

AUTUMN	1 week	3 weeks	3 weeks	2 weeks	1 week	1 week	1 day	1 day	1 day
<i>Unit Title</i>	Keeping Safe	I LOVE Wight	Animal Kingdom	We Will Remember	Anti-Bullying	Prophecy 'The Magi'	Light	Creation	What's On Your Plate?
<i>Subject(s)</i>	PSHE E-safety	Art & Design Geography	Science	History	PSHE	RE Art & Design	Science	RE	DT
<i>Computing</i>	Design & write programs to achieve specific goals, including solving problems Use sequences, repetition, inputs, variables and output in programs Detect & correct errors in programs Understand uses of networks for collaboration & communication Be discerning in evaluating digital content								
SPRING	1 week	3 weeks	1 week	2 weeks	1 day	1 week	2 weeks	3 Weeks	
<i>Unit Title</i>	Good To Be Me!	The Aztecs	Submission	Fit 4 Fun	What's On Your Plate?	Global Citizenship Week - Inequality	Famous Artists, Part 1	Sacrifice <i>(inc. KS2 Easter Service)</i>	
<i>Subject(s)</i>	PSHE	History Art & Design	RE	Science PE	DT	PSHE	Art & Design	RE <i>(inc. music & drama)</i>	
<i>Computing</i>	Y5: Stop motion animation Lego Movie Maker on iPads -Take a pc apart & recognise how computer networks work -Word processing skills. PowerPoint etc. -Switchzoo app on iPads				Y6: XY grid on Scratch on surfaces -Stereographic Streetview web based on surfaces -Take a computer apart & recognise how computer networks work -Word processing skills. PowerPoint etc. -My Maths etc -Book Maker on iPads to present topic information				
SUMMER	3 weeks	2 weeks	2 weeks	1 week	1 day	1 day	3 weeks		
<i>Unit Title</i>	Kings & Queens	The Journey	General Election	Sport & Health week	Sacred Places	Changes	Around the World in 80 Minutes...		
<i>Subject(s)</i>	History	PSHE	PSHE	PE	RE	SRE PSHE	Geography Music DT (cooking)		
<i>Computing</i>	Y5: Augmented reality - Partake AR app on iPad -Art package - Gimp on surfaces -Introduction of variables using Scratch on surfaces -Create a program using Scratch				Y6: Introduction of variables using Scratch on surfaces -Create a program using Scratch				

AUTUMN	1 week	3 weeks	3 weeks	2 weeks	1 week	1 week	1 day	1 day	1 day
<i>Unit Title</i>	Keeping Safe	I LOVE Wight	Animal Kingdom	We Will Remember	Anti-Bullying	Prophecy 'The Magi'	Light	Creation	What's On Your Plate?
<i>Subject(s)</i>	PSHE	Art & Design Geography	Science	History	PSHE	RE Art & Design	Science	RE	DT
<i>Hook</i>	David Randini's Safety Roadshow	Follow a treasure trail (with clues) from school to Carisbrooke	Visit from the Owl and Monkey Haven	Watch War Horse	Anti-Bullying assembly	3 gifts (wrapped)	Investigation Day	Open the Book	Pictures of final dishes
<i>Learning Journey</i>	<ul style="list-style-type: none"> -learn about a range of safety issues including road safety, online safety and medicines/drug awareness. -visits from David Randini and local police officers. -design posters on various safety issues -discuss why being and staying safe is important -know what to do if they do not feel safe. 	<ul style="list-style-type: none"> -learn about what makes the Isle of Wight a unique place to live. -use sketchbooks to collect, record, revisit, review & evaluate ideas - learn to use 4 and 6 figure grid references on OS maps -plan a route around the local area -name & locate counties, cities, regions & features of UK -use fieldwork to record & explain 	<ul style="list-style-type: none"> -use basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; -describe how fossils are formed and provide evidence for evolution. - use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways. -record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 	<ul style="list-style-type: none"> -make a clay poppy -research why Poppies are related to Remembrance -identify and explain the importance of the Poppy -locate areas of Europe (France and Belgium) that are associated as 'Poppy Fields' -take part in a Remembrance Service 	<ul style="list-style-type: none"> -establish what bullying is and different types of bullying -what a good friend looks like -how to put friendship into practice -agree a class 'Charter' of Friendship 	<ul style="list-style-type: none"> -what does Prophecy mean?' create a concept map - Share and discuss what might be in the 3 gifts and why - speculate on their use and why are they given as presents. -read and discuss the journey of the Magi in the Bible (Matthew 2: 1-12) -write a conversation between shepherd boy and Magi (e.g. facebook / twitter style etc...) -discuss in groups questions regarding prophecy -look at art work depicting the Magi -paint a 'stained glass window 	<ul style="list-style-type: none"> -explain how light behaves and travels in straight lines -describe how white light can be split using prisms -demonstrate using a model or diagram how we see objects and how shadows are formed -identify parts of the eye and draw a diagram showing how light enters our eyes in order to see -compare how a beam of light changes direction (refraction) when passing through different mediums, such as water and air 	<ul style="list-style-type: none"> -To read and explore a range of different religious creation stories including Christianity and Islam -To identify similarities and differences between them -To retell a story highlighting the symbolic importance -To draft, write and edit own creation story using identified features 	<ul style="list-style-type: none"> -Read and follow instructions -Learn how to clean and deseed vegetables -Learn how to chop vegetables in to smalls chunks -Measure and weigh ingredients -Mix ingredients together -Roll and cut mixture evenly -Melt chocolate -Taste and critique final dishes
<i>Outcomes</i>	Safety posters for display in school	Art gallery of art work and sketches of local area/landmarks	Mockumentary writing and video	Create 'poppy field' around flag pole – Remembrance assembly	Class Charter of Friendship	Stained glass windows – on display in hall	Electronic Game	Creation Poems using Haikus	Cous Cous salad and a sweet dish to share at home

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<i>Subject(s)</i>	PSHE	History Art & Design	RE	Science PE	DT	PSHE	Art & Design	RE
<i>Hook</i>	Review of 2016 – video footage etc...	-Blind hot chocolate tasting -Treasure hunt - Jigsaw puzzle challenge	Visit to Southampton Mosque	Physical activity day (Tae Kwando, Morris dancing etc.)	Cooking and tasting soup and bread	Smarties activity	Drawing afternoon	DVD: 'The Miracle Maker'
<i>Learning Journey</i>	-revisit through media highlights of 2016 -discuss global events and their impact -record personal events from 2016 -create a 'life-drawing' map of self to present day -continue 'life-drawing' in to the future -write a letter to my 'future self'	-create a timeline of the Aztecs -make coil-style clay pots -design and create own Aztec pattern for clay pots -explore different aspects of Aztecs -create a diary of life as an Aztec	-visit mosque and discuss what Islam means to a Muslim. -enquire: What does Community mean? -contextualise: Where can we find Umma in Muslim life? -evaluate: What do we think about Umma? -evaluate the similarities and differences between Christianity and Islam -communicate: What does the word Community mean to me? -consider the communities we are part of and to produce a leaflet or rule-book showing the aspects of belonging. -apply: How do I and others behave within a community? -design a symbol depicting 'Community'	-experience a range of physical activities -identify the main parts of the human circulatory system and explain their functions -predict the effect of physical exercise on the body -investigate changes in heart rate following different exercises -scientifically compare the effect that different exercises have on heart rate	-read and follow instructions -measure and weigh ingredients -add flavor through spices and seasoning -taste and critique final dishes	-establish what is meant by inequality -identify countries and continents around the world based on key facts (food/hunger) -understand what a developing country is -creative presentations of If the World were a Village -understand why some people go hungry – making decisions and dealing with consequences -explore case studies and develop areas of understanding	-research Michelangelo -draw hands in style of Michelangelo – free form and following tutorial -experience drawing beneath a table to stimulate The Sistine Chapel -investigate hues, tints, tones and shades in print (monochrome) -develop understanding of colour theory – primary, secondary, complementary, hues, tones, tints, shades -give an opinion on a piece of artwork created by Michelangelo -create a piece of artwork, inspired by Michelangelo	-watch The Miracle Maker and write a review about it -use the Bible to search through the different events of Easter in the Gospels Enquire – learn about the disciples and their different backgrounds – write profiles about them Contextualise – think about aspects of the Easter Story and how we might show that in our daily lives – understand what ' Sacrifice ' means – watch power point story of a boy and his friend Evaluate – the impact of events as Christians Communicate – retelling of the story through a performance Apply – their knowledge and understanding through drama, song and dance as well as written form by retelling parts of the story - write diary entries from a point of view of a disciple -deliver a performance for parents
<i>Outcomes</i>	Personal life map/letter to your future self	Clay pots <i>(to be used in Parent Picnic / cooking at end of ½ ter</i>	Display 'community' showing how we are connected to the world around us.	Invite parents to a healthy picnic	Cooked savoury dishes for picnic	UKS2 Maths display board - presenting information from 'If the World were a Village'	Art Gallery for parents, pupils and Governors	Class '40 Acts' Cross for school Display Easter Performance

SUMMER	3 weeks	2 weeks	2 weeks	1 week	1 day	1 day	3 weeks
<i>Unit Title</i>	Kings & Queens	The Journey	General Election	Sport & Health	Sacred Places	Changes	Around The World in 80 Days
<i>Subject(s)</i>	History	PSHE	PSHE	PE	RE	SRE PSHE	
<i>Hook</i>	Henry VIII workshop	Amnesty International speaker	Visit from Youth MP for IOW				
<i>Learning Journey</i>	<ul style="list-style-type: none"> -explore what children already know about Henry VIII through mind maps -Henry VIII visit – Good King Hal -reflect on the workshop and add new information to the mind maps in a new colour – showing what they have found out -create a timeline of the Tudors / build a family tree for Henry VIII -identify and outline information about Henry’s 6 wives – order and demise -prepare for class assembly 	<ul style="list-style-type: none"> -explore what children already know about refugees -reflect on the Amnesty speaker and new information and knowledge and understanding of the concept of ‘refugee’ -read and respond to ‘The Journey’ by Francesca Sanna) -read and respond to extract from ‘The Raven’ by Edgar Allen Poe (English) -write a diary entry in character as a refugee child (English) -explore public perception of refugees and what might be the source of these perceptions – analyse media articles (Discovery) -explore the concept of freedom and protection of freedom (Discovery) -learn and perform refugee song ‘Peace and Hope’ -letters to refugee families being rehomed on the Island (<ul style="list-style-type: none"> -explore what children already know about the General Election -reflect on the Youth MP speaker and new information and knowledge and understanding of the concept of democracy -explore key points of different political parties -identify key campaign issues from different parties -graph and analyse statistical data ‘outcome’ of both our own and national votes -compare results between 2015 and 2017 results -explore full range of party manifestos -plan and write their own persuasive manifesto 				
<i>Outcomes</i>	Class assembly	Letters	Mock election				

