

Term	Autumn	Spring	Summer
<p><b>Class Readers</b></p>	<p>The Boy who swam with piranhas by David Almond                      Journey to the River Sea - Eva Ibbotson (Rivers)                       Hansel and Gretel – Neil Gaiman</p>	<p>Myths of the Norsemen - Roger Lancelyn Green (class novel to link)                       Cosmic Frank Cottrell-Boyce - Space link                       Hidden Figures – Margot Lee Shetterly – Space link</p>	<p>The Last Wild - Piers Torday (class novel to link)</p>
	<p><b>Book Stimulus</b>  <b>Queen of the falls - Chris Van Allsburg (Main text)</b>                      Goodnight Stories for Rebel Girls: 100 Tales of Extraordinary Women - Elena Favilli and Francesca Cavallo                      The Amazing Tale of Ali Pasha - Michael Foreman                      The Song of Hiawatha – Henry Wadsworth Longfellow   <b>The Lost Happy Endings - Carol Ann Duffy (Main Text)</b>                      Jinnie Ghost - Jane Ray and Berlie Doherty                      Hansel and Gretel - Neil Gaiman (class novel to link)</p>	<p><b>Book Stimulus</b>  <b>Athur and the Golden Rope - Joe Todd-Stanton (Main Text)</b>                      Myths of the Norsemen - Roger Lancelyn Green (class novel to link)                      DK Avengers: The Ultimate guide                      Norse myths: Tales of Odin, Thor and Loki - Kevin Crossley-Holland   <b>The Darkest Dark - Chris Hadfield (Main text)</b>                      One Giant Leap - Robert Burleigh                      Hello, is this planet earth? Tim Peak.                      First man on the moon. Neil Armstrong</p>	<p><b>Book Stimulus</b>  <b>The Paperbag Prince - Colin Thompson (Main Text)</b>   <b>Radiant Child - Javaka Steptoe</b>                       Life doesn’t frighten me - Poem by Maya Angelou                       Paintings - Jean Michel Basquiat (illustrated poem which introduces pupils to Basquiat’s artwork)</p>
<p><b>English</b></p>	<p><b>Reading</b>  <b>Reading skills and strategies</b>                      Read expressively using intonation, tone and volume to match to the need within plays and presentations                      Work out how to pronounce unfamiliar written words with increasing automaticity                      Check that the book makes sense to them                      Confidently determine the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix.                      Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, in order to make the meaning clear.   <b>Comprehension</b>                      Explain the purpose of the language, structure and presentation of texts                      Talk about and discuss new vocabulary                      Summarise and present a familiar story in their own words with carefully selected vocabulary</p>	<p><b>Reading</b>  <b>Reading skills and strategies</b>                      Read expressively using intonation, tone and volume to match to the need within plays and presentations                      Work out how to pronounce unfamiliar written words with increasing automaticity                      Check that the book makes sense to them                      Confidently determine the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix.                      Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, in order to make the meaning clear.   <b>Comprehension</b>                      Explain the purpose of the language, structure and presentation of texts                      Talk about and discuss new vocabulary                      Summarise and present a familiar story in their own words with carefully selected vocabulary</p>	<p><b>Reading</b>  <b>Reading skills and strategies</b>                      Read expressively using intonation, tone and volume to match to the need within plays and presentations                      Work out how to pronounce unfamiliar written words with increasing automaticity                      Check that the book makes sense to them                      Confidently determine the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix.                      Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, in order to make the meaning clear.   <b>Comprehension</b>                      Explain the purpose of the language, structure and presentation of texts                      Talk about and discuss new vocabulary                      Summarise and present a familiar story in their own words with carefully selected vocabulary</p>

	<p>Begin to recognise themes in narrative (e.g. loss, loneliness, heroism)</p> <p>Compare different characters – identifying similarities and differences that may not be explicitly described</p> <p>Consider different accounts of the same event and discuss viewpoints (both of the author and of fictional characters), within a text</p> <p>Retrieve, record and present information from non-fiction in different ways to suit a particular purpose and audience</p> <p>Discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve their understanding and read on to discover the answers</p> <p><b>Reading for Pleasure</b></p> <p>Recommend books they have enjoyed to their peers and younger children.</p> <p>Learn a wide range of songs, poetry and stories by heart</p> <p>To perform longer poems in groups and individually</p>	<p>Begin to recognise themes in narrative (e.g. loss, loneliness, heroism)</p> <p>Compare different characters – identifying similarities and differences that may not be explicitly described</p> <p>Consider different accounts of the same event and discuss viewpoints (both of the author and of fictional characters), within a text</p> <p>Retrieve, record and present information from non-fiction in different ways to suit a particular purpose and audience</p> <p>Discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve their understanding and read on to discover the answers</p> <p><b>Reading for Pleasure</b></p> <p>Recommend books they have enjoyed to their peers and younger children.</p> <p>Learn a wide range of songs, poetry and stories by heart</p> <p>To perform longer poems in groups and individually</p>	<p>Begin to recognise themes in narrative (e.g. loss, loneliness, heroism)</p> <p>Compare different characters – identifying similarities and differences that may not be explicitly described</p> <p>Consider different accounts of the same event and discuss viewpoints (both of the author and of fictional characters), within a text</p> <p>Retrieve, record and present information from non-fiction in different ways to suit a particular purpose and audience</p> <p>Discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve their understanding and read on to discover the answers</p> <p><b>Reading for Pleasure</b></p> <p>Recommend books they have enjoyed to their peers and younger children.</p> <p>Learn a wide range of songs, poetry and stories by heart</p> <p>To perform longer poems in groups and individually</p>
	<p><b>Outcome:</b></p> <p><b>Recount:</b> Series of diary entries - Queen of the falls - Chris Van Allsburg</p> <p><b>Poetry:</b> Narrative poem- The Song of Hiawatha – Henry Wadsworth Longfellow</p> <p><b>Fiction:</b> Traditional tale - The Lost Happy Endings - Carol Ann Duffy</p> <p>Writes a range of texts, structured and organised for different purposes</p> <p>Identifies the audience for, and purpose of a piece of writing.</p> <p>Checks work independently for errors in spelling, punctuation.</p> <p>Edits to improve the impact on the reader.</p> <p>Uses a range of appropriate organisation and presentational features to structure texts in order to support and guide the reader.</p> <p>Arranges paragraphs logically and links ideas between them.</p> <p>Describes settings and characters using carefully selected words creates atmosphere with descriptive sentences.</p> <p>Extends sentences using relative clauses.</p>	<p><b>Outcome:</b></p> <p><b>Recount – Biographies.</b></p> <p>The Darkest Dark - Chris Hadfield</p> <p>Hello, is this planet earth? Tim Peak.</p> <p>First man on the moon. Neil Armstrong</p> <p><b>Fiction:</b> Myth</p> <p>Create heroes, Villains and monsters.</p> <p>Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Independently selects a suitable form based on similar models.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>Outcome:</b></p> <p><b>Persuasion/ information hybrid leaflet</b> - The Paperbag Prince - Colin Thompson</p> <p><b>Information:</b> Text suitable for an art gallery - Radiant Child - Javaka Steptoe</p> <p>Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Independently selects a suitable form based on similar models.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Uses a range of appropriate organisation and presentational features to structure texts in order to support and guide the reader.</p>

	<p>Words are used precisely and vocabulary choices are imaginative.</p>	<p>Uses a range of appropriate organisation and presentational features to structure texts in order to support and guide the reader.</p> <p>Arranges paragraphs logically and links ideas between them.</p> <p>Some cohesive devices used within paragraphs (e.g. then, after that, firstly).</p> <p>Commas used to mark clauses and to clarify meaning or avoid ambiguity.</p> <p>Indicates parenthesis using brackets, dashes or commas.</p> <p>Extends sentences using relative clauses.</p> <p>Some cohesive devices used within paragraphs (e.g. then, after that, firstly).</p> <p>Words are used precisely and vocabulary choices are imaginative.</p> <p>Indicates degrees of possibility using adverbs and modal verbs.</p> <p>Applies accurate grammar and punctuation to all writing.</p> <p>Verb tenses are consistent.</p>	<p>Arranges paragraphs logically and links ideas between them.</p> <p>Some cohesive devices used within paragraphs (e.g. then, after that, firstly).</p> <p>Commas used to mark clauses and to clarify meaning or avoid ambiguity.</p> <p>Indicates parenthesis using brackets, dashes or commas.</p> <p>Extends sentences using relative clauses.</p> <p>Some cohesive devices used within paragraphs (e.g. then, after that, firstly).</p> <p>Words are used precisely and vocabulary choices are imaginative.</p> <p>Indicates degrees of possibility using adverbs and modal verbs.</p> <p>Applies accurate grammar and punctuation to all writing.</p> <p>Verb tenses are consistent.</p> <p>Full speech punctuation is mostly accurate.</p> <p>Commas used to mark clauses and to clarify meaning or avoid ambiguity.</p> <p>Indicates parenthesis using brackets, dashes or commas.</p>
<b>Maths</b>	<p>Number and place value: properties of place value</p> <p>Addition and subtraction: written methods</p> <p>Number and place value: Roman numerals</p> <p>Multiplication and division: prime numbers and factors</p> <p>Multiplication and division: properties of number</p> <p>Multiplication and division: mental methods</p> <p>Fractions: improper fractions and mixed numbers</p> <p>Fractions: calculating</p> <p>Fractions: decimals</p> <p>Fractions: decimals and percentages</p> <p>Geometry: angles</p> <p>Measurement: area and perimeter</p> <p>Measurement: conversion of units</p> <p>Measurement: metric and imperial units</p> <p>Statistics: reading tables</p>	<p>Addition and subtraction: mental methods</p> <p>Multiplication and division: written methods</p> <p>Number and place value: positive and negative numbers and rounding</p> <p>Multiplication and division: square and cube numbers</p> <p>Multiplication and division: written methods</p> <p>Geometry: position and direction</p> <p>Measurement: volume</p> <p>Geometry: properties of shape, missing lengths and angles</p> <p>Statistics: reading line graphs</p> <p>Statistics: reading timetables</p>	<p>Number and place value: sequences</p> <p>Addition and subtraction: mental and written methods</p> <p>Multiplication and division: mental and written methods</p> <p>Fractions: calculating</p> <p>Fractions: sequences</p> <p>Fractions: calculating percentages</p> <p>Geometry: properties of shape, diagonals</p> <p>Geometry: properties of shape, 2D and 3D</p> <p>Measurement: time and money</p> <p>Measurement: area and perimeter</p>
<b>Science</b>	<p><b>Forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Properties of materials</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>	<p><b>Animals including humans</b></p> <p>Describe the changes as humans develop to old age.</p>

	<p><b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	
<b>History</b>		<p><b>Anglo-Saxon Invasion and Settlement</b> <i>What was life like in early medieval Britain?</i></p>	<p><b>Anglo-Saxon &amp; Viking Conflict</b> <i>Why did the Vikings carry out raids in England? Is it fair to call them vicious killers and thieves? Why was Alfred the Great considered Great?</i></p>
<b>Geography</b>	<p><b>North American Adventure</b> Study of human and physical geography of a region within North America - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Rivers &amp; Sea pollution</b> Describe and understand key aspects of physical geography, including coasts and rivers. Describe and understand key features of human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, understand how these have changed over time.</p>	<p><b>A European Vacation</b> Locate countries of the world with a focus on Europe, using maps include the location of Russia and Turkey (over two continents). Carry out a study of a European country and present findings.</p>
<b>Art</b>	<p><b>Drawing</b> To know how to use scale and can give the impression of depth within a representation of a landscape.</p> <p>To know that artists in history have different representations.</p> <p>To develop an awareness of composition, scale and proportion in drawings.</p>	<p><b>Colour and Painting</b> To analyse the works of Van Gogh; Starry Night and Jackson Pollock.</p> <p>To mix and match colours to create atmosphere and light effects.</p> <p>To create an image with lots of tone but using only one colour.</p>	<p><b>Pattern and Printing</b> To analyse and explore Viking Artefacts.</p> <p>To use printing techniques as part of a multi-media project.</p> <p><b>Sculpture and Form</b> To have an increasing awareness of different sculptural designs in the UK.</p>

			To manipulate materials to make a new 3D form.
<b>D&amp;T</b>	<p><b>COOKING AND NUTRITION Seasonality/ Savoury dishes.</b>          Developing, planning and communicating ideas.          Working with tools, equipment, materials and components to make quality products (inc food)          Weigh and measure accurately (time, dry ingredients, liquids)          Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.          Evaluating processes and products- Evaluating processes and products</p>	<p><b>Construction -</b>          Developing, planning and communicating ideas.          Working with tools, equipment, materials and components to make quality products          Select appropriate materials, tools and techniques          Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Cut and join with accuracy to ensure a good-quality finish to the product.          Evaluating processes and products - Evaluating processes and products</p>	
<b>P.E</b>	<p><b>Netball</b>          Catch or control a ball, accurately whilst moving          Use dodging movements to avoid a defender          Take part in a game and show understanding some rules or tactics          Know what kind of activities to put in a warm up          Perform the basic passing skills consistently and accurately.          Play effectively as part of a team.</p> <p><b>Football</b>          Catch or control a ball, accurately whilst moving          Use dodging movements to avoid a defender          Take part in a game and show understanding some rules or tactics          Know what kind of activities to put in a warm up          Perform the basic passing skills consistently and accurately.          Play effectively as part of a team.</p> <p><b>Gymnastics</b>          Link ideas, skills and techniques with control, precision and fluency when performing basic skills          Shows understanding of composition by including different compositional skills in sequences          Identify strengths and areas to improve using gymnastics vocabulary          Include basic moves to link actions</p> <p><b>Rugby</b>          Catch or control a ball, accurately whilst moving          Use dodging movements to avoid a defender</p>	<p><b>Hockey</b>          Catch or control a ball, accurately whilst moving          Use dodging movements to avoid a defender          Take part in a game and show understanding some rules or tactics          Know what kind of activities to put in a warm up          Perform the basic passing skills consistently and accurately.          Play effectively as part of a team.</p> <p><b>Swimming</b>          Swim at least 3 different strokes well          Swim 25 metres          Work well in groups to solve problems in water safety          Lead a warm up</p> <p><b>Dance</b>          Demonstrates precision, control and fluency in response to stimuli          Develop actions with a partner or as part of a group          Demonstrate rhythm and spatial awareness          Understands the importance of exercise for a healthy lifestyle          Develop ideas for leading warm up in small groups</p>	<p><b>Cricket</b>          Stop a moving ball and throw it back overarm          Use correct batting technique and hit it at least half the time          Show stepping in when bowling          Have an effect on the game e.g. good fielding, bowling or scoring when batting          Explain some basic tactics such as which base to return the ball to and why          Start to choose the correct shot to play.          Throw accurately to a target whilst under pressure.</p> <p><b>Tennis</b>          Move to strike a ball/shuttle consistently and accurately enough to sustain a 10 stroke rally          Perform the basic ready position at all times          Hit the ball where I want most of the time.</p> <p><b>Athletics</b>          Improve technique and sustain running technique at different speeds          Demonstrate accuracy and technique in a range of throwing and jumping actions          Identify and explain good athletic performance          Recognise a change in heart rate, breathing and temperature          Identify and apply techniques in relay running          Demonstrate good techniques in a competitive situation</p> <p><b>Rounders'</b>          Stop a moving ball and throw it back overarm          Use correct batting technique and hit it at least half the time          Show stepping in when bowling          Have an effect on the game e.g. good fielding, bowling or scoring when batting</p>

	<p>Take part in a game and show understanding some rules or tactics          Know what kind of activities to put in a warm up          Perform the basic passing skills consistently and accurately.          Play effectively as part of a team.</p>		<p>Explain some basic tactics such as which base to return the ball to and why          Start to choose the correct shot to play.          Throw accurately to a target whilst under pressure.</p>
<p><b>PSHE – Character Education</b></p>	<p><b>Being me in my world</b>          Planning the forthcoming year          Being a citizen          Rights and responsibilities          Rewards and consequences          How behaviour affects groups          Democracy, having a voice, participating</p> <p><b>Celebrating Difference</b>          Cultural differences and how they can cause conflict          Racism          Rumours and name-calling          Types of bullying          Material wealth and happiness          Enjoying and respecting other cultures</p> <p><b>Changing Me</b>          Self- and body image          Puberty for girls          Puberty for boys</p>	<p><b>Dreams and goals</b>          Future dreams          The importance of money          Jobs and careers          Dream job and how to get there          Goals in different cultures          Supporting others (charity)          Motivation</p> <p><b>Healthy Me</b>          Smoking, including vaping          Alcohol          Alcohol and anti-social behaviour          Emergency aid          Body image          Relationships with food          Healthy choices          Motivation and behaviour</p>	<p><b>Relationships</b>          Self-recognition and self-worth          Building self-esteem          Safer online communities          Rights and responsibilities online          Online gaming and gambling          Reducing screen time          Dangers of online grooming          SMARTT internet safety rules</p> <p><b>Changing Me</b>          Influence of online and media on body image          Conception (including IVF)          Growing responsibility          Coping with change          Preparing for transition</p>
<p><b>R.E</b></p>	<p><b>God – What does it mean if God is holy and loving?</b>          Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.          Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p><b>Incarnation – Was Jesus the Messiah?</b>          Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to</p>	<p><b>Salvation – What did Jesus do to save human beings?</b>          Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give accounts of Jesus’ death and resurrection. The New Testament says that Jesus’ death was somehow ‘for us’. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).</p> <p><b>Humanism</b>          What matters most to Humanists and Christians?</p>	<p><b>People of God – How can following God bring freedom and justice?</b>          The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world</p> <p><b>World Religion focus – Judaism</b>          How do festivals and family life show what matters to Jewish people?</p>

	<p>restore the relationship between humans and God. The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (see Salvation).</p>		Why is the Torah so important to Jewish people?
<b>Music</b>	<p><b>Tin Whistle – Playing - Taught by Music service</b> Continue to play an instrument (or band instrument) as part of an ensemble and as part of the song being learnt. Play with more knowledge, confidence, ease and enjoyment. Move between differentiated parts as required. Use notation if appropriate. Demonstrate confidence and fluency when playing an instrument in a solo or ensemble context.</p> <p>Continue to treat an instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p><b>Singing – Charanga – Living on a prayer.</b> <b>Listen &amp; Appraise</b> Livin’ On A Prayer (Rock) <b>Musical Activities</b> using glocks and/or recorders, playing instrumental parts, improvise, compose. <b>Perform and Share</b> to include one or more of the following; improvisation, instrumental performances, composing.</p>	<p><b>Singing – Charanga – The Fresh prince of Bel Air</b> <b>Listen &amp; Appraise The Fresh Prince Of Bel-Air (Hip Hop)</b> <b>Musical Activities</b> using glocks and/or recorders, singing/rapping, playing instrumental parts, improvise, compose. <b>Perform and share</b> The performance will include one or more of the following; Improvisations, Instrumental performances, Compositions.</p>
<b>Computing</b>	<p><b>Computer Science</b></p> <p>I know that a loop can stop when a condition is met. I know that a loop can be used to repeatedly check whether a condition has been met. I can control a simple circuit connected to a computer. I can write a program that includes count-controlled loops. I can design a physical project that includes selection. I can create a program that controls a physical computing project.</p>	<p><b>Digital Literacy (Includes E-Safety)</b></p> <p>I know about safety with online communities I know that I have rights and responsibilities online I know about online gaming I know how to stay safe and happy online I can explain my relationship with technology.</p>	
<b>MFL – French</b>	<p><b>Describing me and others</b></p> <p><b>Saying what I and others have</b></p>		<p><b>Describing things and people</b></p> <p><b>Expressing likes and saying what I and others do</b></p>
<b>Visits/ Visitors</b>		<p>Residential visit to London</p> <ul style="list-style-type: none"> <li>- Visit the National History Museum</li> <li>- Visit the National Science Museum</li> <li>- Watch a West End Theatre show</li> </ul> <p>Visit the local river in Wem - Rivers Visit Carding Mill Valley/Shrewsbury (Rivers)</p>	St Peter & St Paul’s Church, Wem.
<b>Outdoor Learning/ Memorable experiences</b>		Exploring lifecycles – hatching chicks, tadpoles	