Technology (Food)	Computer Science	English (Reading)	English (Writing)

Food and nutrition - Super Seasonal cooking
What's for dinner tonight?
● Seasonality
● Plan and prepare to cook a savoury dishes
● Build on knowledge of use of kitchen equipment in food preparation (peeling and chopping)
DT
Propaganda posters
- Seasonal foods
	Algorithms (Computer Science)
	How do algorithms link with Maths?
	● Understand key algorithms
	● Logical reasoning with algorithms
	● Maths linked to algorithms
	
	Programming Games (Computer Science)
	How would I programme a game without using Scratch?
	● Text-based program language
	● Commands
	● Debug thoroughly
		Teaching, including grammar:
		● Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect
		
		Retrieval
		● Retrieve information from different texts
		Inference
		● Analyse how a scene change affects characters
		Summarise/sequence
		● Make comparisons across books
		Analyse
		● Draws reasoned conclusions when looking at different opinions
		● Identify different narrative structures-e.g. Flashbacks
			Word
			● The difference between vocabulary of informal and formal speech
			Punctuation
			● Punctuation to make the boundary between independent clauses
			  ○ Semi-colon
			  ○ Colon
			  ○ Dash
			Text/sentence
			● Passive voice
			● Active voice
			Composition/Literary canon
			● Now or Never: A Dunkirk Story
			● Holes

Geography	History	Maths	MFL (French)

6.2 What does it mean to be a global citizen?
● Globalisation
● Climate
● Land use
	The Impact of War (local history)
	How did WW2 impact our locality?
	● Impact of the Second World War on our locality
	● Impact on children, women and men
	  ○ Evacuees
	  ○ Rations
	  ○ Growing own food
	● Propaganda
	● Bias
		Unit 6.5 - Order of Operations and Algebra
		● Exploring relationships between perimeter and area
		● Recognise and Find Angles
		● Reflection and Translation
		
		UNIT 6.7 (measures)
		● Converting between different units of measurement
		● Area & perimeter
		● Volume and capacity
		
		Unit 6.8 - Statistics
		● Interpret line graphs and pie charts
		● Algebra and Sequences
			School
			Quelle est ta matière préférée?
			● School subjects, daily routine
			● Comparing the French and English school systems
			● Time, opinions, likes and dislikes, reflexive verbs

Music	PE	PRE	At Simon Balle All-Through School, we believe it is our duty to 'create tomorrow's citizens today'. We have developed a progressive, spiral curriculum to develop character, integrity and values within our students. Within this curriculum, we aim to empower children with the provision of information and development of skills to be safe and informed in the world in which we live. Our curriculum is formed of four teaching strands; Physical Wellbeing, Mental Wellbeing, Relationships and Sex Education and Wider World. It is within these four strands that teaching staff will use the curriculum map combined with their reflections on needs of the cohort in order to deliver need and age appropriate content.
Reggae Music *What is Reggae Music?* ● Listening to and playing reggae songs ● Playing the chords of reggae songs on the keyboard ● Composing a reggae song	**Unit: Creative thinking through netball, dance, gymnastics and sportshall athletics.** ● Whole team creative strategies ● Motif ● Performance **Unit: Dance** ● Dance without music	**Pilgrimages** ● Pilgrims and Pilgrimages ● Pilgrimages in Christianity and Hinduism ● Iona ● Glastonbury ● Varanasi **Diversity in the Church** ● Pentecost ● Orthodox Catholic Church ● Roman Catholic Church ● Quakers	
Science	Art		
Light and Sound *How do we see?* ● Recognise that light appears to travel in straight lines. ● Explain how we can see things. ● Objects are seen because they give out or reflect light into the eye. ● Explain why shadows have the same shape as the object that casts them. **Living Things and their Habitats** **Classification** *Living things: what's the same and different?*	**Van Gogh** *Who was Van Gogh?* ● Oil painting ● Creating texture with paint ● Landscape painting ● Painters life		

● Describe how living things are classified based on observable characteristics including microorganisms, plants and animals. ● Vertebrae groups. ● Give reasons for classifying plants and animals based on specific characteristics.			