening and appraising tasks in lessons as well.</p>	<p><u>Classroom Jazz 1</u></p> <p>This unit of work will introduce students to Jazz music. Students will develop an understanding of this style of music through listening and appraising tasks and will learn to perform two Jazz pieces using instruments as well. In addition to performing jazz pieces, students will begin to develop their skills in Improvising music within a performance context.</p>	<p><u>Learning Brass Instruments</u></p> <p>Students will have whole class instrumental lessons focusing on learning the Trumpet and Trombone.</p> <p>The lessons will incorporate a focus on the elements of music, reading of staff notation, performing and improvisation.</p>	<p><u>Learning Brass Instruments</u></p> <p>Students will continue to have whole class instrumental lessons developing their musical skills on Brass instruments from the previous half term.</p>	<p><u>Learning Brass Instruments</u></p> <p>Students will continue to have whole class instrumental lessons developing their musical skills on Brass instruments from the previous term.</p> <p>For this term, students will have the opportunity to learn a different Brass instrument (either Trumpet or Trombone) from the one learnt in the Spring term.</p>	<p><u>Learning Brass Instruments</u></p> <p>The final half term of the whole class Brass instrument tuition will prepare students for the Junior School Music concert where the students will perform a selection of Brass ensemble pieces as a class.</p>
Humanities	History	<p><u>What was life like in Tudor Britain?</u></p> <p>Pupils will interpret the characters of Henry VIII and Anne Boleyn and look at why he has so many wives. They will then look at the Royal Progress of Elizabeth I. They will finally look at what it was like for someone living in the Tudor times.</p>		<p><u>What does the census tell us about our local area?</u></p> <p>Pupils will make inferences about the past by looking at the census. They will investigate how the lives and working conditions of people have changed. They will then look at how the lives of local people have changed.</p>		<p><u>What did the Greeks ever do for us?</u></p> <p>Pupils will look at how the Greeks lived. They will look at the importance of Greek Gods. Pupils will identify similarities and differences between Athens and Sparta. They will then look at democracy and how the Greeks have influenced life today.</p>	

	Geography		<p><u>Why does the population change?</u></p> <p>Pupils will look at the change and distribution of the global population. They will explore how the birth and death rates have changed. Pupils will then explore why people migrate. They will then look at how climate change has affected populations and how populations have impacted environments.</p>		<p><u>Why do Oceans matter?</u></p> <p>Pupils will explore the importance of oceans. They will describe the significance of the Great Barrier Reef. They will then look at the impact humans are having on our oceans and what we can do to help. Pupils will then look into different types of litter pollution in marine environments. .</p>		<p><u>What is life like in the Alps?</u></p> <p>Pupils will locate the Alps and then look at the physical and human characteristics. They will describe the physical and human features of an Alpine region. They will then investigate how the local area compares to the Alps.</p>
	PSHE	<p><u>Introductory lesson Family and relationships</u></p> <p>Friendship skills.</p> <p>Marriage.</p> <p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Stereotypes: gender / race and religion.</p>	<p><u>Health and well-being</u></p> <p>Understanding the relationship between stress and relaxation.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my feelings.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Sun safety.</p>	<p><u>Citizenship</u></p> <p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.</p>	<p><u>Economic well-being</u></p> <p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p> <p>Stereotype in the workplace.</p>	<p><u>Well-being Safety and the changing body</u></p> <p>Online friends / staying safe online.</p> <p>Learning about the emotional changes during puberty.</p> <p>Menstruation.</p> <p>Identifying reliable sources of help with puberty.</p> <p>First aid: Bleeding.</p> <p>Alcohol, drugs, tobacco: Making decisions.</p>	<p><u>Safety and the changing body Transition lesson: Roles and responsibilities</u></p> <p>Roles and responsibilities.</p> <p>Recognising your own skills and how these can be developed.</p>
	Religious Studies	<p><u>What do Christians believe about creation?</u> Pupils will explore that humanity has choice.</p>	<p><u>What helps Muslims to live a good life?</u> Pupils will look at the five pillars as duties for living a good life. They will</p>	<p><u>What does it mean to be part of a Synagogue community?</u> Pupils will look at</p>	<p><u>Is life a journey?</u> Pupils will look at personal milestones and how to overcome hurdles on a journey.</p>	<p><u>Why is the idea of rescue so important to Christians?</u> Pupils will look at God's Big Story, the</p>	<p><u>How did the Church begin and where is it now?</u> Pupils will look at the birth of the Church at</p>

		They will look at all creations being affected by 'The fall' and that one day there will be a new creation.	explore fasting and celebrating contributes to a good life.	the centrality of the Torah to worship. The impact of commitment to justice and living to mitzvot in the Torah/ remembering.	They will explore how people decide which way to go and is a journey better shared.	story of salvation in the Easter story.	Pentecost. They will explore how the church is seen within the community and how to become a member.
Technology	Design & Technology	<u>Resistant materials - Moving Toys</u> Sustainability - Timbers being a sustainable choice Research - User, existing moving toys Technical knowledge - Health and safety in the workshop Design - Scene development to incorporate movement Make - Cams and Mechanical systems creating moving parts changing the direction of movements Evaluate - Reflection of movement created and success		<u>Electronic systems - Fairground rides</u> Sustainability - Technological advancement of electronics - impact on world Research - Task and product analysis. Technical knowledge - Electronic components Design - Incorporating circuit diagrams into initial ideas Make - Creating a simple circuit for a moving fairground ride Evaluate - Reflection of success of fairground rides Career links - Theme park ride designer			
	Cooking & Nutrition	<u>Fruit'n'Veggies - EWP - seasonality</u> What seasons produce food for us to eat - different nutrients from different foods - eat in full colour, it can be an added extra! - <i>coleslaw, smoothies, baked apples</i> Preservation - how can we keep food for longer, and other ways of cooking or eating raw - <i>stuffed peppers, jam tarts</i>					
	Art	<u>William Morris</u> Pupils will think about the Industrial Revolution in a new light as they consider the quality over quantity debate that characterised the Arts and Crafts Movement.	<u>Frida Kahlo</u> Pupils will explore the passionate and vibrant artworks of famous female artist Frida Kahlo, and discover the person behind the famous self-portraits. They will look in detail at some of Frida Kahlo's most famous artworks, exploring the thought-provoking images to inspire their own self-portraits and artwork.	<u>Space Art</u> Pupils will explore the art of origami and use this to make an origami star. They will then create their own fictional planet.	<u>Extreme Earth</u> Pupils will explore Hokusai's The Great Wave and then look into the movement of tornados and the shapes they make. Finally they will investigate the animals which live in extreme climates and create a clay sculpture of one of these.	<u>Sculpting Vases</u> Pupils will explore a range of different everyday containers made from different materials and leading onto examining the vases of artists and craftspeople, developing control over a range of tools and techniques. They will also have the chance to experiment with clay before designing, creating and evaluating their own artistic vases.	<u>Mountains</u> Pupils will evaluate the mountain artwork of Albert Bierstadt and then create work in the style of Nicholas Roerich.

	Computing	<p>Computers are very good at processing data and turning it into information. There are many ways that this can be achieved but one way is filtering using a condition. Students learn about data and data representation using the guess who game.</p> <p>Digital literacy - students learn about email, websites and social network technologies.</p> <p>Networks - students investigate network hardware.</p> <p>Scratch - introduction into programming using scratch.</p>	<p>Security - students research online threats and security.</p> <p>Shopping trip - Students identify and research the cost of buying and building a computer.</p> <p>History of the mobile phone - students create a timeline and research mobile telephony.</p>	<p>Robots - Students learn how computers interact with the world, learn what a robot is and consider the different types of robot and the jobs they do.</p> <p>Flowcharts - students can create a clear sequence of instructions with a start and finish, that can be expressed in a flow chart.</p>
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