

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English</b>	<b>Poetry:</b> Rudyard Kipling 'If'	<b>Narrative:</b> Street Child	<b>Biography:</b> Dr Barnardo	<b>Balanced Argument:</b> Greatest Showman	<b>Balanced Argument:</b> Greatest Showman
<b>Maths</b>	Revision of units covered throughout academic year - Pre-SATs		Application of learned skills, coverage of 'Ready to Progress Criteria' to prepare children for secondary transition.		
<b>Science</b>	<b>Electricity:</b> Understand that electricity involves a charge of electrons and understand static electricity	<b>Electricity:</b> Describe the parts of an electric circuit  Explain what affects the output of a circuit	<b>Electricity:</b> Explain how variable resistors can work like a switch	<b>Electricity:</b> Compare electrical conductors and insulators and explain how to use electricity safely	<b>Electricity:</b> Design and make a set of traffic lights or some other useful circuit
<b>Computing</b>	<b>Information Technology:</b> Garage Band Victorian Music interpretation: I can design, create and edit sound, music, or a podcast using digital technology - a typed plan using Google Docs.	<b>Information Technology:</b> Garage Band Victorian Music interpretation: I can design, create and edit sound, music, or a podcast using digital technology - a typed plan using Google Docs.	<b>Information Technology:</b> Garage Band Victorian Music interpretation: I can design, create and edit sound, music, or a podcast using digital technology - a typed plan using Google Docs.	<b>Information Technology:</b> Tinkercad creating a Victorian building: I can design, create and modify 3D graphics for purpose using computer-aided design software.	<b>Information Technology:</b> Tinkercad creating a Victorian building: I can design, create and modify 3D graphics for purpose using computer-aided design software.

<b>History</b>	<b>The Victorians- Historical Interpretation:</b>  Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.	<b>The Victorians- Historical Interpretation:</b>  Link sources and work out how conclusions were arrived at.	<b>The Victorians- Historical Interpretation:</b>  Link sources and work out how conclusions were arrived at.	<b>The Victorians- Historical Interpretation:</b>  Be aware that different evidence will lead to different conclusions.	<b>The Victorians- Historical Interpretation:</b>  Confidently use the library and internet for research.
<b>Geography</b>	Geography Days x2	<b>Human and Physical Geography:</b> Recognise and describe key mountains around the world.	<b>Human and Physical Geography:</b> Recognise and describe biomes and vegetation belts around the world	<b>Human and Physical Geography:</b> Investigate how decisions about places and environments affect the future quality of people's lives	<b>Human and Physical Geography:</b> To learn about distribution of natural resources including energy. To learn about trade links between countries.
<b>Art</b>	<b>Collage:</b> To be expressive and analytical to adapt, extend and justify artwork	<b>Collage:</b> To be expressive and analytical to adapt, extend and justify artwork	<b>Collage:</b> To be expressive and analytical to adapt, extend and justify artwork	<b>Collage:</b> To be expressive and analytical to adapt, extend and justify artwork	<b>Collage:</b> To be expressive and analytical to adapt, extend and justify artwork
<b>DT</b>	DT Days x2 at end of Summer Term 2				
<b>RE</b>	<b>For Christians, what kind of king is Jesus?</b>  Explain connections between biblical texts	<b>For Christians, what kind of king is Jesus?</b>  Show how Christians put their beliefs into	<b>For Christians, what kind of king is Jesus?</b>  Consider different possible meanings for	<b>For Christians, what kind of king is Jesus?</b>  Make clear	<b>For Christians, what kind of king is Jesus?</b>  Relate the Christian 'kingdom of God' model

	and the concept of the kingdom of God.	practice in different ways.	the biblical texts studied, showing awareness of different interpretations.	connections between belief in the kingdom of God and how Christians put their beliefs into practice.	to issues, problems and opportunities in the world today.  Articulate their own responses to the idea of the importance of love and service in the world today.
PE	<p><b>Tennis:</b> Refining forehand and backhand shots, serves and volleys in order to win points</p> <p><b>Cricket:</b> Attacking and Defending - Develop throwing, catching and batting skills to outwit opponents and win the game</p>	<p><b>Tennis:</b> Refining forehand and backhand shots, serves and volleys in order to win points</p> <p><b>Cricket:</b> Attacking and Defending - Develop throwing, catching and batting skills to outwit opponents and win the game</p>	<p><b>Tennis:</b> Refining forehand and backhand shots, serves and volleys in order to win points</p> <p><b>Cricket:</b> Attacking and Defending - Develop throwing, catching and batting skills to outwit opponents and win the game</p>	<p><b>Tennis:</b> Refining forehand and backhand shots, serves and volleys in order to win points</p> <p><b>Cricket:</b> Attacking and Defending - Develop throwing, catching and batting skills to outwit opponents and win the game</p>	<p><b>Tennis:</b> Refining forehand and backhand shots, serves and volleys in order to win points</p> <p><b>Cricket:</b> Attacking and Defending - Develop throwing, catching and batting skills to outwit opponents and win the game</p>
PSHE/RSHE	<p><b>Being My Best:</b> Five Ways to Wellbeing project</p>	<p><b>Being My Best:</b> This will be your life!</p>	<p><b>Being My Best:</b> What's the risk?</p>	<p><b>Being My Best:</b> What's the risk?</p>	<p><b>Being My Best:</b> Basic first aid, including Sepsis Awareness</p>
Music	<b>Music and Me:</b>				

	Create own music inspired by own identity (and women in the music industry.)	Create own music inspired by own identity (and women in the music industry.)	Create own music inspired by own identity (and women in the music industry.)	I know how to take the lead in a performance.	I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)
<b>Languages</b>	<b>All about School</b> Ask and explain where things are in the classroom.	<b>All about School</b> Describe the contents of my pencil case.	<b>All about School</b> Express opinions about school subjects.	<b>All about School</b> Listen to commands and follow instructions.	<b>All about School</b> Ask and answer questions about places in school.  Construct simple sentences to say what I like to do at school
<b>Oracy</b>	<b>Social and Emotional Oracy:</b>  Use humour effectively	<b>Social and Emotional Oracy:</b>  Begin to be able to read a room or a group and take action accordingly	<b>Social and Emotional Oracy:</b>  Begin to be able to read a room or a group and take action accordingly	<b>Social and Emotional Oracy:</b>  Begin to be able to read a room or a group and take action accordingly	<b>Social and Emotional Oracy:</b>  Begin to be able to read a room or a group and take action accordingly
<b>Career Links</b>	Sound Engineer (Music)	Cartographer (Geography)	Different types of Electrician (Science)	Graphic Designer (Computing)	Archivist (History)
<b>Community Links</b>		Soroptomist International - Lego League	Cornish Cricket Company		St Austell Tennis Club

<b>Local Context</b>	Cornish Caretakers - Ed Rowe Visit	Victorian St Austell	Physical and Human Geography of Cornwall	Porthpean Beach Visit	
<b>Cultural Capital Enrichment</b>	Sawmills Studio (Fowey)  Rudyard Kipling 'If' (English)  Andy Murray - Tennis Inspiration for PE	Lego League Building and Programming (STEM)  Famous women musicians  Andy Murray - Tennis Inspiration for PE	Lego League Building and Programming (STEM)  Famous women musicians	Lego League Building and Programming (STEM)  Inter-house tournaments (PE)	Lego League Building and Programming (STEM)  Inter-house tournaments (PE)