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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English** | ***Clockwork*** by Philip Pullman (non-linear narrative) ***Can we Save the Tiger?***by Jennings and White (narrative non-fiction)  | ***Can we Save the Tiger?***by Jennings and White (narrative non-fiction) ***The Boy in the Girls’ Bathroom*** by Louis Sachar (linear narrative; dialect and running dialogue) (Poetry: TBA) |   ***Goodnight, Mister Tom***by Michelle Magorian (Plus additional material, including film/animation, for World War II genre writing – inc non-fiction) | ***The Tell-Tale Heart*** by Edgar Allan Poe (complex narrative; figurative/symbolic text) A selection of **film stimuli**(resistant narratives; complex narratives) |

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| A selection of film stimuli and animated narratives (including ‘Faded’ and ‘The Alchemist’s Letter’)  |

 | ***The Tempest*** By Andrew Matthews(Archaic language; complex dialogue. Figurative/symbolic text***)***A selection of **film stimuli (**including ‘Faded’ and ‘The Alchemist’s Letter’)  |
| **Reading** | *Clockwork* by Philip Pullman | *When Hitler Stole Pink Rabbit* by Judith Kerr | *Goodnight, Mister Tom* by Michelle Magorian | *The Raven* by Edgar Allan PoeVarious ‘suspense’ texts and ‘macabre’ poetry (e.g. The Landlady by Roald Dahl) | *Northern Lights* by Philip Pullman | *Northern Lights* by Philip Pullman |
| **Maths**  | Place Value and Four operations | Fractions AFractions BConverting Units | RatioAlgebraDecimals | Fractions, Decimals and PercentagesArea, perimeter and VolumeStatistics  | ShapePosition and Direction  | Themed ProjectsConsolidationProblem Solving and Reasoning |
| **Science** | Evolution and Inheritance | Electrical Circuits | Light  | Living Things and Their Habitats | Animals Including Humans |  |
| **Computing** | Coding | Text Adventures | Media Literacy | Quizzing | Blogging | Spreadsheets |
| **History** | What was life like in Ancient Greece? |  | How did World War 2 and the Battle of Britain have an impact on London?  |  | How has equality for all changed over time and how has this impacted on society we know today? |  |
| **Geography** |  | Biomes and Habitats  |  | North America |  | Global Politics: Black Gold (oil/environment); Champions for Change  |
| **Art** | Street Art |  | Plant Art  |  | Journeys – Hew Locke |  |
| **DT** |  | Materials/Construction/Structures: Bird House Builders |  | Food Technology: Burgers |  | Programming and Electrical Systems: decorative lighting  |
| **RE** | **Islam:** What is the best way for a Muslim to show commitment to God? | **Christianity:** How significant is it that Mary was Jesus’s mother?  | **Christianity:** Is anything ever ‘eternal’?  | **Christianity:** Is Christianity still a strong religion 2000 years after Jesus was on Earth?  | **Islam:** Does belief in Akhirah (life after death) help Muslims lead good lives?  | **Islam:**  Does belief in Akhirah (life after death) help Muslims lead good lives?  |
| **PE** | Games – TennisDance Unit 1 | Games – NetballGames - Hockey | Games – Tag RugbyGym Unit 1 | OAAGym Unit 2 | Athletics Games – Cricket/Hockey | Games - Rounders Dance (production) |
| **French** | Salut, c’est moi! (Personal details and feelings) | Telling the Time; Daily Life; Hopes and Roles; Christmas  | Happy New Year; Investigating Sports  | Hobbies and Fun; Likes, Dislikes and Favourites  | Café Culture; Eating Out  | Mindfulness; Class Performances and Presentations  |
| **Music** |  Music is delivered by our BYMT Specialist Music Teacher  |
| **PSHE and SRE** | Wellbeing | Assertiveness Changing Friendships  | Relationships (SRE) My Body (SRE) | Life Cycles (SRE) Gender Stereotypes (SRE)  | Secondary School Transition  | Secondary School Transition |