



	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
H u m a n i t i e s	<p><b>The Stone Age</b> What Impact did The Stone Age have on Modern Society? <i>Cheddar Man</i> <i>Cresswell Crags</i></p> <p>Article 24 - You have the right to the best healthcare, safe water to drink, nutritious food</p> <p><b>Key Text:</b> Stone Age Boy by Satoshi Kitamura</p>	<p><b>Hurricanes and Louisiana</b> Why do some countries experience hurricanes and others don't? <i>National Geographic Photography of Hurricane Katrina</i></p> <p>Article 26 - You have the right to help from the government if you are in need</p> <p><b>Key Text:</b> Stone Age Boy by Satoshi Kitamura</p>	<p><b>Ancient Egypt</b> Why were the Egyptians so successful? <i>Tutankhamun</i> <i>Cleopatra</i></p>	<p>Article 17 - To have the right to find things out and share what you think with others</p> <p><b>Key Text:</b> The Egyptian Cinderella by Shirley Climo</p>	<p><b>Let's go to The Amazon</b> What's the effect of deforestation? <i>Daniel Beltra Photography</i></p>	<p>Article 29 - You have the right to be taught how to protect the environment</p> <p><b>Key Text:</b> The Great Kapok Tree by Lynne Cherry</p>
S c i e n c e	<p><b>Rocks</b> What type of rock do you think the wise man would have built his house on?</p> <p>Article 28 - You have the right to a good quality education</p> <p><b>Key scientist:</b> Mary Anning</p>	<p><b>Forces and magnets</b> Do forces involve contact?</p> <p>Article 17 - To have the right to find things out and share what you think with others</p> <p><b>Key scientist:</b> Albert Einstein</p>	<p><b>Animals including humans</b> Why are our bodies special?</p> <p>Article 19 – You have the right to be protected from being hurt or mistreated</p> <p>Article 28 - You have the right to a good quality education</p> <p><b>Key scientist:</b> Marie Maynard Daly</p>	<p><b>Plants</b> What is the story of a seed?</p> <p>Article 29 - You have the right to be taught how to protect the environment</p> <p><b>Key scientist:</b> Eva Crane</p>	<p><b>Light</b> Why are glasses made out of glass?</p> <p>Article 17 - To have the right to find things out and share what you think with others</p> <p><b>Key scientist:</b> Thomas Edison</p>	
S T E A M		<p><b>Shell Structures</b> To design, make and evaluate a gift box.</p>		<p><b>Cooking and Nutrition</b> To design, make and evaluate a healthy sandwich fillings (One vegetarian/one non-vegetarian)</p>		<p><b>Mechanics -Phenematics</b> To design, make and evaluate a moving creature toy for EYFS.</p>
A r t	<p>Painting - portraits <b>Artist:</b> Henri Matisse</p> <p>Printing - BHM <b>Artist:</b> Esther Mahlangu</p>		<p><b>Drawing</b> <b>Artist:</b> David Hockney</p>		<p><b>Sculpture -</b> <b>Artist:</b> Henry Moore</p>	



R E	Christianity What is the Bible's 'big story' and what does it reveal about having in God?	Christianity How did advent and Epiphany show us what Christmas is really like?	Judaism What does it mean to be a Jew?	Christianity Who is the most important person in the Easter story?	Buddhism What is Buddhism?	Christianity Who is Jesus (I am .....statements)
S p a n i s h	<a href="#">Unit 1: Greetings and sounds</a>	<a href="#">Unit 2: Dates and numbers</a>	<a href="#">Unit 3: Myself</a>	<a href="#">Unit 4: Designing a monster</a>	<a href="#">Unit 5: Me gusta la princesa</a>	<a href="#">Unit 6: Mi familia and Spanish-speaking countries</a>
C o m p u t i n g	<a href="#">ICT: Connecting computers</a> <a href="#">Education for a connected world:</a> <a href="#">Online bullying</a>	<a href="#">Multimedia: Animations</a> <a href="#">Education for a connected world:</a> <a href="#">Copyright and ownership</a>	<a href="#">Programming: Sequencing</a> <a href="#">Music</a> <a href="#">Education for a connected world:</a> <a href="#">Self-image and identity</a> <a href="#">Online relationships</a>	<a href="#">ICT: Desktop publishing</a> <a href="#">Education for a connected world:</a> <a href="#">Copyright and ownership</a> <a href="#">Managing online information</a>	<a href="#">Programming: Hour of code</a> <a href="#">Education for a connected world:</a> <a href="#">Health, well-being, and lifestyle</a>	<a href="#">Data: Databases</a> <a href="#">Education for a connected world:</a> <a href="#">Privacy and security</a>
P S H E	<b>Being me and my world</b>  <a href="#">Article 14 – You have the right to think and believe what you want and to practise your religion, as long as you are not stopping other people from enjoying their rights.</a>	<b>Celebrating differences (including bullying)</b>  <a href="#">Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.</a>	<b>Dreams and goals</b>  <a href="#">Article 29 – You have to an education, which must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</a>	<b>Healthy me</b>  <a href="#">Article 24 - You the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries to achieve this.</a>	<b>Relationships</b>  <a href="#">Article 15 – You have the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</a>	<b>Changing me</b> <b>RSE</b>  <a href="#">Article 6- You have the right to be alive.</a>
D i v e r s e B r i t a i n	<b>Black History Month</b> <a href="#">Africa</a> <a href="#">What did The Portuguese find when they explored Africa?</a>  <a href="#">Article 14</a> <a href="#">Freedom of Thought</a>	<b>British Role Models</b> <a href="#">Dame Kelly Holmes</a>  <a href="#">Article 29</a> <a href="#">Education must develop every child's personality, talents</a>		<b>Celebrating the Impact of Immigration in London</b> <a href="#">Brixton Market</a>  <a href="#">Article 29</a> <a href="#">Encourage respect for cultures and environments</a>		<b>Activism</b> <b>Activism through Art</b>  <a href="#">Article 17</a> <a href="#">Information from Mass Media</a> <a href="#">Value - Racism and Anti-Racism</a>



D e b a t e	<b>Scavengers &amp; Settlers</b> Presentation: <i>How people in the Stone Age lived</i> Article 30 - You have the right to practice your own culture, language and religion.	<b>Hurricanes and Louisiana</b> Presentation: <i>How a hurricane forms</i> Article 26 - You have the right to help from the government if you are in need	<b>Ancient Egypt</b> Debate: <i>Egyptian society was unfair.</i> Article 26 - You have the right to help from the government if you are in need	<b>Let's go to The Amazon</b> Debate: <i>Rainforests are essential for our planet.</i> Article 29 - You have the right to be taught how to protect the environment	<b>Let's go to The Amazon</b> Debate: <i>Deforestation is an essential process.</i> Article 29 - You have the right to be taught how to protect the environment
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