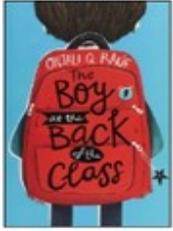
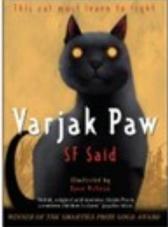
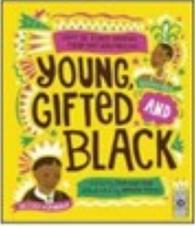
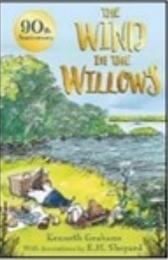
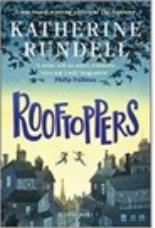
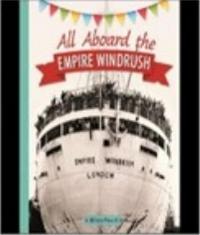
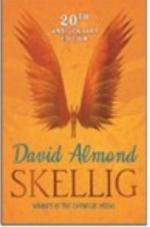
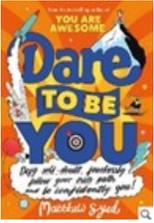
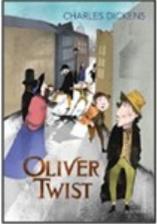


Ospreys	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b> (White Rose)	Place Value Addition and subtraction Multiplication and division A	Fractions A Multiplication and division B	Multiplication and division B Fractions B Decimals A	Area, Perimeter and volume Decimals B Fractions, decimals and percentages	Ratio Algebra Shape	Position and direction Statistics Converting units
<b>R.E.</b> (Understanding Christianity)	<b>GOD</b> What does it mean if God is loving and holy? <b>CREATION</b> Creation and science: conflicting or complementary?	<b>INCARNATION</b> Was Jesus the Messiah? <b>CORE LEARNING</b> <b>GOSPEL</b> What would Jesus do?	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice? <b>HUMANISM</b> What is Humanism?	<b>SALVATION</b> What did Jesus do to save human beings? <b>JUDAISM</b> What does it mean to be Jewish in Britain today?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 1) <b>UNIVERSAL</b> What can be done to reduce racism? Can religion help?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 2) <b>KINGDOM OF GOD</b> What kind of king is Jesus?
<b>Science</b> (SNAP Science)	Forces and mechanisms Evolution and inheritance	Properties and uses of materials Classification of living things	Earth and Space What light does	Plant and animal life cycles Human circulation	Separating mixtures and changing materials Electricity: changing circuits	Human growth Body health
<b>History</b> (CUSP)	A Study of Greek Life and Achievements and Influence on the Western World Battle of Britain		Study Maya Civilization and compare to the Anglo-Saxons C.AD900 Study of Windrush	Study Benin and compare to the Anglo-Saxons C.AD900 Study 5 Monarchs through time		
<b>Geography</b> (CUSP)	Locate world countries, biomes and vegetation belts Physical processes: earthquakes, mountains and volcanoes		Introduce 4 and 6 figure grid Ref Comparison of a region of the UK, Europe and North America	Ordnance Survey Map skills and fieldwork Settlements, Land use and economic activity Orienteering, Map skills and Navigation		
<b>Computing</b> (NCCE)	Computing systems and networks Systems and searching Communication and collabora-	Creating Media Video production Planning Webpage creation	Programming 1 Selection in physical computing Variables in games	Data and Information Flat-file databases Introduction to spreadsheets	Creating Media Introduction to vector graphics Modelling Planning	Programming 2 Selection in quizzes Sensing movement

Ospreys	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
<b>Art and Design</b> (CUSP)	<b>Drawing and Painting</b> Learn about and use the technique of subtractive drawing Use organic lines to create landscapes <b>Drawing</b> Combine techniques to create abstract images Learn about surrealism and portraiture	<b>Printmaking</b> Create three colour prints and combine printing techniques <b>Painting and Collage</b> Create still life compositions by combining different media.	<b>Textiles &amp; Collage</b> Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for art work. Know appliqué. <b>Printmaking and Textiles</b> Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces	<b>3D</b> Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls  Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'	<b>Painting</b> Explore a range of effects which can be achieved using watercolour paint <b>P</b> Combine techniques to create the illusion of water and depth	<b>Creative Response</b> Printmaking and Textiles Combine printmaking and textiles to embellish fabric  Drawing and Textiles Combine drawing and batik to add detail
<b>Design &amp; Technology</b> (CUSP)	<b>Food &amp; Nutrition</b> Why are our diets so different? <b>Can street foods save us?</b>	<b>Systems</b> How can we keep ourselves on the road? <b>Mechanisms</b> How do pulleys and gears let you see the world?	<b>Textiles</b> Which fabric is ideal for creating a functional and hard-wearing bag? <b>Food &amp; Nutrition</b> Does food affect the way you feel?	<b>Food &amp; Nutrition</b> What can we learn from other cultures' diets? <b>Structures</b> How strong is a piece of spaghetti?	<b>Structures</b> How are frames strengthened, reinforced and made rigid? <b>Electrical Systems</b> Can switches perform more than one function?	<b>Mechanisms</b> How can you lift a car onto a roof? <b>Textiles</b> How can we reduce, recycle and repurpose?
<b>Music</b> (Kapow)	<b>Composition notation</b> Dynamics, pitch and textures	<b>Blues</b> Songs of World War 2	<b>South and West Africa</b> Film Music	<b>Composition to represent the festival of colour (Holi)</b> Theme and variations (Pop Art)	<b>Looping and Remixing</b> Baroque	<b>Musical theatre</b> Composing and performing a Leaver's song
<b>P.E.</b> (P.E. Hub)	<b>Tennis</b> <b>Hockey</b>	<b>OAA</b> <b>Tag Rugby</b>	<b>Dance</b> <b>Basketball</b>	<b>Football</b> <b>Gymnastics</b>	<b>Volleyball</b> <b>Rounders</b>	<b>Athletics</b> <b>Cricket</b>
<b>Spanish</b> (Language Angels)	<b>Have you got a pet? (IN)</b> <b>What is the weather? (IN)</b>	<b>Goldilocks and the Three Bears (IN)</b> <b>The Second World War (PR)</b>	<b>What date is it today? (IN)</b> <b>My house (IN)</b>	<b>What is the weather like? (IN)</b> <b>At school (PR)</b>	<b>Clothes (IN)</b> <b>In the Tudor House (IN)</b>	<b>Olympics (IN)</b> <b>Weekend (PR)</b>
<b>PSHE</b> (My Happy Mind)	<b>Meet Your Brain</b>	<b>Celebrate</b>	<b>Appreciate</b>	<b>Relate</b>	<b>Engage</b>	<b>RSE (Love Wise)</b>
<b>Educational trips, workshops &amp; visitors</b>	<b>Transport for London –Safety and Citizenship visitor</b>	<b>Ancient Greek Virtual Visit—British Museum</b> <b>CEMA—Trenches</b> <b>Local Commonwealth Graves Sidcup</b>	<b>Greenwich Observatory</b> <b>First Aid Training visitor</b>	<b>Poetry Explorers—Southbank</b> <b>Heart Dissection—Science</b>	<b>Sayers Croft</b> <b>Rochester Cathedral</b> <b>Criminal Courts of Justice</b>	<b>Visit a local Mosque</b> <b>Isle of Wight</b> <b>Buddhist Temple</b> <b>The Globe Theatre</b>

Ospreys	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English Year 5</b> Introduce = green (Block A) Revisit = orange (Block B)</p>	 <p>Sentence composition Poems which explore form Persuasive writing First Person diary entries</p>	 <p>Critical analysis of narrative poetry Third person adventure stories News reports</p>	 <p>Stories from other cultures Persuasive writing (adverts) Explanatory Texts</p>	 <p>Third person adventure stories Poems which explore form</p>	 <p>Stories from other cultures First Person diary entries</p>	 <p>Critical analysis of narrative poetry News reports Explanatory Texts</p>
<p><b>English Year 6</b> Introduce = green (Block A) Revisit = orange (Block B)</p>	 <p>Autobiography Discursive writing and speeches Poems that create images and explore vocabulary</p>	 <p>First person stories with a moral Shakespeare's sonnets Explanatory texts</p>	 <p>Extended third person (adventure stories) Explanatory texts News reports</p>	 <p>News reports Autobiography First person stories with a moral</p>	 <p>Extended third person News reports</p>	 <p>Discursive writing and speeches Poems that create images and explore vocabulary Shakespeare's sonnets</p>