



<p style="text-align: center; font-size: 24px; font-weight: bold;">DT</p>		<p style="text-align: center; font-weight: bold; color: blue;">Burgers</p> <p style="text-align: center; font-weight: bold;">Food &amp; Nutrition</p> <p>The children will independently and confidently use the cooking skills such as slicing, dicing, beating, whisking, folding, sieving, rolling and grating. They will look at nutrition labels and help make informed healthy food choices. They will explore adding seasoning/spices to bread dough and burgers to create new and interesting flavours. They will design, make and evaluate their own meat/meat free burger.</p>		<p style="text-align: center; font-weight: bold; color: blue;">Programming Pioneers</p> <p style="text-align: center; font-weight: bold;">Programming and electrical /Inventions and achievements</p> <p>Children will focus on designing, developing, testing and prototyping computer-controlled electronic systems for rooms such as motion-sensor activated alarms, door buzzer entry systems and light sensors. They will also learn all about influential computer scientists through history who have shaped the world around us.</p>		<p style="text-align: center; font-weight: bold; color: blue;">Bird Houses</p> <p style="text-align: center; font-weight: bold;">Structures</p> <p>Children will will research, design and make a bird box suitable for a specific bird. Using skills such as drawing 3-D diagrams and exploded diagrams, reading and measuring dimensions, planning and designing products to suit requirements, and using woodwork skills and tools.</p>
<p style="text-align: center; font-size: 24px; font-weight: bold;">Art</p>	<p style="text-align: center; font-weight: bold; color: blue;">2D Drawing to 3D Making</p> <p style="text-align: center; font-weight: bold;">Drawing &amp; Sketchbooks</p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>		<p style="text-align: center; font-weight: bold; color: blue;">Exploring Identity</p> <p style="text-align: center; font-weight: bold;">Surface and colour</p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>		<p style="text-align: center; font-weight: bold; color: blue;">Take a Seat</p> <p style="text-align: center; font-weight: bold;">Working in Three Dimensions</p> <p>Explore how craftspeople and designers bring personality to their work.</p>	
<p style="text-align: center; font-size: 24px; font-weight: bold;">Computing</p>	<p style="text-align: center; font-weight: bold; color: blue;">Digital citizenship- Online safety</p> <p>Make responsible choices when sharing online          Know when and how to get help          Critically evaluate and reject inappropriate representations online          Be kind and respect others online          Protect digital personality          Know how to capture evidence of online bullying          Common systems that regulate age-related content          Promote health and well-being with regards to using technology</p>	<p style="text-align: center; font-weight: bold; color: blue;">Digital literacy</p> <p>Be independent when choosing appropriate software to create content          Creating work appropriate to audience          Use video editing software</p>	<p style="text-align: center; font-weight: bold; color: blue;">Computer science</p> <p style="text-align: center; font-weight: bold;">Focus: Variable - part of a program that can change</p> <p>Consolidation of algorithms, program, sequences, repeat and selection/conditional          To know the different between an algorithm and a program          To plan and program using a repeat          To plan and program a quiz using selection          Predict the outcome of the program and the implications of reordering the code          Debug code when the outcome is not as expected          To have an awareness of abstraction when programming          Transfer skills between different software</p>	<p style="text-align: center; font-weight: bold; color: blue;">Computer science</p> <p style="text-align: center; font-weight: bold;">Focus: Variable - part of a program that can change</p> <p>Introduction to 'Variable'          Plan a program for a quiz using a variable          Create a program for a quiz using variable          To have an awareness of abstraction when programming          Predict the outcome of the program and the implications of reordering the code          Debug code when the outcome is not as expected          To plan and program a game which includes repeat, selection/conditional and a variable for a younger audience          Transfer skills between different software</p>	<p style="text-align: center; font-weight: bold; color: blue;">Information technology</p> <p>Research:          Alan Turing, how did he develop technology?          Elon Musk - how he is developing technology?          How to evaluate a website - 5 W's          Understand copyright and how to cite references          Maintaining privacy and updating app permissions          What will technology look like in the future</p>	<p style="text-align: center; font-weight: bold; color: blue;">Consolidation project For Digital Literacy</p> <p>Possible Project ideas:          Literacy -create a short film about end of Primary school          Science-Time elapse video about decomposition          Computer Science- Game creation including writing instructions and marketing materials</p>

<p><b>Music</b></p>		<p><b>Fingal's Cave by Mendelssohn</b> (Dynamics, pitch and texture: Coast) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>		<p><b>Songs from WW2</b> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>		<p><b>Baroque</b> Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work</p>
<p><b>PE</b></p>	<p><b>Movement</b> Gymnastics</p>	<p><b>Electricity</b> Dance</p>	<p><b>Dance through the decades</b> Dance</p>	<p><b>Netball- invasion games</b> Games</p>	<p><b>Striking and fielding games</b> Games</p>	<p><b>Athletics</b> Athletics</p>
<p>Swimming catch up lessons</p>						
<p><b>PSHCE</b></p>	<p><b>Being me in my world</b> Goals, fears and worries for the future. Universal rights for all children but for many these aren't met. How their actions affect others locally and globally (compare to different communities). Make choices about their own behaviour and understand how rewards and consequences feel. Environmental issues (climate change, lack of water, over fishing) and name some problems with these. Debate an environmental issue to understand it from both sides.</p>	<p><b>Celebrating difference</b> Different perceptions about what normal means. How being different could affect someone's life. Ways in which one person or a group can have power over another (being excluded). Reasons why people bully. People with disability that lead amazing lives. How difference can be a source of conflict or celebration.</p>	<p><b>Living in the wider world</b> <u>Raising Aspirations Programme</u> Write a CV explaining the skills, experience and knowledge they have Dream jobs and realistic jobs Job interview strategies Identify the skills and knowledge that they need to get their 'dream job' in the future..</p>	<p><b>Healthy me</b> Take responsibility for their health and make choices that benefit this. Different types of drugs and the effects on the body (liver + heart). Exploitation - breaking the law Joining gangs and the risks People's attitudes the mental health- being emotionally well Stress and the triggers of this and how it can result in alcohol and drug misuse.</p>	<p><b>Relationships</b> Take care of their mental health. The different stages of grief and different types of loss. Recognise when people are trying to gain power. Judge whether something online is safe and helpful. Use technology positively and safely to communicate with their friends and family.</p>	<p><b>Changing me</b> Self image and body image Physical and emotional well being <b>Changes in girls and boys bodies during puberty.</b> <b>Sexual intercourse- conception and babies</b> <b>IVF</b> Boyfriends/girlfriends- physical attraction Marriage Planned/forced marriages- illegal Having positive self -esteem and what they can do to develop it . Identify what they are looking forward to and what worries them about high school. •Taught by HH Kids</p>
<p><b>RE</b></p>	<p><b>Why, where and how do Hindus worship?</b> Worship/places of worship</p>	<p><b>Can religions help to build a fair world?</b>  Caring for each other and the world</p>	<p><b>How are faith communities represented in the UK?</b>  Belonging</p>	<p><b>How do Christians follow Jesus</b>  Worship/places of worship</p>	<p><b>Who has made a difference because of their beliefs?</b>  Inspiring people</p>	<p><b>Why do some people believe in life after death?</b>  Religious and secular beliefs</p>
<p><b>French</b></p>	<p><b>In my French house</b> Describe a house, the different rooms and who lives there. Look at prepositions to explain where items are arranged in</p>		<p><b>Planning a holiday in France</b>  Learn to use a combination of present and near-future tenses, and become familiar with</p>		<p><b>A visit to a town in France</b>  Learning directional, transport and town vocabulary together with prepositional phrases,</p>	

	<p>their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p>		<p>holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and research and plan a holiday to France.</p>		<p>describe their journey to school, plan a trip to France and become tourist guides, creating a tourist leaflet, in French, for their own local area.</p>	
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