

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enhanced Trip Experiences	Diwali Workshop (RE)	Science Museum- Mission to Space Workshop (Science)	Hyde Park- Orienteering and Princess Diana Memorial Playground (Geography)		UKSA Isle of Wight residential	British Museum- Maya, Anglo-Saxon and Viking galleries (History)
English <i>Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i>	Narrative: Openings and endings, based on the legend of ‘Beowulf’ Non- Fiction: Newspaper reports Article 13: Children have the right to share freely with others what they learn, think and feel through writing	Narrative: Story writing with a focus on settings based on, ‘The Firework Makers Daughter.’ By Phillip Pullman Non-Fiction: Instructional writing Article 8: Children have the right to their own identity including nationality	Narrative: Sci-fi narratives with a focus on characters based on, ‘Space Oddity.’ By Christopher Edge Non-Fiction: Explanation writing Article 17: Children have the right to access of media and different resources so long as it doesn’t harm them	Narrative: Story writing with a focus on dialogue based on, ‘The Goldfish Boy’ By Lisa Thompson Non-Fiction: Discursive writing Poetry: Inspirational Poetry Article 12: Children have the right to give their opinion freely	Narrative: Story writing using suspense based on, ‘A series of Unfortunate Events.’ By Lemony Snicket Non- Fiction: Biographies Article 25: Children have the right to special care and protection if they are adopted or in foster care	Narrative: Story writing using action based on, ‘Stormbreaker.’ By Anthony Horowitz Non-Fiction: Persuasive letters Article 12: Children have the right to give their opinion freely
Maths White Rose <i>Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i>	Number: Place Value. Addition and Subtraction.	Number: Multiplication and Division Fractions	Number: Multiplication and Division Fractions	Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Angles Shapes Position and Direction Number: Decimals	Number: Negative Numbers Measurement: Converting Units Volume

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<p>Science</p> <p><i>Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>	<p>Forces</p> <p>Article 13: Children have the right to share freely with others what they learn, think and feel through talking, writing and drawing</p>	<p>Earth and Space</p> <p>Article 17: Children have the right to access of media and different resources so long as it doesn’t harm them</p>	<p>Properties and Changes of Materials</p> <p>Article 32: Children have the right to be protected from doing work that is dangerous and bad for their education</p>		<p>Living Things and Their Habitats</p> <p>Article 6: Life, survival and development</p>	<p>Animals Including Humans</p> <p>Article 6: Life, survival and development</p>
<p>Computing</p> <p><i>Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law</i></p>	<p>Online Safety And Digital Creativity (Animating, green screens, recording)</p> <p>Article 17: Children have the right to access of media and different resources so long as it doesn’t harm them</p>	<p>Digital Creativity (Editing & finishing)</p> <p>Article 13: Children have the right to share freely with others what they learn, think and feel through talking, writing and drawing</p>	<p>Coding (j2logo)</p> <p>Article 28: Every child has the right to an education</p>	<p>Coding (j2logo)</p> <p>Article 28: Every child has the right to an education</p>	<p>Core Skills (Google Slides)</p> <p>Article 28: Every child has the right to an education</p>	<p>CAD and digital media (Sketch-up)</p> <p>Article 28: Every child has the right to an education</p>
<p>PE</p> <p><i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<p>Indoor PE: Dance</p> <p>Outdoor PE: Football</p> <p>Article 2: All children have all these rights no matter who they are or their abilities</p>	<p>Indoor PE: Gymnastics</p> <p>Outdoor PE: Netball</p> <p>Article 12: Children have the right to give their opinion freely</p>	<p>Indoor PE: Fitness</p> <p>Outdoor PE: OAA</p> <p>Article 31: Children have the right to take part in cultural and creative activities</p>	<p>Indoor PE: Dance</p> <p>Outdoor PE: Tennis</p> <p>Article 31: Children have the right to take part in cultural and creative activities</p>	<p>Indoor PE: Gymnastics</p> <p>Outdoor PE: Athletics</p> <p>Article 23: Every child with a disability (mental or physical) should have an education to help them develop and lead a full life</p>	<p>Indoor PE: Yoga</p> <p>Outdoor PE: Cricket</p> <p>Article 24: Children have the right to the best health care and have information about how to stay healthy</p>

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<p>Art</p> <p><i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i></p>	<p>Clay Dragon Eyes (Sculpture and Colour focus)</p> <p>Article 31: Children have the right to take part in cultural and creative activities</p>		<p>Mixed media piece of animals that can fly (Drawing, Colour and Printmaking focus)</p> <p>Creating a final piece inspired by the artist David Bromley</p> <p>Article 29: Children’s education should help them to fully develop talents and abilities</p>	<p>Abstract collage of a landscape (Collage, Drawing and Colour focus)</p> <p>Article 28: Every child has the right to an education and resources which will help them to develop</p>		
<p>DT</p> <p><i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i></p>		<p>Textiles</p> <p>Creating coin holders</p> <p>Article 31: Children have the right to take part in cultural and creative activities</p>			<p>Food Technology</p> <p>Creating empanadas with a focus on culture and seasonality</p> <p>Article 24: Children have the right to healthy food and a safe environment</p>	<p>Mechanics</p> <p>Creating a mechanical system using pulleys</p> <p>Article 15: Children can work together unless this breaks the rights of others</p>
<p>Music</p> <p><i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<p>Rock music</p> <p>How rock music developed from the Beatles onwards. Analysing performance.</p>	<p>Christmas Performance</p> <p>Singing skills linked to our Christmas performance ‘The Gift’</p>	<p>Pop Ballads</p> <p>Historical context for ballads</p>	<p>Hip Hop</p> <p>Composing a rap linked to school topics</p>	<p>Motown</p> <p>The history of Motown and its importance in the development of popular music</p>	<p>Reflect, Rewind and Replay</p> <p>Western classical music and a recap of previous units.</p>

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<p>Geography</p> <p><i>Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</i></p>			<p>Marvellous Maps (Maps & locational knowledge)</p> <p>Use the 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Article 17: Children have the right to access of media and different resources so long as it doesn't harm them</p>	<p>North America (Place Knowledge)</p> <p>Using maps to locate world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Article 29: Children's education should teach them to respect their own rights and other people's cultures and differences</p>		<p>Scaling the Heights (Mountains)</p> <p>Formation of mountains, map skills locating and identifying landscape features, climatic conditions, geographic features associated with mountains – valleys, rivers and glaciers.</p> <p>Article 17: Children have the right to access of media and different resources so long as it doesn't harm them</p>
<p>History</p> <p><i>Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</i></p>	<p>The Anglo-Saxons</p> <p>How did England change during the settlement of the Anglo-Saxons and Vikings?</p> <p>Article 7: Children have the right to a nationality</p>	<p>The Vikings</p> <p>How did England change during the settlement of the Anglo-Saxons and Vikings?</p> <p>Article 13: Children have the right to share freely with others what they learn, think and feel</p>			<p>The Maya</p> <p>Why should we remember the Maya?</p> <p>Article 30: Children have the right to use their own language and to celebrate their own culture</p>	

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<p>RE <i>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</i></p>	<p>Hinduism: Three incarnations of Brahman, the Deities, important Hindu stories, Hindu Shrines, stages in Hindu religious life, marriage, Festivals of Holi and Diwali, Pilgrimage in Hinduism and the Caste System.</p> <p>Big Questions What happens when there is a conflict between faith and the law? Should different faiths be allowed to have their own laws?</p> <p>Article 41: If the laws of a country protect children’s rights better than this Convention, then those laws should be used</p>		<p>Christianity: Christ’s Divinity: Life in Jesus’ time, stories relating to Christ’s divinity, Shrove Tuesday, Ash Wednesday, Jesus’ Time in the Wilderness and The Easter story.</p> <p>Article 14: Every child has the right to think and believe what they choose and also to practise their religion</p>		<p>Religious Rituals: Christian worship, how Muslims worship, Muslim rituals before prayer, Origins of Shabbat (Judaism), Buddhist worship.</p> <p>Reflect: What is the purpose of worship? How do I worship? What do I worship?</p> <p>Article 30: Children have the right to use their own language and to celebrate their own culture</p>	
<p>PSHCE <i>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.</i></p>	<p>Being Me in My World Article 8: Children have the right to their own identity including nationality</p>	<p>Celebrating Difference Article 23: Children with disabilities</p>	<p>Dreams and Goals Article 12: Children have the right to give their opinion freely</p>	<p>Healthy Me Article 27: Food, clothing, a safe home</p>	<p>Changing Me (including SRE) Article 3: Best interest of the child</p>	<p>Relationships Article 17: Children have the right to access of media and different resources so long as it doesn’t harm them</p>
<p>UNICEF rights to be explored across the year. School council meetings & steering groups ongoing.</p>						

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<p>French <i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<p>A New Start: Greetings, feelings, numbers and colours Article 31: Children have the right to take part in cultural and creative activities</p>	<p>Calendar and Celebrations: Bonfire colours, days and months, the date, Christmas Article 31: Children have the right to take part in cultural and creative activities</p>	<p>Animals: Animal nouns, singular and plural, opinions, story Article 31: Children have the right to take part in cultural and creative activities</p>	<p>Carnival: Carnival, numbers to 20, core language recap, commands, Easter Article 31: Children have the right to take part in cultural and creative activities</p>		