|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Half term 1** | **Half term 2** | | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Art** | The Formal Elements of Art  Exploring Colour, Light, Texture, Line, Shape, Space, Form. ‘Formal Elements’ book-cover to begin. | The Formal Elements of Art  Exploring Colour, Light, Texture, Line, Shape, Space, Form. ‘Formal Elements’ book-cover to begin. | | Creature Features  Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D  Researching artists for example: Ernst Haekel | Creature Features  Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D  Researching artists for  example: Ernst Haekel | Portraiture  Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing.  Researching artists for example: Modigliani and Picasso | Portraiture  Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing.  Researching artists for example: Modigliani and Picasso |
| **Design**  **Technology**  Carousel between DT,  Food, and Textiles  on a nine week  rotation. | Rotation 1 | | Rotation 2 | | Rotation 3 | Rotation 4 | |
| Trinket box  Create a trinket box out of pine and MDF wood. You will learn about and produce traditional wood joints.  **Practical assessment**  **Theory – End of project test.** | | Wind Twister and  Elephant Coat Hook  Cut, drill, file and bend  a wind twister and coat  hook made from  Acrylic plastic.  **Practical assessment**  **Theory – End of project** | | Emoji Project  Design and hand sew an emoji keyring from felt.  **Practical assessment**  **Theory – Produce a creative set of design ideas.** | Food  Develop foundational skills in hygiene and safety, use and care of kitchen tools and equipment, general food preparation skills.  **Practical Assessment**  **Chocolate Chip practical**  **Theory -**  **End of module test.** | |
| **Drama** | **An Introduction to Drama Skills**  The focus of the first assessment is team work and building confidence. All lessons include development of vocal and physical skills, with a focus on communicating to an audience.  **Assessment**:  Group performance  **Homework**:  Terminology quizzes on Google Classroom | **Pantomime**  This term focuses on developing character using pantomimes as our platform.  Students will explore stock characters, villains and heroes and techniques for learning lines.  **Assessment:**  Monologues, duologues **or** groups performances.  **Homework**:  Terminology quizzes on Google Classroom | | **Physical Theatre**  This term explores working as a whole class to produce a performance.  Students will learn how to use physical skills with control, whilst learning the basics of stage combat, timing, co-ordination and trust.  **Assessment:**  Whole class performance.  **Homework**:  Terminology quizzes on Google Classroom | **Space, Place & Time**  Communication of context is vital to any performer’s success.  Using history, geography and sociology to build ideas for setting and character.  Students will be given a script and then create their own script to perform as well.  **Assessment:**  2 x Solo Performance  **Homework**:  Terminology quizzes on Google Classroom | **An Introduction to Scripted Plays**  Using a professional play script, students will explore how to approach performing a scene from a text.  They will explore extracts from a play and discover a range of characters. They will consider the context of a scene and the impact of this in performance.  **Assessment:**  Duologue Performance  **Homework**:  Terminology quizzes on Google Classroom | **An Introduction to Devising**  Students will learn how to create a performance from scratch. Learning about structure, conventions, devices and techniques. They will create a 5 minute performance using a poem as a stimulus.  **Assessment:**  Small Group Performance  **Homework**:  Terminology quizzes on Google Classroom  & Research |
| **English** | Novel Study  Students will read and study the novel:  ‘The Lion, The Witch  and the Wardrobe’ by  C.S Lewis  **Assessment:**  Students will produce  a piece of creative  writing inspired by the  story. They will be  assessed on their  writing skills.  . | Novel Study  Students will read and study the novel:  ‘The Lion, The Witch  and the Wardrobe’ by  C.S Lewis.  **Assessment:**  Students will write an analytical essay on the novel. They will be assessed on their reading skills. | | Non- Fiction Writing  Students will learn  about different  non-fiction writing  styles.  **Assessment:**  Students will produce  a piece of non-fiction  writing. They will be  assessed on their  writing skills. | Poetry Study  Students will study a cluster of poems inspired by the theme ‘place’.  **Assessment:**  Students will write and deliver a monologue as a World War One soldier. They will be assessed on their spoken language and presentation skills.  Students will write an analytical essay on one of the poems they have studied. They will beassessed on their reading skills. | Mystery  Students will learn  about the mystery  genre. They will read  and study a mystery  story.  **Assessment:**  Students will produce  a mystery story  inspired by a stimulus. They will be assessed on  their writing skills. | Shakespeare  Students will read and  study Shakespeare’s  play: ‘A Midsummer  Night’s Dream’.  **Assessment:**  Students will be  presented with an  extract from a part of  the play they have  studied and they will  be asked to write  analytically about it.  They will be assessed  on their reading skills**.** |
| **French** | M1 La rentrée (Back to school)  Talking about ourselves, family, likes and dislikes | M1 La rentrée (Back to school)  Talking about ourselves, our family, likes and dislikes  **Assessment**  End of module assessment L R W | | M2 – En classe (In class)  School, subjects and what we wear to school  **Assessment**  End of module assessment L R W | M3 – Mon temps libre (My free time)  Sports, hobbies and activities | M3 – Mon temps libre (My free time)  Sports, hobbies and activities  **Assessment**  End of module 3 assessment L R W | M4 – Ma vie de famille (Family life)  Describing our families and where we live |
| **German** | Module 1-stimmt 1  Intro – my world and me | Module 2-stimmt 1  Family and pets | | Module 3-stimmt 1  Free time- sports | Module 4-stimmt 1  School subjects | Module 5-stimmt 1  Future plans/school | Module 5-stimmt 1  town and area, shopping/ future |
| **Geography** | What is Geography?  Locating Places  What makes up the UK?  Map Skills  **Assessment**  Baseline Assessment | Weather and Climate  Types of weather and climate  Mini fieldwork  Anticyclones and Depressions  **Assessment**  Weather and climate assessment | | UK Physical Geography (Rivers)  Geology of the UK & The Rock Cycle  The Water Cycle  The Drainage Basin  Erosion, Transpiration & Deposition  River Flooding  **Assessment**  OS Map work | UK Physical Geography (Coasts)  The UK Coastline  Erosion, Transportation & Deposition  Coastal Flooding  **Assessment**  Boscastle Newspaper Article | UK Human Geography (Population and Settlements)  Where do people live?  Types of Settlements  Land Use Models  Migration  Sustainable Cities | London Baby project  **Assessment**  Group Project Assessment |
| **History** | What is History?  **Assessment**  Baseline assessment.  What happened  before 1066?  Assessment on  Sutton Hoo | What was the impact of the Battle of Hastings on the people of England?  **Assessment**  Historical interpretations | | What was the impact of the Battle of Hastings on the people of England?  **Assessment**  Historical  interpretations. | How did William keep control after the Battle of Hastings?  **Assessment**  Evaluating effectiveness. | Rats or rebels? Which was the most significant?  **Assessment**  The Black Death – extended writing. | How far had the power of the monarchy declined by 1688?  **Assessment**  The effectiveness of Tudor monarchs. |
| **ICT** | Computer Fundamentals:   * Directories * Shortcuts * Using a browser * Saving Images | What was the impact of the Battle of Hastings on the people of England?  **Assessment**  Historical interpretations. | | Basic Programming:  Using Python | Spreadsheets:   * Basic spreadsheet functions | E-safety:   * Being aware of using * Social media * Cyber bullying | Photoshop:   * Photoshop basics to create a comic book strip of Macbeth |
| **Maths** | **Higher**   * Analysing and displaying data * Number skills * Equations, functions and formulae   **Foundation**   * Analysing and displaying data * Number skills * Equations, functions and formulae   **Assessments**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Fractions * Angles and shapes * Decimals   **Foundation**   * Decimals and measures * Fractions * Probability   **Assessments**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | | **Higher**   * Equations * Multiplicative reasoning   **Foundation**   * Ratio and proportion * Lines and angles   **Assessments**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Perimeter, area and volume * Sequences and graphs   **Foundation**   * Sequences and graphs * Transformations   **Assessments**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Constructions and loci * Probability   **Foundation**   * Number * Area and volume   **Assessments**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Factors and powers * Working with powers * 2D shapes and 3D solids   **Foundation**   * Statistics, graphs and charts * Expressions and equations * Straight-line graphs   **Assessments**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins**  **End of Year Exams** |
| **Music** | Developing Musicianship Skills  Baseline music perception test  Treble Clef Notation  Singing skills  **Assessment**  1) Unison Singing  2) Harmony Singing | Developing Musicianship Skills  Rhythm Notation  Keyboard diagram  Reading and playing keyboard melodies  Ukulele skills – chords and tabs  **Assessments**  1) Keyboard Skills- melody + chords  2) Ukulele Skills- melody and chords | | World Music: Music from Africa  African instruments – Polyrhythm -Syncopation  Call and response  Drumming -Chanting  Pentatonic scale  **Assessments**  Performance of African Music Compositions | World Music: Music from Trinidad- Calypso  Calypso instruments  Instrumental skills  Ensemble skills  Vocal skills  **Assessments**  Performance of Yellow Bird- melody and chords on ukulele | Composing a Pop Song  C major scale and chords  Chord formation (major and minor)  Song structure-lyric writing  Accompaniment styles  Drums skills 1  **Assessments:**  Keyboard Skills- chord patterns and accompaniment style | Composing a Pop Song  **Assessments**  Performance of group Pop Song Compositions |
| **PE** | “Winter Sports”  Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Winter Sports”  Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | | “Winter Sports”  Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Winter Sports”  Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Summer Sports”  Generally, students will follow any 2 sports/activities from cricket, athletics, rounders and tennis.  Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Summer Sports”  Generally, students will follow any 2 sports/activities from cricket, athletics, rounders and tennis.  Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. |
| **RE** | What is Islam and the life of Muhammad (PBUH | What is Islam and the  life of Muhammad  (PBUH) | | What are the Ultimate  Questions Intro to  Philosophical Thinking | What are the Ultimate  Questions Intro to  Philosophical Thinking | What are the Ultimate  Questions Intro to  Philosophical Thinking | Sikhism and the teaching of the Gurus |
| Students will do a short Health Education Unit | Religious festival of  Christmas | | Religious festival of  Easter and Introduction  to Christianity | Introduction to Sikhism |
| **Science** | Enquiry Processes – Science skills  Unit 1: Forces  Unit 2: Electromagnets  **Assessment:**  Baseline assessment (50 min)  End of half term test 35 min | Unit 3: Energy  Unit 4: Waves  **Assessment:**  Revision & End of term  test  (Any topics since  Sept) 50 mis | | Unit 5: Matter  **Assessment**  End of half term test 35 mins | Unit 6: Reactions  **Assessment:**  Revision & End of term test  (Any topics since Sept)  50 mins | Unit 7: Earth  Unit 8: Organisms  **Assessment**  End of half term  35 minutes | Unit 9: Ecosystems  Unit 10: Genes  **Assessment**  End of year exam.  (covers all topics from September)  2 x 45 minute papers |
| **Spanish** | VivaL1  Module 1 – *Mi vida*  (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.)  **Assessment:**  **Baseline Test** | VivaL1  Module 1 – *Mi vida*  (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.)  **Assessment:**  End of mod assessment | | VivaL1  Module 2 – *Mi tiempo*  *Libre*  (saying what you like to  do, me gusta + infinitive, present tense –ar verbs, weather, verbs ‘jugar’  and ‘hacer’, different  hobbies.)  **Assessment:**  End of mod  assessment | VivaL1  Module 3 – *Mi insti*  (what do you study, using –ar verbs with ‘amos’, giving opinions, describing school, break time, using –er/-ir verbs) | VivaL1  Module 3 – *Mi insti*  (what do you study, using –ar verbs with ‘amos’, giving opinions, describing school, break time, using –er/-ir verbs)  **Assessment:**  End of module  assessment | VivaL1  Module 4 – *Mi familia y mis amigos*  (describing family, possessive adjectives, describing eye and hair colour, what other people look like, describing where you live , dictionary skills |