

Theme: Leadership and Responsibility

		Thinkers: Past and Present		Political Leaders: Past and Present		Israel	Me as a Leader
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English		Autobiography Biography Discussion Texts Anthropomorphism	Explanation Narrative – ‘Iron Man’, extracts from HG Wells	Persuasion WW2 Fiction and poetry	Debate Information texts	‘One More River’ by Lynne Reid Banks Early Israeli Poetry (Agnon)	Information Explanation Preparation for the end- of-year show
		<u>Composition:</u> Writing for a particular audience and purpose, employing appropriate structure Précising longer passages Use devices to create text cohesion	<u>Composition:</u> Describe settings, characters and atmosphere	<u>Composition:</u> Building suspense in narrative writing Inserted dialogue to convey character and advance the action	<u>Composition:</u> Use devices to create text cohesion Choose the appropriate register for writing	<u>Composition:</u> Describe settings, characters and atmosphere Use figurative language	<u>Composition:</u> Plan, draft, evaluate and edit writing
		<u>Grammar and Punctuation:</u> Inserted phrases and clauses and punctuating them with commas, brackets or hyphens The subjunctive form	<u>Grammar and Punctuation:</u> Expanded noun phrases	<u>Grammar and Punctuation:</u> Use modal verbs and adverbs to indicate degrees of possibility	<u>Grammar and Punctuation:</u> Consolidation of grammar, punctuation and spelling objectives taught	<u>Grammar and Punctuation:</u> Consolidation of grammar, punctuation and spelling objectives taught	<u>Grammar and Punctuation:</u> Consolidation of grammar, punctuation and spelling objectives taught
		<u>Reading:</u> Summarise main ideas Compare characters Use evidence to support a hypothesis	<u>Reading:</u> Infer characters’ thoughts, feelings and motives Identify how language and structure contribute to meaning	<u>Reading:</u> Distinguish between fact and opinion Evaluate how authors use language, including figurative language, and its impact on the reader	<u>Reading:</u> Distinguish between fact and opinion Summarise main ideas from more than one paragraph	<u>Reading:</u> Evaluate how authors use language, including figurative language, and its impact on the reader	<u>Reading:</u> Summarise main ideas from more than one paragraph Prepare plays to perform

Maths	Number: Place value Addition Subtraction Multiplication Division	Fractions including decimals and percentages	Decimals and percentages Algebra (link to WW2 code breaking) Converting imperial measures to metric to use WW2 recipes	Measurement Ratio Geometry and statistics	Properties of shape Position and direction	Project work
Science	Evolution Classification		Electricity (including making torches to use during the Blackout)	Light (including making a periscope for WW2 espionage)	The circulatory system The heart Healthy Lifestyles	
Computing	We are Adventure Gamers	We are Advertisers	We are Computational Thinkers	We Are Network Technicians	We are Travel Writers	We are Publishers
Humanities	Children to study the lives and work of a range of contemporary thinkers from different fields (for example: Darwin, Anning, Edison, Pankhurst, Herzl, Balfour, Disraeli)	We will compare the thinkers from the previous half term with modern thinkers in similar fields. To include Laura Marks, creator of Mitzvah Day. Children to launch their own social action project.	<u>WW2</u> Home Front Evacuation Rationing Churchill Kindertransport Shoah	<u>British Democracy</u> The democratic system The Houses of Parliament British Values Compare numbers of British MPs and Lords with time of Disraeli	<u>Israel 1948 to the year the children were born</u> Children to focus on leaders such as Ben Gurion, Weizman, Golde Meir, Moshe Dayan and Rabin, considering the responsibilities of building a nation	Children to consider themselves as leaders and their behaviour and lifestyle choices
Jewish Studies	Rosh Hashanah Yom Kippur Sukkot Simchat Torah Shemini Atzeret Compare theories of Evolution with Bereishit	Jewish leaders in the local area	British Jewish Armed Forces Blessing said for surviving Celebrating Shabbat in a Blackout	Canon of Jewish Law, both written and oral The role of the Beth Din Purim Pesach	Shavuot Focus object from the 'Israel 70 Project' – the siddur Why is Hallel recited at Yom Ha'atzmaut?	Jewish Life Cycle
Tefillah	Consolidation of tefillot already learnt	Preparation for the "Founders' Siddur"	Preparation for the "Founders' Siddur"	Preparation for the "Founders' Siddur"	Preparation for the "Founders' Siddur"	Preparation for the "Founders' Siddur"

Art & DT	Political embroidery (banners and flags)	Tracy Emin Shepard Fairey Grayson Perry	Conceptual art relating to war and Shoah WW2 Baking Sewing bunting	Yinka Shonibare	Israeli Artists	Children to make the set and props for their show
RE & Diversity	Creation stories from different cultures	How Darwin's theories are received by different religions	Religious habits of British people living in the countryside during WW2	Diversity within Parliament	Study of Bedouin culture	Community leaders from different religions Cooperation between different communities
PHSCE & SRE	<u>Introduction of all Eden Values and Excellence:</u> Embracing challenge High expectations Determination, effort and resilience Thinking Confidence Pride in our achievements	<u>Responsibility:</u> Care for others Care for school Care for nature and the environment Care for the wider community Taking responsibility for our learning	<u>Respect:</u> Compassion Kindness Valuing all others - children and adults Getting along	<u>Community:</u> Inclusive Unity Celebrating difference/uniqueness Diversity Family	<u>Creativity:</u> Courage Curiosity Exploration Innovation Fun Risk taking Innovative teaching and learning	Review of values
PE	Running Football Netball Tag Rugby		The jitterbug! Athletics Hockey Basketball Football		Tennis Golf Athletics Cricket Football	
Music	'The Creation' by Joseph Haydn Appreciation Composition	'Short Ride in a Fast Machine' by John Adams	Listening and respond to music from the WW2 era	The role of the conductor The makeup of an orchestra	Hatikvah – what makes an effective national anthem? Children to compose their own	Preparation for the end-of-year production