



RE

How can a person's beliefs shape their hope for the future?

Religious scriptures
Know about and understand a range of religions and worldviews;
Express ideas and insights about the nature, significance and impact of religions and worldviews;
Develop and use the skills needed to engage with religions and worldviews.

6 Major world religions to be taught:

- Islam
- Christianity
- Sikhism
- Hinduism
- Buddhism
- Judaism
- Non-religious viewpoints

GEOGRAPHY

What would we need in a new home?
Where could we live in space?

- Understand how geographical location affect human activity (landscape, vegetation, settlement).
- Similar geographical features may provide similar outcomes but differences cause different human activity.

Continue to understand that climate affects biomes, vegetation belts & that climate is dependent on latitude.

History Lead question – Have we always lived this way?

The Space Race.

The Cold War

Moon Landing

The new explorers – private space flight. Elon Musk and hunting for new worlds.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

English:

Cautionary tales...

Texts for reading curriculum: a variety of cautionary tales.

Reading focus: revisit reading skills from last term, developing inference skills

Writing focus: Model texts are 'Jim' and 'Grendel' (poetry presented as a picture book)

- Identify the features of a cautionary tale through exposition
- Story board the structure of the story
- Model writing of sections from the story board
- Children to imitate/innovate
- Drafting and editing

Art

KNOWLEDGE

To research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
To know how to describe the processes they are using and how they hope to achieve high quality outcomes.

SKILLS

Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.
Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
Confidently investigate and exploit the potential of new and unfamiliar materials.
Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
Regularly analyse and reflect on their progress taking account of what they hoped to achieve.

CONCEPTS

Pupils are taught about different artists contexts and intentions.
Pupils are taught to reflect and analyse their own work.

1960s propaganda around the space race and the CW.
Apply knowledge of form, shading and colour to represent the space race – application of skills and knowledge from the previous terms.

PSHE:

In response to COVID 19 lockdown:

- Exploring our feelings
- Managing our feelings
- Recognising ways to make us feel relaxed and happy
- How we help others
- Self affirmation

DT-

Cooking and Nutrition

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique

Food:

- Understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms).
- Demonstrate a range of baking and cooking techniques.

Continuing materials...

Science Lead question –

- Pupils are taught to pose pertinent questions that they can explore and answer how plants reproduce
- Pupils are taught to set up a practical enquiry using fair test including systematic observations and recording results
- Pupils are taught to make predictions and compare the outcomes to draw a conclusion
- Pupils are taught to use scientific knowledge and evidence to support their findings

- The sun is a star at the centre of the solar system which has 8 planets. - The moon orbits the Earth and the Earth orbits the sun and the position of these are what causes day and night and the moon phases. - Recognise the Earth rotates on an axis which affects climate & creates biomes (links to geography)

- All objects will fall due to gravity but at varying speeds dependent on the other forces acting on the object e.g. air resistance / water resistance.

- Different materials cause different amounts of friction which slow down or stop moving objects.