

| | Autumn 1 | Autumn 2 |
|-------------------------------------|---|---|
| Key question and theme/ Hook | <p>Could a Utopia ever really exist? In this topic we will focus largely on Suzanne Collin's novel 'The Hunger Games' as well as other dystopian novels and movies. We will learn about various industries linked to the novel such as farming, mining and technology.</p> | |
| Literacy unit | Fiction – Diary - Utopia/Dystopia | Non-Fiction – Instructional text - Horror Fiction - Description (character & setting) |
| Class Novels | The Hunger Games Maze Runner | Goosebumps Polar express |
| Science | <p>Why don't penguins freeze? Living things and their habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. | <p>Where do we come from? Evolution and inheritance</p> <ul style="list-style-type: none"> 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 different ways and that adaptation may lead to evolution |
| Maths | <p>Number – Place value Number – Addition, Subtraction, Multiplication, Division</p> | <p>Number – Fractions Geometry – Position and direction</p> |
| Computing | <p>We are adventure gamers Students learn a few commands of a text-based programming language (Python), enabling progression from Scratch. They create a simple, text-based adventure game.</p> | <p>We are computational thinkers Students participate in some hands-on unplugged activities that help them to develop an understanding of some important algorithms. They also investigate these when implemented as Scratch programs.</p> |
| PE | Basketball Frisbee Handball | Basketball Gymnastics Handball |
| RE | Why are there different beliefs about God? | |

| | Spring 1 | Spring 2 |
|-------------------------------------|--|--|
| Key question and theme/ Hook | What does it take to be an explorer? In this topic we will be learning about different explorers. We will be plotting the journey of Ernest Shackleton on his attempt to cross Antarctica. We will also be looking at Mary Anning which will include making our own fossils. | |
| Literacy unit | Fiction – Fantasy novels | |
| Class Novels | Bridge to Terabithia Skellig A Monster Calls | |
| Science | Could you be the next Indiana Jones? Living things and their habitats <ul style="list-style-type: none"> 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 different ways and that adaptation may lead to evolution. | Could you be an electrician's apprentice? Electricity <ul style="list-style-type: none"> Identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers). Compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches. Explain how to make changes in a circuit. Explain the impact of changes in a circuit. Explain the effect of changing the voltage of a battery. |
| Maths | Number – Decimals Number – Percentages Number – Algebra | Measurement – Converting units Measurement – Perimeter, area and volume Number – Ratio |
| Computing | We are advertisers Students review existing adverts or promotional films, create a storyboard, shoot original footage, source other media and edit a final version of their movie. | We are network technicians Students use unplugged activities to develop their understanding of networks; they learn about the domain name system and explore the school's network infrastructure. |
| Art / DT | Making fossils | |
| PE | Gymnastics Tag Rugby Hockey | |
| RE | Why are certain people, places and times sacred? | |

| | Summer 1 | Summer 2 |
|-------------------------------------|---|---|
| Key question and theme/ Hook | What was life like for a WW1 child? In this topic we will learn about the first world war. We will look at the causes and effects of the war, significant battles, people and the impact it had. | |
| Literacy unit | Non-fiction – Diary – WW1 present tense story | |
| Science | What would a journey through your body be like? Animals including humans <ul style="list-style-type: none"> • 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. | How can you light up your life? Light <ul style="list-style-type: none"> • 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 shadows have the same shape as the objects that cast them. |
| Maths | Geometry – Properties of shapes Problem solving Statistics | Statistics Investigations |
| Computing | We are travel writers In this unit, the pupils document an educational visit. They research their destination and explore different routes. While there, they capture photographs, audio and video. On return they add this content to a digital map. | We are publishers In this unit, the pupils produce a class yearbook or school magazine using desktop publishing tools. They source, write, edit and combine images and text from a range of sources. |
| Art / DT | Analysing War Art - evaluate and analyse creative works using the language of art, craft and design. | |
| PE | Tennis Hockey | Rounders |
| RE | Why do people need to express their beliefs? | |