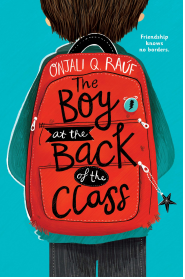



# Temperance 1: Asia



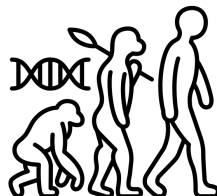
English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p><b>Key Text(s): Boy at the back of the Class by Onjali Rauf</b></p>  <p><b>Poetry: Refugees by Brian Bilston</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>•To identify and use coordinating conjunctions.</li> <li>•To identify and use subordinating conjunctions.</li> <li>•To identify and use semi colons, colons or dashes to mark boundaries between independent clauses.</li> <li>•To use brackets, dashes or commas to indicate parenthesis.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>•To retrieve and record information from a text.</li> <li>•To check a text makes sense by discussing the meaning of words in context.</li> </ul>	<p><b>Place Value to 10,000,000</b></p> <ul style="list-style-type: none"> <li>•To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> <li>•To round any whole number to a required degree of accuracy.</li> <li>•To use negative numbers in context, and calculate intervals across 0</li> <li>•To solve number and practical problems that involve all of the above.</li> </ul> <p><b>Four Operations</b></p> <ul style="list-style-type: none"> <li>•To multiply multi-digit numbers up to 4 digits by a two-digit whole number</li> <li>•To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division.</li> <li>•To divide numbers up to 4 digits by a two-digit number using the formal written method of short division</li> <li>•To perform mental calculations, including with mixed operations and large numbers</li> <li>•To identify common factors, common multiples and prime numbers</li> <li>•To use their knowledge of the order of operations to carry out calculations involving the 4 operations</li> <li>•To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use</li> <li>•To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>•To locate the main countries in Asia on a world map and identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>•To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time.</li> <li>•To describe and understand key aspects of: physical geography including mountains Climate zones, biomes and vegetation belts, rivers, mountains, earthquakes and the water cycle.</li> <li>•To describe and understand key aspects of distribution of natural resources focussing on energy, minerals etc</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>•To improve their mastery of textiles (using batik).</li> <li>•To learn about great artists, architects and designers in history: Sarkasi Said</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>•To briefly learn about the Shang Dynasty; explaining and evaluating causes and consequences of the main events, situations and changes in the period studied.</li> <li>•To evaluate the usefulness and accuracy of different sources of evidence</li> </ul> <p><b>Computing (Google Sites)</b></p> <ul style="list-style-type: none"> <li>•To publish high quality digital work using a variety of different programs.</li> <li>•To evaluate the effectiveness of published work with audience and purpose in mind.</li> <li>•To type with good accuracy, typing at a pace of around 20 words per minute.</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>•To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p><b>PSHE: Relationships</b></p> <ul style="list-style-type: none"> <li>•To explain what is meant by the terms 'negotiation' and 'compromise'</li> <li>•To list some assertive behaviours</li> <li>•To recognise peer influence and pressure</li> <li>•To recognise and empathise with patterns of behaviour in peer-group dynamics</li> <li>•To know the ages at which a person can marry, depending on whether their parents agree</li> </ul> <p><b>Science: Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•To 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</li> <li>•To give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p>Refugee Speaker</p> <p>Trip to the festival theatre to see 'The Boy at the back of the Class' play (in February)</p>	<p>Google Website about Asia</p> <p>Batik fabric with a south-Asian design.</p> <p>Cooking Spring Rolls and Recipe Card.</p> <p>Diary of a Refugee</p> <p>Fact Page about Refugees</p> <p>Formal Letter to the King/local MP</p>

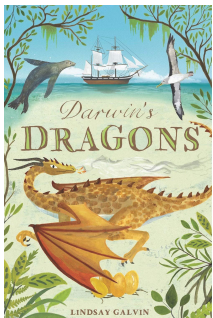
# Temperance 2: The World at War



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p><b>Key Text: War Horse by Michael Morpurgo</b></p>  <p><b>World War 1 Poetry</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>•To use persuasive devices</li> <li>•To use modal verbs or adverbs to indicate degrees of possibility.</li> <li>•To identify and use relative pronouns</li> <li>•To use relative clauses</li> <li>•To use adverbials for cohesion.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• To predict what might happen from details stated and implied.</li> </ul>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>•To use common factors to simplify fractions; use common multiples to express fractions in the same denominator</li> <li>•To compare and order fractions</li> <li>•To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>•To multiply simple pairs of proper fractions, writing the answer in its simplest form.</li> <li>•To divide proper fractions by whole numbers</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>•To solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</li> <li>•To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places</li> <li>•To convert between miles and kilometres</li> </ul>	<p><u>History</u></p> <ul style="list-style-type: none"> <li>•To describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)</li> <li>•To evaluate the usefulness and accuracy of different sources of evidence</li> <li>•To understand that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.</li> <li>•To explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</li> <li>•To explore all available evidence to form their own opinion on a historical events.</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>•To expand map skills to include non-UK countries</li> </ul> <p><b>Design and Technology (Make Do and Mend)</b></p> <ul style="list-style-type: none"> <li>•To produce a good quality finish to products using art techniques</li> <li>•To cut with precision and produce a good finish</li> <li>•To select appropriate tools to cut and shape a particular type of material</li> </ul> <p><u>Religious Education</u></p> <ul style="list-style-type: none"> <li>•To identify key differences between the different accounts of the Christmas story in the 4 gospels of the bible.</li> <li>•To compare how the 4 gospels recount the Christmas story.</li> <li>•To identify common themes through all 4 gospel recounts of the Christmas story.</li> </ul> <p><u>Computing (Coding using Lego WeDo)</u></p> <ul style="list-style-type: none"> <li>•To independently create original working programs with specific goals.</li> <li>•To confidently identify and correct errors within algorithms using logical reasoning.</li> <li>•To write/amend instructions that can be followed by others with increased confidence</li> </ul> <p><u>PSHE: Valuing Difference</u></p> <ul style="list-style-type: none"> <li>•To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</li> <li>•To know that all people are unique but that we have far more in common with each other than what is different about us</li> <li>•To demonstrate ways of showing respect to others.</li> <li>•To understand and explain the term prejudice</li> <li>•To identify and describe the different groups that make up their community</li> <li>•To describe the benefits of living in a diverse society</li> <li>•To define what is meant by the term stereotype</li> <li>•To recognise how the media can sometimes reinforce gender stereotype</li> </ul> <p><u>Science: Light</u></p> <ul style="list-style-type: none"> <li>•To recognise that light appears to travel in straight lines</li> <li>•To 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</li> <li>•To 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</li> <li>•To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p>Trip to Fort Nelson</p> <p>Remembrance Day</p> <p>Bikeability</p>	<p>Persuasive Poster (made on Canva)</p> <p>Soft Teddy made from recycled materials</p> <p>Balanced Argument – Should horses have been used in WW1?</p> <p>World War 1 inspired Black-out Poem</p>

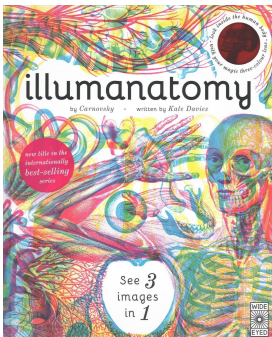
# Justice 1: Evolution



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p><b>Key Text: Darwin's Dragons by Lindsay Galvin</b></p>  <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To use the subjunctive form</li> <li>To recognise vocabulary and structures that are appropriate for formal writing, including subjunctive forms.</li> <li>To use and punctuate direct speech</li> <li>To integrate dialogue to convey character and advance the action.</li> <li>To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To revise all skills taught across Key Stage 2 (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise)</li> </ul>	<p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>To solve problems involving the relative sizes of 2 quantities where missing values can be found by using multiplication and division facts</li> <li>To solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</li> <li>To solve problems involving similar shapes where the scale factor is known or can be found</li> <li>To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b>Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>To identify the value of each digit in numbers given to 3 decimal places</li> <li>To multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li> <li>To multiply one-digit numbers with up to 2 decimal places by whole numbers</li> <li>To use written division methods in cases where the answer has up to 2 decimal place</li> <li>To solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>To associate a fraction with division and calculate decimal fraction equivalents</li> </ul>	<p><b>Science: Evolution</b></p> <ul style="list-style-type: none"> <li>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America (Galapagos Islands).</li> <li>On world map, to locate the main countries in South America, including Ecuador and the Galapagos</li> <li>To describe and understand key aspects of: physical geography including mountains climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>To analyse statistics to gain insight into locational characteristics (weather).</li> <li>To extend to 6 figure grid references with teaching of latitude and longitude</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of sculpture using wire.</li> <li>To learn about great artists, architects and designers in history: Ceila Smith</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To use spreadsheet and database programs to present information (Google Sheets)</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>To explain how I feel about immortality.</li> <li>To describe the Hindu and Buddhist beliefs in reincarnation.</li> <li>To explain what Christians believe happens after death.</li> <li>To compare my own beliefs to the religious beliefs in eternity.</li> </ul> <p><b>PSHE: Right and Responsibilities</b></p> <ul style="list-style-type: none"> <li>To explain some benefits of saving money</li> <li>To describe the different ways money can be saved.</li> <li>To explain why different jobs have different levels of pay</li> <li>To explain the different types of tax (income tax and VAT) which help to fund public services.</li> <li>To understand how elections work in the UK.</li> <li>To explain the word democracy.</li> <li>To understand how laws are made in the UK</li> </ul>	<p>Evolution and inheritance workshop</p>	<p>Wire sculpture</p> <p>Biography about Charles Darwin</p> <p>Fact page about the Galapagos Islands.</p> <p>Volcano Poem</p>

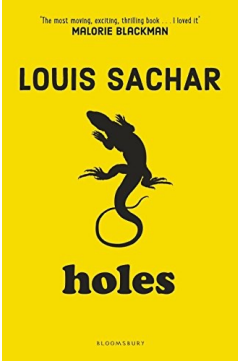
# Justice 2: Blood, Bodies and Biology



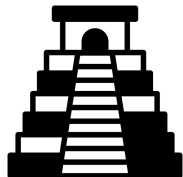
English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p><b>Key Text: Illumanatomy by Dr Kate Davies</b></p>  <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To identify the subject and object of a sentence.</li> <li>To use active and passive voice to convey information.</li> <li>To use organisational and presentational devices to structure a text in order to guide the reader.</li> <li>To use bullet points to list information.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To retrieve, record and present information from non-fiction</li> <li>To revise all skills taught across Key Stage 2 (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise)</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>To draw 2-D shapes using given dimensions and angles</li> <li>To recognise, describe and build simple 3-D shapes, including making nets</li> <li>To compare and classify geometric shapes based on their properties and sizes</li> <li>To find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>To describe positions on the full coordinate grid (all 4 quadrants)</li> <li>To draw and translate simple shapes on the coordinate plane, and reflect them in the axis</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>To recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>To recognise when it is possible to use formulae for area and volume of shapes</li> <li>To calculate the area of parallelograms and triangles</li> <li>To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>)</li> </ul>	<p><b>Science: Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>To describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To explore and demonstrate skills to check the reliability of digital content.</li> <li>Understand what online content is age-appropriate for UKS2 including video games, messaging apps, social media</li> <li>Understand how to stay safe online and how to report concerns.</li> <li>Understand that a trusted adult needs to know what they are doing online.</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>To describe how religious festivals are related to key figures, events and stories.</li> <li>To explain how these religious celebrations are observed within families and religious communities.</li> <li>To make comparisons between the symbolism of Passover and Easter.</li> <li>To discuss the way verbal and non-verbal symbolic expression and action are used to convey meaning in religious celebrations.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of digital art and printing.</li> <li>To learn about great artists, architects and designers in history: Carnovsky</li> </ul> <p><b>PSHE: Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>To identify strategies for keeping personal information safe online</li> <li>To know that it is illegal to create and share sexual images of children.</li> <li>To define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.</li> <li>To explain how drugs can be categorised into different groups depending on their medical and legal context.</li> <li>To demonstrate an understanding that drugs can have both medical and non-medical uses.</li> <li>To understand the actual norms around drinking alcohol.</li> <li>To describe some of the effects and risks of drinking alcohol.</li> </ul>	<p>Dissection in the Secondary Labs</p>	<p>Information page about Blood</p> <p>Digital art inspired by Carnovsky</p> <p>Class book about the body</p>

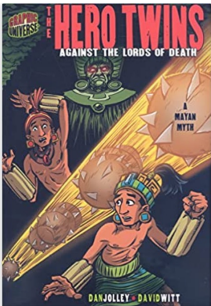
# Courage 1: Crime and Punishment



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p><b>Key Text: Holes by Louis Sachar</b></p>  <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>To use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To revise all skills taught across Key Stage 2 (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise)</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>To use simple formulae generate and describe linear number sequences</li> <li>To express missing number problems algebraically</li> <li>To find pairs of numbers that satisfy an equation with 2 unknowns</li> <li>To enumerate possibilities of combinations of 2 variables</li> </ul> <p><b>Revision of all topics in preparation for SATs.</b></p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>To study a theme in British History that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment)</li> <li>To relate current studies to previous learning and make comparisons between different times in history.</li> <li>To select suitable sources of evidence, giving reasons for the choice.</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>To include design processes such as prototypes, cross-sectional diagrams and CAD</li> <li>To create circuits using electronics kits that combine a number of parts.</li> <li>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To apply their understanding of computing to program, monitor and control their products.</li> <li>To continue to use subject specific vocabulary when discussing and communicating ideas.</li> <li>To continue to explore film editing, including the use of different transitions, overlays and effects.</li> </ul> <p><b>Science: Electricity</b></p> <ul style="list-style-type: none"> <li>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>To use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>PSHE: Being My Best</b></p> <ul style="list-style-type: none"> <li>To explain what the five ways to wellbeing are</li> <li>To identify aspirational goals</li> <li>To identify risk factors in a given situation</li> <li>To learn basic first aid</li> </ul>	<p>Crime and Punishment Workshop</p>	<p>Wire Game and Burglar Alarm System</p> <p>News Report Using Greenscreen</p> <p>Crime and punishment information booklet</p>

## Courage 2: The Maya



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p><b>Key Text: The Hero Twins: Against The Lords Of Death (A Mayan Myth) (Graphic Myths and Legends)</b></p>  <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•To revise all skills taught at Key Stage 2</li> <li>•To independently write for a specified purpose and audience</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>•To read texts that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Natwest MoneySense</li> <li>• Fiver Challenge</li> <li>• Problem-solving Projects</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>•To study a non-European society that provide contrasts with British history (Maya)</li> <li>•To select suitable sources of evidence, giving reasons for the choice.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>•To improve their mastery of painting</li> <li>•To learn about great artists, architects and designers in history: Daniel Fenelon</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• To analyse a range of different religious creation stories.</li> <li>• To demonstrate understanding about different religious creation stories.</li> <li>• To explain why Jews and Christians have the same creation story.</li> <li>• To compare scientific understanding of creation to religious creation stories</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>•To conduct and participate in a video chat with people in another school or organisation.</li> <li>•To modify and alter the appearance of graphics including images, word art and videos.</li> </ul> <p><b>PSHE: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>•To define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</li> <li>•To suggest strategies that would help someone who felt challenged by the changes in puberty</li> <li>•To identify the changes that happen through puberty to allow sexual reproduction to occur</li> <li>•To know a variety of ways in which the sperm can fertilise the egg to create a baby</li> <li>•To explain how HIV affects the body's immune system</li> <li>•To know how a person can protect themselves from HIV.</li> </ul>	<p>Residential</p> <p>Production</p> <p>Transition Activities</p>	<p>End of year production</p> <p>Maya-inspired painting</p> <p>Factual writing about the Maya</p> <p>Graphic Novel</p>