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| **A****U****T****U****M****N****1** | **Whole School Project – Dreams Of Freedom – 2 weeks****Dreams of Freedom combines the words of human rights heroes such as Nelson Mandela, the Dalai Lama, Anne Frank, Chief Standing Bear and Malala Yousafzai. The book aims to empower children to explore the idea of freedom, build empathy and develop their knowledge and understanding of human rights. Learning may be based around – Freedom to learn, Freedom to dream, Freedom to have a home, Freedom to have your own ideas, Freedom from fear, Freedom from slavery, Freedom to be a child, Freedom to enjoy life and liberty, Freedom to be yourself. Every child in the school will make a kite that will hang in the school. Kites celebrate the fact that human rights are universal; they belong to all of us. Kites are often a symbol of hope and freedom, flying high. This book links so well with our work on rights at Holly Park as we are a Rights Respecting Silver Award school.*** What is freedom and what it means to us.
* The work of Amnesty International and the plight of refugees.
* Malala Yousafzai - her life experiences and what we can learn from her.
* Ann Frank - history of her life and the importance of her diary as a historical document. Creating a 2021 equivalent - online blogs as our lives as Holly Parkers.
* Poetry - writing poems based on the theme ‘Freedom’.

**Assessments in Maths & English****Then from 20/10/2021begin:**Letters From The Lighthouse**English:*** *Narrative: Fiction Genres and Extending Narrative. Writing ghost stories.*
* *Non-fiction: Letter Writing*
* *Poetry: Power of Imagery*

**SPaG:** Relative Clauses. Embedded Clauses. Fronted Adverbials. Parenthesis. **Maths:*** *Number and Place Value*
* *Addition, Subtraction, Multiplication and Division*

**Science**: *Light***Computing:**  - *Digital Literacy* *- Information Technology* *- Computer Science***History*:*** *WW2***Geography:**  *To understand the impact of WW2 and the countries involved.* **Art & Design:** *Drawing***PSHE:** *Living in the wider world: Celebration: supporting each other***RE:** *Religion and the Individual***PE:*** *Gymnastics – match and mirror*
* *Games – invasion (basketball– attacking and defending strategies*
 | **A****U****T****U****M****N****2** | **Learning Project: *War: A Child’s View (continued)*****Focus text** – *Letters From the Lighthouse***English:*** *Narrative: Fiction Genres and Extending Narrative*
* *Diary writing*
* *Balanced argument*

**SPaG:** Colons and semicolons. Active and Passive Voice. Subjunctive Form. **Maths:*** *Fractions*
* *Geometry: Position and Direction*

**Science:** *Electricity***Computing:** - *Digital Literacy* *- Information Technology* *- Computer Science***History*:*** *A Local History Study (London WW2)***Geography:** *Study of a region in the UK***DT:** *Construction***Art & Design:** *Drawing and Painting***RE:** *Pilgrimage and sacred journeys***PSHE** *: Health & Wellbeing***PE:**  * *Dance*
* *Games – invasion (tag rugby) – developing rugby skills*
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| **S****P****R****I****N****G****1** | **Learning Project:Mountains****Focus Text**  – *Shackleton’s Journey***English:*** *Non-fiction: Biography, information texts on exploration. Log writing.*
* *Narrative: Character studies, recounts and diary entries in role.*
* *Newspaper Reports*

**Maths:*** *Decimals*
* *Percentages*
* *Algebra*

**Science:** *Evolution and Inheritance***Computing:**  *- Digital Literacy* *- Information Technology* *- Computer Science***Geography:** Mountains (UK and North and South America)**Art & Design:** *Painting***DT:** *Food***RE:** *Sacred Texts***PE:*** *Gymnastics – synchronisation and canon*
* *Games – invasion (basketball) – developing dribbling, passing & shooting skills with games*
 |  **S****P****R****I****N****G****2** | **Learning Project: Mountains****Focus Text** – *Poetry (WW2), The Dreadful Menace***English:*** *Looking at different forms of poems.*
* *Power of Imagery*
* *Comprehension and composition.*

**SPaG:** Progressive & perfect verb forms. **Maths:*** *Measurement: Converting Units*
* *Measurement: Perimeter, Area and Volume*
* *Ratio*

**Science:** *Living things and their habitats***Computing:** *Communicating***Geography:** *Study of a region within North or South America (Guatemala)***Geography:** *Global Sense: North and South America. Different climates/mountains.***Art & Design:** *Sculpture***DT**: *Sheet Materials***PSHE:**  *Health and Wellbeing***RE:** *Religion, Family and Community.***PE:*** *Dance*
* *Athletics*

**Curriculum Day: DT** |
| **S****U****M****M****E****R****1** | **Learning Project: Mayans****Power of Reading text** – *Skellig* **English:*** *Descriptive writing*
* *Writing in Role*
* *Creative writing - prequel.*

**Maths:*** *Geometry: Properties of Shapes*
* *Problem Solving*
* *Statistics*
* *Revision*

**Science:** *Evolution and Inheritance***Computing:**  *- Digital Literacy***History:** *A non-European society that provides contrasts with British history (Mayan civilisation cAD900)***Geography:** *Study of a region within North or South America (Guatemala)***Geography:** *Human Geography and Trade***Art & Design:** *Sculpture****PSHE:*** *SRE: Puberty, relationships and reproduction** *Relationships*

**DT:** *Computing***RE:** *Beliefs in Action***PE:** *Gymnastics – counterbalance and tension* *Fitness and healthy lifestyles activities – developing leadership skills* | **S****U****M****M****E****R****2** |  **Learning Project: Show Time!****Power of Reading text** – *Skellig* **English:*** *Descriptive writing*
* *Writing in Role*
* *Creative writing - prequel.*

**Maths:*** *Investigations*

**History:** *A non-European society that provides contrasts with British history (Mayan civilisation cAD900)***Geography:** *Global Sense: North and South America***Art & Design:** *Digital Media***DT:** Electrical and Electronics**Computing:** *Communicating***Science:** *Animals including humans***PSHE:** *Moving On***RE:** *Journey of Life and Death***PE:*** *Dance*
* *Games – tennis – developing racket skills, small games, introducing tactics and strategies.*
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