



	-Reversible changes of state					
<b>Computing</b>	<b>Online Safety</b> <b>2 Code-</b> Gibbon level <a href="#">Star Wars Java</a>	<b>Online Safety</b> Reality of the WWW Plagiarism Copyright Bias Validity <a href="#">All About Explorers</a> , <a href="#">Tree Octopus</a> , <a href="#">Dog island</a> , <a href="#">AlleyK@tz</a> <a href="#">Flying Penguins</a>	<b>Online Safety</b> We are Animators <b>ZU3D</b>	<b>Online Safety</b> <b>We are musicians</b> <b>Garage Band</b>	<b>Online Safety</b> Programming and Coding Micro:bit <a href="#">Data Handling Project</a>	<b>Online Safety</b> Multimedia Tour of the School Memories of BUB PowerPoint/MovieMaker/ Photostory/Audacity ZU3D IPAD apps etc
<b>History</b>	Local history study: <b>WWII</b> Battle of Britain & Dunkirk Evacuation (PART 1)		Local history study: <b>WWII</b> Battle of Britain & Dunkirk Evacuation (PART 2) <i>(trip to Dover Castle  War tunnels &amp; Spitfire  museum)</i>		Non-European Society providing contrast with British History - The Maya	Non-European Society providing contrast with British History - The Maya
<b>Geography</b>		Climate zones and biomes		Natural Resources (land use, renewable & non-renewable energy)		North American country study - Human & Physical geography
<b>RE</b>	<b>U2.7 What matters most to Christians and Humanists?</b> <ul style="list-style-type: none"> <li>- Humanist views:</li> <li>- Why do people do good and bad things?</li> <li>- Are we a mixture of good and bad?</li> </ul> What is Humanism by Michael Rosen & Anne Marie Young <ul style="list-style-type: none"> <li>- Should Humanists celebrate Christmas?</li> </ul> <p style="text-align: center;">(LIVING)</p>		<b>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</b> <ul style="list-style-type: none"> <li>- How do people express their spiritual beliefs through art, music and theatre.</li> </ul> <p style="text-align: center;">(EXPRESSING)</p>	<b>U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?</b> <ul style="list-style-type: none"> <li>- Contact?</li> </ul> <p style="text-align: center;">(LIVING)</p>	<b>U2.3 What do religions say to us when life gets hard?</b> Potential Research Project/ Presentation into one religion Visitors - How has your religion affected your life decisions? Hold class debate hosted by children/ interviewed by children. (BELIEVING) <p style="text-align: right;"><i>(potential visit to Gurdwara)</i></p>	

<b>Art</b>	Silhouette Art (WW2/Blitz theme)	Willow Pattern		Optical illusions	Artist Study: Tania Wight Fractured Landscapes Project	Maya themed art work - mandalas and masks
<b>DT</b>			Spitfire Models			Cooking and nutrition: prepare and cook own lunch
<b>Music</b>	<b>90s Music</b> Exploring music of the decade	<b>British Band Study</b> Exploring their music and influence within the music industry	<b>Movie Soundtracks</b> Exploring the impact of music in visual productions	<b>Musicals</b> Exploring rhythm and pattern in musical music	End of year production Songs for Leavers' assembly	
<b>PSHE</b>	How can we stay healthy?		How can the media influence people?  *How can money affect us?*( <i>optional additional sessions</i> )		What will change as we become more independent? How do friendships change as we grow? RSE Unit	
<b>MFL (French)</b>	French conversation - Greetings; numbers and weather.	Notre école (Our school)	French conversation - Greetings; colours; parts of the body. Songs in French.	Monter un café (Setting up a café)	French conversation - Greetings; family; how do you write...? (sound of French letters) Commands in the classroom.	Le passé et le present (Then and now)/ Quoi de neuf? (What's in the news?)
<b>PE</b>	Cricket (sessions led by Kent Cricket)  Fitness and skills assessment for 2 weeks followed by Fitness training/circuits/cross country x 4 weeks	Wake and Shake routines  Netball skills (7 a side ready)	Basketball  Teambuilding and large apparatus	Hockey 6 a side  Key Steps and Yoga	Cricket - kwik cricket and hardball ready  Dance	Dance/ Rounders  Volleyball/ Badminton