

# CURRICULUM OVERVIEW FOR SATURN



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver	Fair trade	Inspirational People	Exploring the world	On my doorstep	Changes	Forces of Nature
Cycle 1	Africa	Battle of Britain	Travels to .....	Local History Study (Saturn and Neptune) Suffragettes (Pluto)	Yes Minister	Disasters

# Autumn 1

## Theme: Africa

### Immersive Experience

Look at African dance and music. Make some jewellery.

### History

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### Geography

#### Year 4

- I can understand what fair trade means and how it provides poor farmers with work
- I can use maps to locate Africa
- I can use the eight points of a compass, four figure grid references to find features of Africa
- I can understand trade between Africa and the UK
- I can study features of Africa including villages, towns and settlements

#### Year 5

- I can understand fair/unfair distribution of resources
- I can use maps and atlases to locate Africa and the countries within in
- I can use the eight points of a compass , four figure grid references ,symbols and keys to plot features of Africa
- I can describe physical features of Africa including climate zones and vegetation belts
- I can understand human geography as trade between Africa and other countries

	<ul style="list-style-type: none"> <li>I can compare a region in the UK with Africa noting similarities and differences</li> <li>I can compare North America with Africa noting similarities and differences</li> </ul>	
<b>Art and Design</b>	<b>Design and Technology</b>	<b>Philosophy for Children</b>
<p>Design and make African sculptures out of clay</p> <ul style="list-style-type: none"> <li>Year 4- I can sculpt clay and adapt work where necessary</li> <li>Year 5- I can sculpt clay and adapt work where necessary, concentrating on form</li> <li>Explain why I have used different tools and techniques to sculpt</li> </ul>	<ul style="list-style-type: none"> <li>Design/make/evaluate an African hut</li> </ul> <p>Year 4- Explain choices in equipment used</p> <p>Year 5- Make a step by step plan to follow</p>	<ul style="list-style-type: none"> <li>Is it ever okay to not be yourself?</li> <li>What is a good person?</li> <li>Should people care more about doing the right thing or doing things right?</li> <li>Who is responsible for climate change?</li> <li>Is it our right to trade between countries freely?</li> </ul>
<b>Discrete Subjects</b>		
<b>IT and Computing</b>	<b>PSHCE/ Citizenship</b>	
<p><b>Theme:</b> <b>Staying Safe</b></p> <p><b>Objectives &amp; Skills:</b> Children will discuss how cyber footprints can lead to cyber bullying and how to approach an adult if they begin to feel unsafe and other sources they can go to if they feel like they need help. Children will begin to determine what makes a good password and protecting themselves online whilst recapping how adverts can be dangerous online.</p>	<p><b>Theme:</b> <b>Identity, society, and equality: Stereotypes, discrimination and prejudice</b> <b>Anti-Bullying Week and Equaliteach</b></p> <p><b>Objectives &amp; Skills:</b> Children will learn: -About stereotyping, including gender stereotyping -Workshop from Diversity Role Models or Equaliteach -About prejudice and discrimination and how this can make people feel -That violence within relationships is not acceptable</p>	

<p>Make judgments in order to stay safe, whilst communicating with others online.  Identify dangers when presented with scenarios, social networking profiles etc.  Articulate examples of good and bad behaviour online.  Resources: laptops/ipads,  Discuss scenarios involving online risk.  Judge what sort of privacy settings might be relevant to reducing different risks.  Judge when and when not to answer a question online.  Be a good online citizen and friend.  Articulate what constitutes good behaviour online</p> <p><i>e-Safety focus:</i> Reviewing and editing our online safety rules</p>	<p>-About the different types of bullying  -About recognizing and responding to peer-pressure</p>
<p>Music</p>	<p>Spanish</p>
<p><b>Charanga Unit:</b> Livin' On A Prayer</p> <p><b>Style:</b> Rock</p> <p><b>Topic and cross-curricular links:</b> How Rock music developed from the Beatles onwards. Analysing performance.</p>	<p>More body parts  Illness  Family members</p>
<p>Science</p>	
<p style="text-align: center;"><b>Animals Including Humans (Year 4)</b></p> <p><b>Objectives &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>- Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p>	

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

## Autumn 2

### Theme: Battle of Britain

Immersive Experience

History

Year 4

- I can look at information about the Battle of Britain
- I can say if I think a source is helpful or not
- I can ask a variety of questions about the Battle of Britain
- I can place events on a timeline
- I can identify key features for example the trenches
- I can compare life in the war with life today for a child
- I can offer an explanation for why the war started

Year 5

- I can identify a primary and secondary source
- I can use primary and secondary sources to find out about the war identifying which parts of the source hold more information
- I can use compare accounts and decide which are fact and fiction
- I can remember and put events from the Battle of Britain in order
- I can identify the role of women and men in the war and compare both

Geography

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<ul style="list-style-type: none"> <li>• I can look at the lives of men and woman today and compare with the past</li> <li>• I can look at life in the trenches and think about how this effected people</li> <li>• I can look at life and the start of the war and think about what life was like at the end of the war using dates and labels</li> <li>• I can look at the causes and results of important events such as Christmas Truce and the Armista Agreement</li> </ul>		
Art and Design	Design and Technology	Philosophy for Children
<ul style="list-style-type: none"> <li>• Sketches of poppies</li> <li>• Year 4- use pencils to outline, shade and sketch</li> <li>• Year 5- Experiment with different pencils to outline, sketch and shade</li> </ul>	<ul style="list-style-type: none"> <li>• Use material to create a badge for a soldier. Year 4- Use a range of finishing techniques to improve the appearance of design. Year 5- Take exact measurements and mark out</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a time when you shouldn't share?</li> <li>• Would it matter if we did not have Harvest?</li> <li>• Why should we care?</li> <li>• <i>Is there ever such a thing as a 'just' war?</i></li> <li>• <i>What does the word 'sanction' mean?</i></li> <li>• <i>When is war 'worth it'?</i></li> </ul>
<b>Discrete Subjects</b>		
IT and Computing		PSHCE/ Citizenship
<b>Theme:</b> <b>Digital media</b>  <b>Objectives &amp; Skills:</b> Children to work on visual and sound effects walls and barricades in the following areas: Children to make a news report on the Battle of Britain with special effects.		<b>Theme:</b> <b>Relationship and sex education (Year 5)</b>  <b>Objectives &amp; Skills:</b> Children will learn: -About the changes that may be happening/ will happen to their bodies during puberty -How to keep themselves clean and safe during this time (hygiene products)

<p>Video &amp; Sound: Film project (related to topic) in groups (plan a video, use different filming techniques and sound effects, present and evaluate work to audience) - iMovie, Movie Maker, Audio Network, GarageBand</p> <p>Music/Sound: Radio Program (related to topic) project (listen, evaluate, plan and write a script. Rehearse and record voice. Create and add backing track and sound effects.) Audacity, Audio Network.</p> <p>Using GRAPHICS to edit pictures  Using 2CREATE to create a series of pictures to form an animation  Using VIDEO to add credits and slide transitions  Using SOUND to collect audio from a variety of different sources  Using ANIMATION to plan a multi-scene animation including characters and scenes  Using GRAPHICS to plan a multi-scene animation with special effects</p> <p>Resources: I pads/ laptops and Garage bands, LGFL Audiocity,</p> <p>*** Our partnership with Three Discovery will also lead sessions in this using their onsite classrooms and resources.</p> <p><i>e-Safety focus: Understanding the impact of online behaviour</i></p>	<p>-About periods and wet dreams.  -Strategies to deal with feelings in the context of relationships</p>
<p>Music</p>	<p>Spanish</p>
<p><b>Charanga Unit:</b> Classroom Jazz 1</p> <p><b>Style:</b> Jazz</p> <p><b>Topic and cross-curricular links:</b> History of music - Jazz in its historical context.</p>	<p>Numbers 1-80  Clothes + uniform  Time – 15 min intervals</p>

Science

Animals Including Humans (Year 5)

**Objectives & Skills:**

- describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Spring 1

Theme: Travels to.....Spain

Immersive Experience

Have a Spanish Day theme

History

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Geography

Year 4

- I can find Europe on a world map and revise the continents
- I can find Spain on a map and find physical and human geography features of a map using an eight point compass and four figure grid reference
- I can identify the human and physical features of my local area and compare with Spain

Year 5

- I can recap on my knowledge of Europe by identifying countries and capital cities on a map
- I can explain what I know about the EU and learn more about what it means

	<ul style="list-style-type: none"> <li>• I can identify Spain on a map and plot physical and human geography features of it using an eight point compass and four grid reference map</li> <li>• I can use ordinance survey maps to compare Spain and the UK</li> <li>• I can compare two different regions in UK, both rural and urban and then compare two regions in Spain both urban and rural</li> <li>• I can identify trade between the UK and Spain</li> </ul>	
Art and Design	Design and Technology	Philosophy for Children
<ul style="list-style-type: none"> <li>• Paintings in the style of Picasso Year 4- Explore how Picasso achieved his Artwork Year 5- Explore Picassos life, inspirations and intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish menu Year 4- Prepare ingredients using appropriate utensils; measure and weigh ingredients accurately Year 5- To follow a recipe with minimal support</li> </ul>	<ul style="list-style-type: none"> <li>• If you could change one thing about the world, what would it be?</li> <li>• What is the most important part of our world?</li> <li>• Can you trust someone you don't know?</li> <li>• Who is responsible for our environment/world?</li> <li>• <i>Use your topic and what you study to relate to another P4C topic.</i></li> </ul>
<b>Discrete Subjects</b>		
IT and Computing	PSHCE/ Citizenship	
<p><b>Theme:</b> <b>Programming/Coding</b></p> <p><b>Objectives &amp; Skills:</b> Students create programs with different kinds of loops, events, functions, and conditionals. Using code.org They will also investigate different problem-solving techniques and discuss societal impacts of computing and the internet. <b>Children to attempt to create a travelling vision using code.org</b></p>	<p><b>Theme:</b> <b>Keeping Safe and managing risk: When things go wrong</b> <b>Fire Brigade and Met Police visits</b></p> <p><b>Objectives &amp; Skills:</b> Children will learn: -About keeping safe around roads (Highway code)</p>	

<p>Add inputs to control their sprite.  Use conditional statements within the program to control the sprite (if...then..)  Use external triggers and infinite loops to control sprites.  Create and edit variables.  Use conditional statements.  Design their own game including sprites, backgrounds, scoring and/or timers.</p> <p><b>Resources:</b> <a href="#">ipads/laptops and code.org</a></p> <p><i>e-Safety focus:</i> Understanding advertising and endorsements online</p>	<p>-About dangerous places to be and play in the environment (including derelict buildings, building sites, open water, railway lines etc.)  -About fireworks safety  -About what to do in an emergency and basic emergency first aid procedures  -About the consequences of anti-social behaviour (including gangs and gang related behaviour)</p>
<p><b>Music</b></p>	<p><b>Spanish</b></p>
<p><b>Charanga Unit:</b> Make You Feel My Love</p> <p><b>Style:</b> Pop Ballads</p> <p><b>Topic and cross-curricular links:</b> Historical context for ballads.</p>	<p>Going shopping/ food for a picnic – I need...  Name different foods  I eat apples.  I drink milk.  I do not eat bananas.  I do not drink juice.</p>
<p style="text-align: center;"><b>Science</b></p>	
<p style="text-align: center;"><b>Earth and Space (Year 5)</b></p> <p><b>Objectives &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>• describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>• describe the movement of the moon relative to the Earth</li> <li>• describe the sun, Earth and moon as approximately spherical bodies</li> <li>• use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p>Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a ‘dwarf planet’ in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones).</p>	

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.  
 Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.  
 Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

## Spring 2

### Theme: Local History Study

#### Immersive Experience

#### Visit the Local area

#### History

##### Year 4

- I can use evidence to reconstruct what life was like in Islington 100 years ago
- I can identify key features of healthcare and life in Islington 100 years ago
- I can ask questions about healthcare years ago
- I can look at how useful oral accounts were
- I can compare healthcare today and in the past

##### Year 5

- I can continue to identify primary and secondary sources
- I can use evidence to build up an idea of what life and healthcare was like in Islington 100 years ago
- I can choose the most important information and recall and organise the information I got from the source
- I can compare accounts from real people( oral history) and identify fact and fiction

#### Geography

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<ul style="list-style-type: none"> <li>• I can think about what visiting the doctor or dentist is like is Islington now compared to the past</li> <li>• I can compare the role of men and women in my local area today and 100 years ago</li> <li>• I can offer some reasons why healthcare has improved in the last 100 years</li> </ul>		
<b>Art and Design</b>	<b>Design and Technology</b>	<b>Philosophy for Children</b>
<ul style="list-style-type: none"> <li>• Sketch old building in Islington</li> </ul> <p>Year 4- Use pencil to outline and sketch in different ways Year 5- Experiment with different pencils to sketch and shade</p>	<ul style="list-style-type: none"> <li>• Design a new hospital and compare to an old one.</li> </ul>	<ul style="list-style-type: none"> <li>• What would the world be like without books?</li> <li>• What makes a book a good book?</li> <li>• <i>Do we have the right to a free healthcare service?</i></li> <li>• <i>Should men and women be treated equally and with the same respect?</i></li> </ul>
<b>Discrete Subjects</b>		
<b>IT and Computing</b>		<b>PSHCE/ Citizenship</b>
<p><b>Theme:</b> <b>Data</b></p> <p><b>Objectives &amp; Skills:</b> Children to create spreadsheet on the health of Islington over the years. Then using this spreadsheet, to formulate graphs. Children to ask a question about the health of Islington with Year 4 children recording the data into a database and year 5 children creating a chart showing the data of healthy Islington.</p> <p>Design a questionnaire to collect information. Sort and organize information to use in other ways. Create and search a branching database.</p>		<p><b>Theme:</b> <b>Drug, alcohol and tobacco education: Different influences</b></p> <p><b>Objectives &amp; Skills:</b> Children will learn: - About the effects and risks of drug use (alcohol, tobacco e-cigarettes, shisha and cannabis) -About people and their drug use -About the risks and pressures related to alcohol and tobacco.</p>

<p>create a database from information I have selected          Create data collection forms and enter data accurately from these.          Know how to check for and spot inaccurate data.          Know which formulas to use when I want to change my spreadsheet model.</p> <p><b>Resources:</b> ipads/laptops and Excel and J2Data.</p> <p><i>e-Safety focus: Developing strategies to protect our future selves</i></p>	
<p><b>Music</b></p>	<p><b>Spanish</b></p>
<p><b>Charanga Unit:</b> Fresh Prince Of Bel-Air</p> <p><b>Style:</b> Hip Hop</p> <p><b>Topic and cross-curricular links:</b> Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p>Hobbies (including musical instruments) and sports          Include preferences and reasons why</p>
<p style="text-align: center;"><b>Science</b></p>	
<p style="text-align: center;"><b>Electricity (Year 4)</b></p> <p><b>Objectives &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>• I can talk about common appliances that run on electricity.</li> <li>• I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.</li> <li>• I can predict if a lamp will light or not in a simple series circuit,</li> <li>• based on whether or not the lamp is part of a complete loop with a battery.</li> <li>• I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors.</li> </ul> <p>Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.</p>	

Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.

Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

## Summer 1

### Theme: Yes Minister

#### Immersive Experience

Visit the houses of parliament

#### History

##### Year 4

- I can use terms related to parliament
- I can use sources to learn about the gunpowder plot
- I can use evidence to build up a picture of this event
- I can place events on a timeline
- I can offer an explanation for why the event happened.

##### Year 5

- To recall, organise and select information about what I already know about parliament
- To use important phrases and vocabulary linked to parliament
- To use primary and secondary sources to learn about Guy Fawkes and the history of parliament
- To identify the causes and results of Guy Fawkes and the gunpowder plot
- To understand different leaders and governments
- To communicate what I know by taking part in a debate
- To learn about MPs and the causes and effects of their work
- To understand the importance of new laws and their impact on people

#### Geography

- I can identify the different UK constituencies
- I can look at how a party performed in the last UK election on a map of the UK

Art and Design	Design and Technology	Philosophy for Children
<ul style="list-style-type: none"> <li>Monet Houses of Parliament- I can create a picture in the style of Monet using a range of colour blending techniques</li> </ul> <p>Year 4- Use paint in different ways to create a wash and add detail</p> <p>Year 5- Add different media to paint to create effect</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Create own guys</li> </ul> <p>Year 4- Use a range of materials according to their aesthetic qualities</p> <ul style="list-style-type: none"> <li>Year 5- I can draw images of guys and label them, highlighting the different joining and cutting techniques needed.</li> <li>I can accurately use cutting and joining skills to make a guy</li> </ul>	<ul style="list-style-type: none"> <li>Are we defined by the people we are friends with?</li> <li>Is it ever okay to lie about our identity?</li> <li>Would you still be you if everyone in the world thought you were someone else?</li> <li><i>Was Guy Fawkes' human rights violated?</i></li> <li><i>Should you always stand up for what you believe?</i></li> </ul>

## Discrete Subjects

IT and Computing	PSHCE/ Citizenship
<p><b>Theme:</b> <b>Communication</b></p> <p><b>Objectives &amp; Skills:</b> Children to read reviews and research on politics.</p> <p>Children to begin designing a blog that is linked to their topic. Children to design edit and review their work for a blog. Children to write a blog as though they are an invader themselves. Children to write as a manifesto having completed their research. With Year 5's beginning to identify true and misleading information.</p> <p>Comment on their class blog. Type in a URL to find a website. Add websites to a favourites list Think of search terms to use linked with questions they wish to answer.</p>	<p><b>Theme:</b> <b>Physical Health and wellbeing: In the media</b></p> <p><b>Objectives &amp; Skills:</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-That they receive lots of information about the world from the media</li> <li>-That different media can report that same event in different ways (including information about health and fitness)</li> <li>-About advertising to make food products attractive</li> <li>-That people make food choices about the food they eat based on a number of factors</li> <li>-That messages given on food adverts can be misleading</li> <li>-About role models</li> <li>-About how the media can manipulate images and that these images may not reflect reality</li> </ul>

<p>Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.  Download and save files from an email.  Email more than one person and reply to all.  Use advance search functions in Google (quotations).  Understand websites such as Wikipedia are made by users (link to E-Safety).  Understand files may be saved off their device in 'clouds'. Register for a blog, select a URL and navigate to their blog once it is created.  Alter the theme and appearance of their blog, adding background images etc.  Create a new post, save it as a draft and publish it.</p> <p>Resources: I pads/laptops, Word, PowerPoint. LGFL J2Create, J2E blog.</p> <p>*** Our partnership with Three Discovery will also lead sessions in this using their onsite classrooms and resources.</p> <p><i>e-Safety focus: Understanding and applying copyright laws</i></p>	
<p>Music</p>	<p>Spanish</p>
<p><b>Unit:</b> Dancing In The Street</p> <p><b>Style:</b> Motown</p> <p><b>Topic and cross-curricular links:</b> The history of Motown and its importance in the development of Popular music. Civil rights.</p>	<p>Numbers 1-100 (out of order)  Transport – buying tickets  Days and months  Birthdays  Weather – linked to months and seasons</p>
<p>Science</p>	
<p style="text-align: center;"><b>Living Things and Their Habitats (Year 4)</b></p> <p><b>Objectives &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> </ul>	

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

## Summer 2

### Theme: Disasters

#### Immersive Experience

Visit a museum and planetarium

#### History

- I can plot the events of the Great flooding of 2017 on a timeline

#### Geography

##### Year 4

- I can identify the eight points of a compass and four grid reference maps to plot the parts of the UK
- I can identify the counties near London
- I can identify disasters in the UK

##### Year 5

- I can identify the physical features of the UK on a map including coasts, rivers and the water cycle
- I can use the eight points of a compass and four grid reference maps to plot physical features of the UK

		<ul style="list-style-type: none"> <li>• I can locate and name the counties in the UK</li> <li>• I can learn about the flooding of the UK thinking about how land use has changed over time</li> <li>• I can compare a disaster in the UK and one in South America</li> </ul>
<b>Art and Design</b>	<b>Design and Technology</b>	<b>Philosophy for Children</b>
<p>I can use different colours and techniques to create a volcanic effect picture</p> <p>Year 4- Experiment with different paint to find appropriate texture and tone</p> <p>Year 5- Refine colour to achieve special qualities, e.g washes, thick paint</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>use a range of materials to create a volcanic structure</p>	<ul style="list-style-type: none"> <li>• Do we get to choose who we are?</li> <li>• What makes a good person?</li> <li>• What if we could live on Earth forever?</li> <li>• What do you think your future self will remember about you now?</li> <li>• Should we all be treated the same?</li> </ul>
<b>Discrete Subjects</b>		
<b>IT and Computing</b>	<b>PSHCE/ Citizenship</b>	
<p><b>Theme:</b> <b>Multimedia</b></p> <p><b>Objectives &amp; Skills:</b> Children will learn to upload their work into a presentation (on Disasters) and then learn how to review and edit their work after initially entering their information. <b>This presentation will be on Disasters</b></p> <p>Using TEXT to align to right, left or centre Using PRESENTATION to use effective transitions USING MOVIE to storyboard and capture for a film Using PRESENTATOIN to create a multi slide presentation</p>	<p><b>Theme:</b> <b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b> <b>NatWest visits</b></p> <p><b>Objectives &amp; Skills:</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- About attitudes and feelings around spending and saving money</li> <li>-The difference between credit, debt, borrowing and saving</li> <li>-To explore the difference between manageable and unmanageable debts.</li> <li>-That money can be borrowed but there are risks associated with this</li> <li>-About enterprise</li> <li>-What influences people's decisions about careers</li> </ul>	

<p>Resources: iPads/laptops, LGFL, 2Create, Powerpoint, Word, Publisher</p> <p><i>e-Safety focus: Understanding how games developers make money</i></p>	
<p>Music</p>	<p>Spanish</p>
<p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical music and your choice from Year 5</p> <p><b>Topic and cross-curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>	<p>Understand how symbols, objects and pictures can represent a country</p> <p>Talk about, discuss and present information about a country's culture.</p>
<p>Science</p>	
<p><b>Living Things and Their Habitats (Year 5 and 6)</b></p> <p><b>Objectives &amp; Skills:</b></p> <p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Band 6</b></p> <ul style="list-style-type: none"> <li>• 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>• give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p>Band 5</p> <p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find</p>	

out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

#### Band 6

Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.