




Inquisitive-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...

Persistent-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...

Disciplined-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...

Imaginative-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...

Collaborative-I can share my ideas... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...

5	Identity - My life. Mortality. Death and remembrance. Bereavement and mourning. Ideas of the afterlife. Surviving hardship and thriving. Goals and ambitions. Lives that are not mine. Human life in the future. Navigating my life. How will I be remembered? Memory and legacy. What should we preserve? What is ours to keep?					
	Journey -Africa. Space. Navigation. Learning to survive. Past events and understanding. Maintenance of valuable things and ideas from the past. Concepts: democracy, philosophy, law and order, personal responsibility. Environmental change. Social justice.					
	Autumn Term		Spring Term		Summer Term	
	 LIFE & DEATH		 BEYOND		 LEGACY	
Key questions	How can we remember people even if we can no longer see them? How will people remember us when we're gone? What have powerful people done to be remembered? <a href="#">Desertification</a> <a href="#">Exploring Egypt</a> <a href="#">Muhammed's home</a>		Why do we explore? What does our understanding of our place, our country's place, our planet's place add to our sense of relationship? What happens if you always 'stay in your lane'? <a href="#">Astronomy and STEM skills</a>		What do we owe to people from the past?	
English	Model Text-Clock Close Plot-Portal Toolkit-Openings and Endings/Setting	Model text - Cave Elves Information	Model Text - Smog Plot - Def. the Monster Toolkit - Openings and Endings/Action	Model text - Marvellous Machines Explanation	Model text-The Caravan Plot- Warning Tale Toolkit- Character/Dialogue	Model Text - Should children do housework? Discussion - Balanced Argument

Key text	The House with Chicken Legs		The Girl of Ink and Stars		The Odyssey	
Visits	Manufacturing Day		St Cuthbert’s Church		British Museum	
Science	Animals including humans (human development from birth to old age)	Living things and their habitats (life cycles and reproduction in humans and plants)	Forces (gravity, air resistance, water resistance, friction)	Earth and Space (Earth, Sun and Moon, the solar system).	Properties and changes of materials (dissolving, separating materials, reversible and irreversible changes)	
Longitudinal Study	BioBlitz: creating a snapshot of the variety of life found in a specific location. Tracking changes in plants, animals and fungi over the 4 seasons. Data presentation in tally marks, data in Google Sheets and a bar chart created in Google Sheets. UKS2 Working scientifically: Recording data and results of increasing complexity using scientific diagrams and labels, tables and bar graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Year 5 area: Pond and orchard					
History/ Geography	History- Ancient Egypt How did people survive in a desert? <a href="#">Desertification</a> How did people live in Africa long ago? How do we know? What do people think happens when we die?		Geography-Navigation/ Latitude/ Longitude/ Climate/ tropics/ zones		History -What did the ancient Greeks ever do for us? Why do we remember the Ancient Greeks? What should we keep in museums?; Ancient Greece’s legacy: architecture, history, philosophy, sculpture, science, democracy, sport, culture <a href="#">Last child of Arki</a> <a href="#">Olympic dreams</a>	
Computing	Computer Systems and Networks Systems and searching  Online Safety via Project Evolve	Creating Media 3D printing – Tinkercad  Online Safety via Project Evolve	Data and Information Flat-file databases  Online Safety via Project Evolve	Programming A Selection in physical computing Key knowledge: Conditional Selection Online Safety via Project Evolve	Programming B Selection in quizzes Key knowledge: Conditional Selection Online Safety via Project Evolve	Searching (1 Week) Evaluating digital content  Creating Media Vector drawing Online Safety via Project Evolve
Physical Education (PE)	Swimming	Swimming	Rugby	Dance	Athletics	Cricket
Art/ Design Technology	<a href="#">Set Design</a> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. <i>(Linked to ROH project)</i>	D&T-Food	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	TBC	Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	D&T-Architecture
Music	Musicians in Residence	Musicians in Residence	Musicians in Residence	Musicians in Residence	Musicians in Residence	Musicians in Residence
MFL (French)	Rigolo 2 Unit 1 – Salut Gustave!	Rigolo 2 Unit 2 – À l’ècole	Rigolo 2 Unit 3 – La nourriture	Rigolo 2 Unit 4 – En ville	Rigolo 2 Unit 5 – En vacances	Rigolo 2 Unit 6 – Chez moi
R.E	R.E - What is the Christian message of forgiveness? Is there one God, many Gods or no God? (Hinduism, Humanism)		R.E- How do Christians express their faith? Where Christian’s worship? <a href="#">Faith in a higher power 1 (Christianity)</a> , <a href="#">Faith in a higher power 2 (Christianity)</a> , <a href="#">Where Christians worship</a>		R.E - Can religions help to work against racism? (Multi)	
RSE	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
PSHE	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw