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| **Subject**  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Art** | The Formal Elements of ArtExploring Colour, Light, Texture, Line, Shape, Space, Form. ‘Formal Elements’ book-cover to begin. | The Formal Elements of ArtExploring Colour, Light, Texture, Line, Shape, Space, Form. ‘Formal Elements’ book-cover to begin. | Creature FeaturesLooking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3DResearching artists for example: Ernst Haekel | Creature FeaturesLooking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3DResearching artists for example: Ernst Haekel | PortraitureExploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing.Researching artists for example: Modigliani and Picasso | PortraitureExploring 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 HookCut, drill, file and bend a wind twister and coathook made from Acrylic plastic.**Practical assessment** **Theory – End of project** | Emoji ProjectDesign and hand sew an emoji keyring from felt.**Practical assessment****Theory – Produce a creative set of design ideas.** | FoodDevelop 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 StudyStudents will read and study the novel: ‘The Lion, The Witch and the Wardrobe’ byC.S Lewis**Assessment:** Students will produce a piece of creative writing inspired by the story. They will be assessed on their writing skills.. | Novel StudyStudents 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 WritingStudents will learnabout different non-fiction writing styles.**Assessment:** Students will producea piece of non-fiction writing. They will beassessed on their writing skills. | Poetry StudyStudents 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. | MysteryStudents will learn about the mystery genre. They will read and study a mystery story. **Assessment:** Students will producea mystery story inspired by a stimulus. They will be assessed on their writing skills. | ShakespeareStudents will read andstudy Shakespeare’s play: ‘A Midsummer Night’s Dream’.**Assessment:** Students will be presented with an extract from a part of the play they havestudied and they willbe 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 1Intro – my world and me | Module 2-stimmt 1Family and pets | Module 3-stimmt 1Free time- sports | Module 4-stimmt 1School subjects | Module 5-stimmt 1Future plans/school | Module 5-stimmt 1town and area, shopping/ future |
| **Geography** | What is Geography?Locating Places What makes up the UK? Map Skills **Assessment**Baseline Assessment | Weather and ClimateTypes of weather and climateMini fieldworkAnticyclones 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 & DepositionRiver Flooding **Assessment**OS Map work | UK Physical Geography (Coasts)The UK Coastline Erosion, Transportation & DepositionCoastal 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 happenedbefore 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
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| **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 SkillsBaseline music perception testTreble Clef NotationSinging skills**Assessment**1) Unison Singing2) Harmony Singing | Developing Musicianship SkillsRhythm NotationKeyboard diagram Reading and playing keyboard melodiesUkulele skills – chords and tabs**Assessments**1) Keyboard Skills- melody + chords2) Ukulele Skills- melody and chords | World Music: Music from AfricaAfrican instruments – Polyrhythm -SyncopationCall and responseDrumming -ChantingPentatonic scale**Assessments**Performance of African Music Compositions | World Music: Music from Trinidad- CalypsoCalypso instrumentsInstrumental skillsEnsemble skillsVocal skills**Assessments**Performance of Yellow Bird- melody and chords on ukulele | Composing a Pop SongC major scale and chordsChord formation (major and minor)Song structure-lyric writingAccompaniment stylesDrums 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 thelife of Muhammad(PBUH) | What are the UltimateQuestions Intro to Philosophical Thinking | What are the UltimateQuestions Intro to Philosophical Thinking | What are the UltimateQuestions Intro to Philosophical Thinking | Sikhism and the teaching of the Gurus  |
| Students will do a short Health Education Unit | Religious festival ofChristmas | Religious festival ofEaster and Introductionto Christianity  | Introduction to Sikhism |
| **Science** | Enquiry Processes – Science skillsUnit 1: ForcesUnit 2: Electromagnets**Assessment:**Baseline assessment (50 min)End of half term test 35 min | Unit 3: EnergyUnit 4: Waves**Assessment:**Revision & End of termtest (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: EarthUnit 8: Organisms**Assessment**End of half term 35 minutes | Unit 9: EcosystemsUnit 10: Genes**Assessment** End of year exam.(covers all topics from September) 2 x 45 minute papers |
| **Spanish** | VivaL1Module 1 – *Mi vida* (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.)**Assessment:****Baseline Test** | VivaL1Module 1 – *Mi vida* (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.)**Assessment:**End of mod assessment | VivaL1Module 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 | VivaL1Module 3 – *Mi insti* (what do you study, using –ar verbs with ‘amos’, giving opinions, describing school, break time, using –er/-ir verbs) | VivaL1Module 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 | VivaL1Module 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 |