

|  |   |   |   |   |  |  |   |                                  |   |
|--|---|---|---|---|--|--|---|----------------------------------|---|
| <b>A<br/>U<br/>T<br/>U<br/>M<br/>N</b> | <p><b>Science</b><br/><b>Electricity</b></p> <ul style="list-style-type: none"> <li>*Circuit symbols diagram</li> <li>*Construction and simple recording of basic simple and parallel circuits</li> <li>*Observation and explanation of changing component at a time (series circuits)</li> <li>*Investigate effects of changes in number of voltage of cells.</li> <li>*Application and understanding of these circuits in everyday situations.</li> </ul> | <p><b>Technology</b><br/><b>DT- TEXTILES</b></p> <ul style="list-style-type: none"> <li>*Research purposes and styles of stitch. Sketch patch design and develop.</li> <li>*Plan design process, set instructions, understand pattern layout</li> <li>* Decorate textiles appropriately before joining components.</li> <li>*Pin and tack fabric pieces together.</li> <li>*</li> </ul> | <p><b>COMPUTING</b><br/><b>Using technology effectively - E-Safety</b><br/><b>(Cyber Pass – LGfL)</b></p> <ul style="list-style-type: none"> <li>*Quality control</li> <li>* Limits on access</li> <li>* Need for moderation</li> <li>* Awareness of audience and sharing information</li> <li>* E-safety circle times, written activities as well as online games and quizzes to assess their knowledge of up to date technologies and social media.</li> <li>* App reliability,</li> </ul> <p>Cross-curricular – word processing (speed typing) and research.</p> | <p><b>R.E. – The Way, The Truth and The Life</b></p> <p><b>The Kingdom of God</b></p> <p>Reflect on the Kingdom of God The importance of responding to God's invitation.</p>                                | <p><b>History</b><br/><b>World War II</b></p> <p>Learning about key leaders, events, evacuation WW2 experience day. WW2 specific area project created and verbal presentations. Links throughout in English teaching.</p>  | <p>Local knowledge linked to the war e.g. <a href="http://www.bombsite.org">www.bombsite.org</a></p> | <p><b>Art</b></p> <p>Boys in the Striped pyjamas sketching, shading and watercolour Making gas masks WW2 topic.</p> <p>Christmas card stain-glass window design</p> | <p><b>Music</b></p> <p>Samba</p> | <p><b>P.E.</b></p> <p><u>Gym:</u> Apparatus</p> <p><u>Games:</u><br/>Indoor Athletics<br/>Invasion Games<br/>Mr McGrath</p> |
|  | <p><b>Light</b></p> <ul style="list-style-type: none"> <li>*Shadows and how they are cast (opaque, translucent, transparent). Shadow puppets.</li> <li>*Light travels in straight lines. Light sources</li> <li>*How pathway of light is re-directed or distorted. (Laser experiment)</li> <li>*How we see / the eye</li> </ul>   |   | <p>*Explore the world of blogs and blogging</p> <p>*Create own written and video blog</p> <p>*Explore risks involved as well as comparing technologies and platforms to present these</p> <p>*J2webby or J2Bloggy</p> <p>Cross-curricular – word processing and research</p>  | <p><b>Justice</b></p> <p>To know what Justice means. That we are called to work for Justice. Knowing about injustice. Oscar Romero Martin Luther King Advent-preparing to celebrate the birth of Jesus.</p> | <p><b>Local history study knowledge beyond 1066- London's War (The Blitz and the Battle of Britain).</b></p> <ul style="list-style-type: none"> <li>*1939- What led to the outbreak of World War 2?</li> <li>*The impact of war on London and the local area- Operation Pied Piper.</li> <li>*1940- 41 The effect of the Blitz on the lives of Londoners. (Shelters)</li> <li>*World War 2 interview- extended writing</li> <li>*The 'Home Front' and the Women's War- changing lifestyles in London</li> <li>*The end of the war and its aftermath for London.</li> </ul> |  |   |                                  |   |

|   |   |  |  |   |  |   |   |                            |  |
|---|---|--|--|---|--|---|---|----------------------------|--|
| <p><b>S<br/>P<br/>R<br/>I<br/>N<br/>G</b></p> | <p><b><u>Animals including humans</u></b><br/> *Parts of the circulatory system – oxygenated/deoxygenated blood)<br/> *Revise main body parts and internal organs.<br/> *Heart and blood vessels (practical activities)<br/> *Transportation of nutrients and water.<br/> *Drugs and lifestyles.<br/> *Impact of diet and exercise.</p> | <p><b><u>D/T- Food technology (Wrotham)</u></b><br/> *Prepare foods consider properties and nutritional value.<br/> *Select and prepare foods for a particular purpose.<br/> *Weigh and measure, cut/ shape/ grate ingredients.<br/> *Work safely and hygienically.<br/> *Awareness of healthy and balanced diet/ evaluation.<br/> *Combining ingredients (kneading) bread</p> <p><b><u>Gadgets – Stormbreaker</u></b><br/> *Children design an original</p> | <p><b><u>How Computers work</u></b><br/> - <b><u>Networks</u></b><br/> *Examining the term network<br/> * Network restrictions<br/> * Internet vs WWW<br/> * http:// vs www<br/> * Other real world networks.<br/> Understanding and using http coding.<br/> <b>*Web tech tutor (LGfL)</b></p> | <p><b><u>Jesus, The Bread of Life</u></b><br/> Passover<br/> Last Supper<br/> Sacrifice<br/> Parts of the Mass<br/> Blessed Sacrament</p> |  | <p><b><u>Geography</u></b><br/> <b><u>Location Knowledge</u></b><br/> *World Maps- lines of latitude and longitude (hemispheres)<br/> *Polar regions- weathers and climate change.<br/> Extended writing<br/> *Time Zones</p> <p><b><u>Field Work and Place knowledge</u></b><br/> *Using an OS map- keys and scale, contours<br/> *Use 4 and 6 grid references<br/> *Wrotham area walk and study in workshop (children to take photos)<br/> *Orienteering – using 8 point compass.<br/> *Extended writing- contrasting localities.</p> | <p><b><u>The Landlady images</u></b><br/> *Choose quote from the story<br/> *Own interpretations of quote<br/> *Plan media to use</p> | <p><b><u>Music</u></b></p> | <p><b><u>Dance:</u></b><br/> Creative Dance (topic links), circuit training</p> <p><b><u>Games:</u></b><br/> Basketball, Rugby</p> |
|---|---|--|--|---|--|---|---|----------------------------|--|

|   |  |  |  |  |   |  |   |   |
|---|--|--|--|--|---|--|---|---|
|   | <p><b>Evolution and Inheritance</b><br/>         *Fossils and changes over time.<br/>         *Offspring, identical / non, cross breads<br/>         *Adaptation of animals over time (own research)<br/>         *How adaptation leads to evolution<br/>         *Palaeontologists – Mary Anning, Charles Darwin, Alfred Wallace.</p>   | <p>gadget, annotate, decide on materials and sequence<br/>         *Modrock their design<br/>         *Decorate design<br/>         *Evaluate</p>  | <p><b>How Computers work- Opportunities for communication</b><br/>         *Online forms of communication<br/>         *Reliability and authority<br/>         *Social vs professional<br/>         *The legacy of information technology<br/>         * Communicating about a text online<br/>         * Reflection on communication.<br/> <b>App creation</b><br/>         *Researching a range of apps and their purposing<br/>         *Designing an original app<br/>         *Creating this and debugging with app creator or dapp<br/>         *Understd and use QR code scanning</p> | <p><b>Jesus, Son of God</b><br/>         Miracles<br/>         Palm Sunday<br/>         Maundy Thursday<br/>         Passion, death &amp; resurrection</p> <p><b>Judaism</b><br/>         *Traditions and celebrates<br/>         *Jon Leigh visitor</p> | <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England up to 871.</b><br/>         *793- First Viking invasion, 866-77<br/>         *Invasion of Viking Army<br/>         *Map work linked to *Viking raids and invasion. (build upon yr 5 study of origin of the Vikings)(Yr 6 starting with their departure from Denmark and Germany)<br/>         *Chronology of Viking raids and invasion.<br/>         *The resistance of Alfred the Great<br/>         Study of Athelstan.<br/>         *Further Viking invasions.<br/>         *871- King Alfred defeats the Vikings but allows them to settle in Eastern England.</p> | <p><b>Viking Calligraphy / use of fine inks.</b><br/>         *Layered Viking image using longship<br/>         *Use marbling inks for background<br/>         *Multimedia paper to collage<br/>         *Oil pastel and watercolour landscapes<br/>         *Design boat and head of ship and sail<br/>         *Assembling<br/>         *Evaluatiing</p> | <p><b>Garage Band</b></p>                   |   |
| <p><b>S<br/>U<br/>M<br/>M<br/>E<br/>R</b></p> | <p><b>Living things and their habitats.</b><br/>         *Introduce main groupings of living things.<br/>         *Sub-division of these animal groups into vertebrates and invertebrates, then group within these.<br/>         *Subdivisions in plants and micro-organisms.<br/>         Carl Linneaus<br/>         *Using keys – decision keys – using and making<br/>         *Unfamiliar animals and plants linked to the rainforest.</p> | <p><b>Fairground Rides</b><br/>         *Investigate product ideas, sketch and model ideas. Use found information to inform decisions.<br/>         *Develop one idea in depth in the next one refine using modelling and drawing.<br/>         Plan stages of construction with annotation (plans and elevations)<br/>         *Cut accurately/ safely, use craft knife, cutting mat, safety ruler, all construction objectives covered in build.<br/>         Refer to</p> | <p><b>Programing, Coding and Control -On screen output</b><br/>         *Language of programming<br/>         *Game interface- what must be programmed?<br/>         *Write simple programs<br/>         * Debug<br/>         *Develop more complex programs- involving multi-level play<br/>         *scoring and timing, sequences and variables.<br/>         *Debug and evaluate<br/> <b>Using technology effectively – Scratch game creator</b></p>   | <p><b>The Work of the Apostles</b><br/>         We are called to be a disciple<br/>         Holy spirit<br/>         Early Christians<br/>         Persecution of the Apostles</p>   | <p><b>Continuation of last unit from 886 up to 1066.</b><br/>         *886- The North subjected to the Danelaw ,the rules of the Vikings<br/>         *926- Eastern England conquered by Saxons, introduction to laws and Justice<br/>         *Continue to explore changes in law and justice.<br/>         *1016- King Canute of Denmark captures the English Crown<br/>         *1042- Edward the Confessor becomes King<br/>         *Up to 1066- Edward's rule until</p>   | <p><b>See DT (Making Fairground models)</b></p>  | <p><b>Music</b><br/>         Production</p> | <p><b>Dance:</b><br/>         Liturgical Dance<br/>         Production<br/>         Dances<br/> <b>Games:</b><br/>         Rounders, Cricket and Sports Day practice.</p> |

|  |  |  |  |   |   |   |  |  |  |
|--|--|--|--|---|---|---|--|--|--|
|  |  | <p>progression of skills list. Lancs.<br/>         *Evaluate construction process and choice of materials.</p> | <p>*Setting and responding to instructions.<br/>         *Debugging and adding levels within a game<br/>         * Programming to respond to commands<br/>         *Vocabulary of App design<br/>         . Formatting and revising design.</p>  |   | <p>his death in 1066.<br/>         Norman's</p> |   |  |  |  |
|  | <p><b><u>Cross curricular science project.</u></b></p> |  | <p><b><u>Programming, Coding and Control</u></b><br/> <b><u>-Model output</u></b><br/>         *Vocabulary/ task introduction<br/>         * Model building<br/>         *Using logical reasoning<br/>         *Understanding algorithms<br/>         *Input and output selection- speed and frequency<br/>         * Recording of outcome of programming.</p> | <p><b><u>Called to Serve</u></b><br/>         How we should live more like Jesus<br/>         We all have talents and gifts<br/>         WE are asked to use them in Service<br/>         Holy Spirit/Confirmation<br/>         Sacrament of Marriage/Holy Orders</p> |   | <p><b><u>Place Knowledge and Human and Physical Geography</u></b><br/>         *North America<br/>         South America as a continent- identifying different countries<br/>         Bioms and vegetation belts<br/>         *Amazonian Tribes habitats<br/>         *Land use and economic activities<br/>         Distribution of resources.</p> | <p><b><u>Sculpture- masks linked to tribal groups</u></b><br/>         *Observe tribal cultures and customs.<br/>         *Focus on masks and face painting.<br/>         *Design a mask and annotate.<br/>         *Make papier mache moulds for mask<br/>         *Build up detail using mud rock<br/>         *Paint and glaze masks.</p> |  |  |
|  |  |  |  | <p><b><u>Hinduism</u></b></p>   |   |   |  |  |  |