St Mary's Catholic Primary School

2021-22

	Autumn 1	Autumn 2	Spring	Summer
Y6	**Greece Lightning**  (History)	**Rule Britannia**  (History)	**Disaster**  (Geography)	**Yes, Minister!**  (History)
The Deep Question	What does it mean to belong to a community? How important am I in my community? "We are not some casual and meaningless product of evolution. Each of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary" Pope Benedict XVII	Are all roles in society equal – does everyone have a role to play? Are leaders responsible for the actions of *others*? What are the greatest barriers to building up community in our locality? To what extent do you think our school has a strong community?	Is poverty always bad? (Q165) Is prosperity always good? (Q166) "God gave the earth to the whole human race for the sustenance of all its members, without excluding or favouring anyone. This is the foundation of the universal destination of the earth's goods". Pope John Paul II What dignity is afforded the worker – especially during this pandemic?	Do those in authority always lead by example? **What does 'the right to live' mean?** Is it true that 'with great power comes great responsibility'? Does our Government honour every man's right to *live*? Why do we have homeless people living on our streets? How can you make changes to our society – your family – you?

Catholic Social Teaching	Theme 1 Dignity of the Human Person: Autumn 1 Each person is unique and irreplaceable – everyone matters; people matter more than possessions. How were women and children treated differently in Ancient Greek times compared to Modern times? Why were Greek gods idolized? Autumn 2 We are all equal in the eyes of God. What positive steps are being taken in our local area and nationally to help migrants, refugees and asylum seekers?		Theme 5 Options for poor and Vulnerable Focus: What are the needs of those in poor areas compared with those in a more affluent area? Discuss –the 'basic' needs for all people: materially, emotionally, spiritually. As a class discuss needs v wants – prioritise 10 - what makes us ***want*** things that we do not need? What can you do to make a change? How does our government give aid to the poor/ those affected by natural disaster – is this helpful, i.e. life giving and alleviating the problems or not? Why are some groups of society more likely to recover more easily? "Feed the people dying of hunger, because if you do not feed them you are killing them.." True or false? (**from Church in the Modern World**)	Theme 7 Stewardship Focus: "The earth, our home, is beginning to look more and more like an immense pile of filth." **Laudato Si - Pope Francis** Research local area and study areas – what has changed in last 100 years – are these changes for better or worse? Think about: political changes; greenhouse effect/ ozone layer; deforestation; pollution; waste disposal/ nuclear waste; human population growth.
Launch	Museum visit to look at artefacts and learn about the Ancient Greek civilization	Viking immersion day at school	Making volcanoes in school using household ingredients	Visit to the Council House and/or House of Parliament to see politics in action.
Celebrate	A 'Greek' day in school – with the children choosing either an Athenian or Spartan experience.	Sharing afternoon with children and parents	'Horrible Histories' style Video news report of notable natural disasters e.g. Vesuvius/	Mock election: children to share manifesto and vote!

English	Poems: Biographical Poem; Narrative Poem Stories based on Greek Myths Balanced argument and debate	Novel as a Theme (first person account) Older Literature (Macbeth) Newspapers (Viking Invasion)	Explanation Texts: How does an earthquake happen? Novel as a theme: Warning Tale Persuasive speech Instruction text: How to make a volcano erupt Story with a flashback	Dystopian fiction; Sherlock Holmes Letters - writing to persuade: Why is voting considered so important? Biography: Emmeline Pankhurst Discussion text: Do those in authority lead by example? Songs and poems
Maths	Place value incl. decimals • *Identify, represent and estimate numbers using the number line.* • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. • Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. • Order and compare numbers including integers, decimals and negative numbers. • *Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.* • *Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).* • *Round decimals with three places to the nearest whole number or one or two decimal places.* • *Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving* • *answers up to three decimal places.* Solve number and practical problems that involve all of the above. Mental and Written Addition	Fractions • Identify common factors, common multiples and prime numbers. • Compare and order fractions, including fractions >1 *(including on a number line).* • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Fractions, percentages, ratio and proportion • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • *Find simple percentages of amounts.* • Solve problems involving the relative sizes of two quantities where missing	Place value, sequences and coordinates • *Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.* • *Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.* • Use simple formulae. • Generate and describe linear number sequences. Describe positions on the full coordinate grid (all four quadrants). 2D shape, translation and reflection • Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Measurement – temperature, mean • Use negative numbers in context, and calculate intervals across zero. • *Order and compare numbers including integers, decimals and negative numbers.* Calculate and interpret the mean as an average. Calculating with fractions • Identify common factors, common multiples and prime numbers. • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	Place value, decimals and fractions • *Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.* • *Order and compare numbers including integers, decimals and negative numbers.* • *Identify, represent and estimate numbers using the number line.* • *Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.* • *Round decimals with three places to the nearest whole number or one or two decimal places.* • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions >1 *(including on a number line).* • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) Mental and written calculation • Perform mental calculations, including with mixed operations and large numbers and decimals. • *Identify, represent and estimate numbers using the number line.* • *Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).*

	• Perform mental calculations, including with mixed operations and large numbers and decimals. • *Identify, represent and estimate numbers using the number line.* • *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* • *Select a mental strategy appropriate for the numbers involved in the calculation.* • Solve addition multi-step problems in contexts, deciding which operations and methods to use and why. • Solve problems involving addition. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • *Add whole numbers and decimals using formal written methods (columnar addition).* Solve problems which require answers to be rounded to specified degrees of accuracy. ## Mental and written multiplication in the context of time • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • Multiply one-digit numbers with up to two decimal places by whole numbers. • Perform mental calculations, including with mixed operations and large numbers and decimals. • *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*	values can be found by using integer multiplication and division facts. • Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. ## Geometry – angles • Identify and describe properties of 2D and 3D shapes, including regular and irregular. • Find missing angles and lengths using properties of shape. • Estimate and identify acute, obtuse and reflex angles. • Describe positions on the first quadrant of a coordinate grid. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. ## Statistics – pie charts • Interpret and construct pie charts and line graphs and use these to solve problems. • Solve comparison, sum and difference problems using information presented in all types of graph. • Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).	• Multiply simple pairs of proper fractions, writing the answer in its simplest form *(using diagram)* (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). • Divide proper fractions by whole numbers *(using diagram)* (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$). Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). ## Mental and written division • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. • Use written division methods in cases where the answer has up to two decimal places. • *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* Solve problems which require answers to be rounded to specified degrees of accuracy. ## Mental and written multiplication • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • Multiply one-digit numbers with up to two decimal places by whole numbers. • *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* • *Select a mental strategy appropriate for the numbers involved in the calculation.* • Solve problems which require answers to be rounded to specified degrees of accuracy. Enumerate possibilities of combinations of two variables. ## Mental and written addition and subtraction • *Identify, represent and estimate numbers using the number line.* • *Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).* • *Choose an appropriate strategy to solve a*	• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* • *Select a mental strategy appropriate for the numbers involved in the calculation.* • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Solve problems involving addition, subtraction, multiplication and division. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. ## Calculating fractions, ratio and proportion • Multiply simple pairs of proper fractions, writing the answer in its simplest form *(using diagram)* (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). • Divide proper fractions by whole numbers *(using diagram)* (e.g. $\frac{1}{3} \times 2 = \frac{1}{6}$). • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. • Solve problems involving similar shapes where the scale factor is known or can be found.

	• *Select a mental strategy appropriate for the numbers involved in the calculation.*
	  ○ Solve problems involving addition, subtraction, multiplication and division.
	  ○ Express missing number problems algebraically.
	  ○ Find pairs of numbers that satisfy an equation with two unknowns.
	• Use, read, write and convert between standard units, converting measurements of time from a smaller unit to a larger unit, and vice versa.
	• Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
	Solve problems which require answers to be rounded to specified degrees of accuracy.
	2D and 3D Shape
	• Draw 2-D shapes using given dimensions and angles.
	• Recognise, describe and build simple 3-D shapes, including making nets.
	• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
	Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).
	Mental and written subtraction
	• Perform mental calculations, including with mixed operations and large numbers and decimals.
	• *Identify, represent and estimate numbers using the number line.*
	• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*
		Measurement – length, including perimeter and mass, and area and volume
		• Know and use standard metric units of measure.
		• Estimate and calculate length (including perimeter), mass, volume/capacity and area.
		• Convert between units by multiplying and dividing by powers of 10.
		• Know metric and imperial equivalences of feet, inches, pints and pounds.
		• Read, write and convert between units of time.
			calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
			• *Select a mental strategy appropriate for the numbers involved in the calculation.*
			• Solve problems involving addition and subtraction.
			• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
			
			Use their knowledge of the order of operations to carry out calculations involving the four operations.
			Measurement, ratio and proportion
			• Solve problems involving similar shapes where the scale factor is known or can be found.
			• Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
			• Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate.
			• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
			• Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.
			Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
			2D and 3D shape
			• Draw 2-D shapes using given dimensions and angles.
			• Recognise, describe and build simple 3-D shapes, including making nets.
			• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
			• *Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).*
			• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
				Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
				2D shape, coordinates, translation and reflection
				• Draw 2-D shapes using given dimensions and angles.
				• Describe positions on the full coordinate grid (all four quadrants).
				Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
				Algebra and sequences
				• *Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.*
				• Use simple formulae.
				• Generate and describe linear number sequences.
				Convert between miles and kilometres.
				Measurement (length and time) and statistics - mean
				• Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate.
				• Use, read, write and convert between standard units, converting measurements of length and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
				• Calculate and interpret the mean as an average.
				Solve comparison, sum and difference problems using information presented in all types of graph.
				Measurement – mass and volume / capacity
				• Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate.
				• Use, read, write and convert between standard units, converting measurements of mass and volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.

	• *Select a mental strategy appropriate for the numbers involved in the calculation.*
	• Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	• Solve problems involving subtraction.
	  ○ Express missing number problems algebraically.
	  ○ Find pairs of numbers that satisfy an equation with two unknowns.
	• Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
	• *Subtract whole numbers and decimals using formal written methods (columnar subtraction).*
	Solve problems which require answers to be rounded to specified degrees of accuracy.
	Mental and written division
	• Perform mental calculations, including with mixed operations and large numbers and decimals.
	• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
	• Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
	• Use written division methods in cases where the answer has up to two decimal places.
	• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*
	• Solve problems involving division.
			Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
			Area, perimeter and volume of shapes
			• Recognise that shapes with the same areas can have different perimeters and vice versa.
			• Recognise when it is possible to use the formulae for area and volume of shapes.
			• Calculate the area of parallelograms and triangles.
			Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) and extending to other units (for example, mm^3 and km^3).
			Statistics – line graphs and pie charts
			• Convert between miles and kilometres.
			• Interpret and construct pie charts and line graphs and use these to solve problems.
			Solve comparison, sum and difference problems using information presented in all types of graph.
				Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) and extending to other units (for example, mm^3 and km^3).
				Mental and written calculations
				• Perform mental calculations, including with mixed operations and large numbers and decimals.
				• *Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).*
				• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*
				• *Select a mental strategy appropriate for the numbers involved in the calculation.*
				• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
				• Solve problems involving addition, subtraction, multiplication and division.
				• Use their knowledge of the order of operations to carry out calculations involving the four operations.
				• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
				• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
				• Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
				• Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
				Fractions
				• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
				• Compare and order fractions, including fractions >1 *(including on a number line).*
				• Add and subtract fractions with different denominators and mixed numbers, using

	• Solve problems which require answers to be rounded to specified degrees of accuracy. • Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.			the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form *(using diagram)* (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). Divide proper fractions by whole numbers *(using diagram)* (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$). 2D and 3D shape • Draw 2-D shapes using given dimensions and angles. • Recognise, describe and build simple 3-D shapes, including making nets. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. • *Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).* • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Science	Living Things and Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in	**Light** 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	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

		different ways and that adaptation may lead to evolution.	shadows have the same shape as the objects that cast them. **Electricity** 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.			
Art	Greek masks 3D Self Portrait	Observation, enlargement using grid **Chuck Close** (Artist)	Spring 1 Eye of the dragon pencil	Spring 2 Worm eye view Black felt tips	Summer 1 **Monet** house of Parliament wax crayons	Summer 2 Japanese notan cut out/ symmetry
Computing	**<u>We Are Adventure Gamers (Python Programming): Making a Text-Based Adventure Game</u>** This unit will enable the children to: • Learn some of the syntax of a text-based programming language. • Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list. • Plan a text-based adventure with multiple 'rooms' and user interaction. • Thoroughly debug the program.	**<u>We Are Computational Thinkers (Computational Thinking): Mastering Algorithms for Searching, Sorting and Mathematics</u>** This unit will enable the children to: • Develop the ability to reason logically about algorithms. • Understand how some key algorithms can be expressed as programs. • Understand that some algorithms are more efficient than others for the same problem.	**<u>We Are Advertisers : Creating a Short Television Advert</u>** This unit will enable the children to: • Think critically about how video is used to promote a cause. • Storyboard an effective advert for a cause. • Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights. • Work collaboratively to edit the assembled content to make an effective advert. **<u>We Are Network Technicians</u>**		**<u>We Are Travel Writers (Productivity): Using Media and Mapping to Document a Trip</u>** This unit will enable the children to: • Research a location online using a range of resources appropriately. • Understand the safe use of mobile technology, including GPS. • Capture images, audio and video while on location. • Showcase shared media content through a mapping layer. **<u>We Are Publishers</u>**	

		• Understand common algorithms for sorting and searching. • Appreciate algorithmic approaches to problems in mathematics.	**(Computer Networks)** This unit will enable the children to: • Appreciate that computer networks transmit and receive information digitally. • Understand the basic hardware needed for computer networks to work. • Understand key features of internet communication protocols. • Develop a basic understanding of how domain names are converted to numerical IP addresses.	**(Communication /Collaboration): Creating a Yearbook or Magazine** This unit will enable the children to: • Manage or contribute to large collaborative projects, facilitated using online tools. • Write and review content. • Source digital media while demonstrating safe, respectful and responsible use. • Design and produce a high-quality print document.
DT	Design and make a clay pot Greek food tasting/making	Design and make a Viking Longboat	Build a model volcano	Designing and making a political building
Geography	Using atlases and maps to locate and identify physical geography of Greece Travel and tourism in Greece – human Geography	Using atlases and maps to locate Viking settlements and their movements Migration – why do people migrate? Compare and contrast Viking era to Modern Day	Human geography – why do people live near volcanoes? Is the risk of economic advantage worth the risk of life? Rich vs Poor How can the economy serve humanity and the common good? (Q173) * How has COVID impacted on the economics of our world – do we see justice for all in its remedy? Physical geography – looking at physical structure of volcanoes and earthquakes; tectonic plates.	Focus on local area: environmental issues inc living conditions, services, demography, socio-economic What the local MP does to address these issues.

History	Greek women of courage Contrast life in Ancient Greece to modern life	Investigate key characteristics of Viking society including Viking invasions Chronology of history from Viking period to Battle of Hastings	Exploration of the disaster at Pompeii and Herculaneum in AD 79 Include – the response made – How do we, in this modern age, respond to world disasters? Is a financial response the easiest response? Think about Medicines without Borders/ Red Cross/ Red Crescent and others … Active response alongside financial.	Examination of origins of democracy and history of our political system The Suffragettes and women winning the right to vote
Music	<u>Recreate the Battle of Marathon in Music</u>	<u>Study significant events of the Viking invasions through music</u>	<u>Creating soundscapes</u>	<u>Song writing</u>
MFL	les loisirs et sports * the weather *les saisons *les verbes réguliers verbs in “er” *le verbe porter *les verbes aimer,detester,adorer *sentence building *counting to 1000 **<u>Questions</u>** Tu aimes faire…(sport/loisirs)? Quel temps fait-il aujourd’hui? **<u>Songs</u>** Le verbe porter Christmas song		les verbes réguliers verbs in “er” *quelle heure est-il? *Ma routine *compare French and British school day **Questions** Quelle heure est-il? **Songs** - various Porter Avoir Être Aller	les verbes réguliers verbs in “er” *comprehension: une journée typique *time table/school subjects *j’aime,j’adore,jen’aime’pas, je déteste….. **<u>Questions</u>** Tu aimes les mathematiques? **<u>Songs</u>** - various
	<u>Games:</u> -Pictionary; Jacques a dit; Hangman; I’m thinking of a number je pense à un chiffre) (higher/lower); Boys versus girls (les garcons contre les filles); Silent counting; 21; Noughts and crosses			

PE	Football	Netball	Cricket Gymnastics	Swimming
RE	A. The story of the people of God B. Followers of Christ C. Advent	D. Christmas	G. Prayers in the lives of followers of Christ F. Lent E. Baptism & Confirmation Celebrations H. Holy Week	I. Easter K. Belonging to the Church J. Pentecost community L. Celebrating the life of Mary and the saints
RSE	**<u>Created and Loved by God</u>** **Religious Understanding** Story Sessions: Calming the Storm **Me, My Body, My Health** Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep		**Emotional Well-Being** Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff online **Life Cycles** Session 1: Making Babies (P1) Session 2: Making Babies (P2) Session 3: Menstruation	**<u>Created to Love Others</u>** **Religious Understanding** Session 1: Is God Calling You? **Personal Relationships** Session 1: Under Pressure Session 2: Do You want a Piece of Cake? Session 3: Self Talk
Additional learning				
Additional Learning	**<u>Autumn</u>** **Mental Health Week** **Anti-Bullying Week** **National Poetry Day** **Roald Dhal Day** **Inspire Workshop** **Maths Week**	**<u>Spring</u>** **STEMM Week** - Air Pollution investigation - Bridges and Structures - Crash Test Dummies **National Geography** **Music Week** **E-Safety Day** **Careers Week**	**<u>Summer</u>** **Health and Fitness Week** **Money Week**	