





Y5	Science	Visits & Visitors	Language Tower Hamlets	British Values/Oasis Ethos/SMSC/PSHE	Art & Design	RE	MFL	Comp	D&T	Geography	History	Music	PE
Autumn 1	<p><u>Knowledge:</u></p> <p>Describe reproduction in some plants & animals</p> <p>Describe changes as humans develop & age</p>	Visit: The Allotment Visitor: School Nurse & Dead Ernest Theatre Group	<p>Agreeing and disagreeing</p> <p>In my opinion.....should be banned.</p> <p>I have two main reasons for believing this. First of all, as I'm sure you'll agree.....</p> <p>My second important reason for wanting to ban... is that.....</p> <p>Perhaps some people would argue that.....</p> <p>However, I would point out that.....</p> <p>It is clear that a ban on... would be a great step forward!</p> <p>Predicting</p> <p>In light of...I predict.....</p> <p>There is a high / low probability.....</p> <p>The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors</p>	<p><u>Rules & Laws</u></p> <p>Nobody has the Right to make us a slave.</p> <p>We cannot make anyone else a slave</p> <p>tabits: Getting things together & Becoming the best version of ourselves takes practice</p> <p>Oasis ethos 'Treat people equally respecting differences'</p> <p>I am unique</p> <p>Likes & Dislikes</p> <p>Class Rules</p> <p>The Watermead Way, crossing the line</p>	<p><u>Develop Ideas</u></p> <p>Present ideas imaginatively in sketchbook, collecting information, sketches & resources</p> <p>Develop & imaginatively extend ideas from starting points throughout the curriculum</p> <p>Use the qualities of materials to enhance ideas</p> <p><u>Drawing</u></p> <p>Use a variety of techniques to add interesting effects ie, reflections, shadows, direction of sunlight to depict movement, perspective, shadows and reflection</p> <p><u>Painting</u></p> <p>Sketch lightly before painting to combine line & colour</p> <p>Create a colour palette based on colours observed in the natural or built world</p> <p>Use the qualities of acrylic and watercolour paint to create visually interesting pieces</p> <p><u>Collage</u></p> <p>Mix textures</p> <p>Combine visual & tactile qualities</p> <p><u>Sculpture</u></p> <p>Show life like qualities and real life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve & add shapes</p> <p>Combine visual and tactile qualities</p> <p><u>Printing/Textiles</u></p> <p>Build up layers of colours</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p> <p><u>Digital Media</u></p> <p>Enhance digital media by editing including sound, video, animation, still images & installations</p> <p>Give details about the style of notable artists, artisans & designers</p> <p>Show how the work of those studied was influential in society and to other artists</p>	<p><u>Knowledge:</u></p> <p>Beliefs and teachings. Students will investigate and describe key beliefs and teachings of the religions and beliefs they study;</p> <p><u>Skills:</u></p> <p>Religion and the individual: What is expected of a person in following a religion or belief?</p>	<ul style="list-style-type: none"> Hello & Goodbye What's Your Name? My Family 	Algorithms	<p>Mechanisms</p> <p>Convert rotary motion to linear using cams</p>	<p>Use the 8 points of a compass, six-figure grid references, symbols & a key to communicate knowledge of the UK & the world</p> <p>Use different types of fieldwork sampling (random & systematic) to observe, measure & record the human & physical features in the local area. Record the results in a range of ways</p>	<p>Changes over the last Century</p>	<p>Exploring Sounds</p> <p>Our Community</p> <p>Pitch</p> <p>Solar System</p>	<p>Gymnastics Unit U (Flight) Throwing and catching invasion games. (Basketball)</p>
Autumn 2	<p><u>Knowledge:</u></p> <p>Explore the effects of gravity & friction</p> <p><u>Skills:</u></p> <p>Take accurate measurements & repeat them if needed</p> <p>Plan different types of enquiry to answer qu's</p>	Visit: Local Area Visitor: Community Police Officers	<p>Comparing and contrasting</p> <p>In some ways....and.....are alike. For instance they both.....</p> <p>Another feature they have in common is that.....</p> <p>Furthermore they are both.....</p> <p>However they also differ in some ways.</p> <p>For example.....</p> <p>while.....</p> <p>Another difference is.....</p>	<p><u>Democracy</u></p> <p>We all have the right to take part in the government of our country.</p> <p>Every grown up should be allowed to choose their own leaders.</p> <p>tabits: Hoperul & Joyful</p> <p>Oasis Ethos 'A deep sense of hope that things can be changed & be transformed'</p> <p>Setting Targets & Aspirations</p>	<p>Show life like qualities and real life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve & add shapes</p> <p>Combine visual and tactile qualities</p> <p><u>Printing/Textiles</u></p> <p>Build up layers of colours</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p> <p><u>Digital Media</u></p> <p>Enhance digital media by editing including sound, video, animation, still images & installations</p> <p>Give details about the style of notable artists, artisans & designers</p> <p>Show how the work of those studied was influential in society and to other artists</p>	<p>Asking people how they are</p> <p>Alphabet</p> <p>Numbers 1-12</p> <p>Happy Christmas!</p>	Programming		<p>Name & locate some of the countries & cities of the world & their identifying human & physical characteristic</p> <p>Identify & describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (including day & night)</p>	<p>Significant individuals; Galileo, Isaac Newton.</p>	<p>Beat</p> <p>Life Cycles</p> <p>Exploring Sounds</p> <p>Keeping Healthy</p>	<p>Dance (Unit 1) Throwing and catching invasion games. (Tag rugby)</p>	



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Spring 1	<p><u>Knowledge:</u></p> <p>Classify materials according to various properties</p> <p>Give reasons for particular uses of everyday materials</p> <p>Explore reversible changes & changes that are difficult to reverse</p> <p><u>Skills:</u></p> <p>Present findings orally & in writing</p> <p>Record increasingly complex data in various ways</p>	Visit: Eden Camp Visitors: Chinese Dragon Dance	<p>Making an assumption based on prior knowledge</p> <p>The fact is.....</p> <p>In effect.....</p> <p>Given that.....then.....</p> <p>.....</p> <p>I deduce/ deduct.....</p> <p>I have worked out.....</p> <p>In conclusion.....</p> <p>I conclude.....</p>	 <p>Individual Liberty</p> <p>Nobody has the right to harm our good name.</p> <p>Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</p> <p>Oasis Habits:</p> <p>Patient & Compassionate</p> <p>Oasis Ethos 'A sense of perseverance to keep going for the long haul'</p> <p>Keep Learning</p> <p>Being Patient</p> <p>Learning from our mistakes & saying sorry</p>	<p>Develop Ideas</p> <p>Present ideas imaginatively in sketchbook, collecting information, sketches & resources</p> <p>Develop & imaginatively extend ideas from starting points throughout the curriculum</p> <p>Use the qualities of materials to enhance ideas</p> <p>Drawing</p> <p>Use a variety of techniques to add interesting effects ie, reflections, shadows, direction of sunlight to depict movement, perspective, shadows and reflection</p> <p>Painting</p> <p>Sketch lightly before painting to combine line & colour</p> <p>Create a colour palette based on colours observed in the natural or built world</p> <p>Use the qualities of acrylic and watercolour paint to create visually interesting pieces</p> <p>Collage</p> <p>Mix textures</p> <p>Combine visual & tactile qualities</p> <p>Sculpture</p> <p>Show life like qualities and real life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve & add shapes</p> <p>Combine visual and tactile qualities</p> <p>Printing/Textiles</p> <p>Build up layers of colours</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p> <p>Digital Media</p> <p>Enhance digital media by editing including sound, video, animation, still images & installations</p> <p>Give details about the style of notable artists, artisans & designers</p> <p>Show how the work of those studied was influential in society and to other artists</p>	<p><u>Knowledge:</u></p> <p>Practices and ways of living. Students will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society</p> <p><u>Skills:</u></p> <p>Religion, family and community: How do religious families and communities practise their faith?</p> <p>What contributions does this make to local life in Oasis Academy communities</p>	<ul style="list-style-type: none"> • How old are you? • Brothers & Sisters 	E Safety & Understanding Technology	<p>Food</p> <p>Begin to create & refine recipes, including ingredients, methods, cooking times and temps.</p> <p>Begin to understand the importance of correct storage & handling of ingredients (sing knowledge of micro organisms)</p>	Collect & analyse statistics & other information in order to draw clear conclusions about locations	WW2	<p>At the Movies</p> <p>Pitch</p> <p>Celebration Beat</p>	Invasion games (football) Dance (Unit2)
Spring 2	<p>Know that some materials dissolve in water to form a solution</p> <p>Separate mixtures of materials</p>	Visit: Western Park Museum Visitors: Author visit	<p>Describing</p> <p>It looks/feels/tastes/sounds/smells like</p> <p>It appears to be.....because.....</p> <p>It seems to be like.....because...</p> <p>I think it looks like.....because.....</p> <p>It reminds me of.....because.....</p> <p>Why? How? What? Tell Me About...</p>	 <p>Being Part of Britain</p> <p>Every grown up has the right to a job, to a fair wage for their work, and to join a trade union</p> <p>Oasis Habit:</p> <p>Forgiving & Considerate</p> <p>Oasis Ethos 'A passion to include everyone'</p> <p>Being Welcoming</p> <p>Team Work</p> <p>Including Everyone</p>	<p>Build up layers of colours</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p> <p>Digital Media</p> <p>Enhance digital media by editing including sound, video, animation, still images & installations</p> <p>Give details about the style of notable artists, artisans & designers</p> <p>Show how the work of those studied was influential in society and to other artists</p>	<p>What contributions does this make to local life in Oasis Academy communities</p>	<ul style="list-style-type: none"> • Happy Birthday! • The months of the year • Numbers 13-31 	Developmental Logic		Historical Potions	<p>Our Community</p> <p>Exploring Sounds</p> <p>Solar System</p> <p>Pitch</p>	Bat and ball Skills (Hockey) Athletics Unit 1	



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Summer 1	Explain life cycle differences in a mammal, amphibian, insect & bird	Visit: Manor Lodge Visitors:	<p>Making an assumption based on prior knowledge</p> <p>The fact is.....</p> <p>In effect.....</p> <p>Given that.....then.....</p> <p>.....</p> <p>I deduce/ deduct.....</p> <p>I have worked out.....</p> <p>In conclusion.....</p> <p>I conclude.....</p>	 <p>Respect & Restoration</p> <p>Oasis Habit:</p> <p>Considerate & Self-Controlled</p> <p>Oasis Ethos 'A commitment to healthy open relationships'</p> <p>Being Kind</p> <p>Being Friends</p> <p>What to do if feeling sad/angry or saying sorry</p>	<p>Develop Ideas</p> <p>Present ideas imaginatively in sketchbook, collecting information, sketches & resources</p> <p>Develop & imaginatively extend ideas from starting points throughout the curriculum</p> <p>Use the qualities of materials to enhance ideas</p> <p>Drawing</p> <p>Use a variety of techniques to add interesting effects ie, reflections, shadows, direction of sunlight to depict movement, perspective, shadows and reflection</p> <p>Painting</p> <p>Sketch lightly before painting to combine line & colour</p> <p>Create a colour palette based on colours observed in the natural or built world</p> <p>Use the qualities of acrylic and watercolour paint to create visually interesting pieces</p> <p>Collage</p> <p>Mix textures</p> <p>Combine visual & tactile qualities</p> <p>Sculpture</p> <p>Show life like qualities and real life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve & add shapes</p>	<p>Knowledge:</p> <p>To engage and reflect onPuzzling questions and beliefs, asking and responding imaginatively to puzzling questions and sharing their thoughts.</p> <p>Skills:</p> <p>Worship, pilgrimage and sacred places: Where, how and why do different people worship, including at particular sites? The journey of life and death: Why are some occasions sacred to believers? What do people think about life after death?</p>	<p>• •</p> <p>Colours</p> <p>Do you have a pet?</p>	Digital Literacy & data Handling	<p>Textiles</p> <p>Join textiles with a combination of stitching technique such as back stitch for seams & running stitch to attach decoration</p> <p>Create objects (such as a cushion) that employ a seam allowance</p>	Use a range of geographical resources to give detailed descriptions of the characteristic features of a location	Sheffield History	<p>Life Cycles</p> <p>Beat</p> <p>Keeping Healthy</p> <p>Exploring Sounds</p>	Tennis (Introduction Drop shots and backhands) Athletics Unit 1
Summer 2	Describe the movement of Earth & other planets relative to the Sun & Moon relative to the Earth	Visit: Manor Lodge Visitors:	<p>Describing</p> <p>It looks/feels/tastes/sounds/smells like</p> <p>It appears to be.....because.....</p> <p>.....</p> <p>It seems to be like.....because.....</p> <p>.....</p> <p>I think it looks like..... because.....</p> <p>.....</p> <p>It reminds me of..... because.....</p> <p>Why? How? What? Tell Me About...</p>	 <p>Mutual Respect & Tolerance</p> <p>Oasis Habit:</p> <p>Humble & Honest</p> <p>Oasis Ethos 'A deep sense that things can be changed & transformed'</p> <p>Change</p> <p>Oasis Ethos 'A desire to treat people equally respecting differences'</p> <p>Respecting Differences</p>	<p>Combine visual and tactile qualities</p> <p>Printing/Textiles</p> <p>Build up layers of colours</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p> <p>Digital Media</p> <p>Enhance digital media by editing including sound, video, animation, still images & installations</p> <p>Give details about the style of notable artists, artisans & designers</p> <p>Show how the work of those studied was influential in society and to other artists</p>	<p>Knowledge:</p> <p>Religious and spiritual forms of expression</p> <p>Skills:</p> <p>Symbols and religious expression: How can religious and spiritual ideas be expressed in different ways? Inspirational people: Who is an inspiring figure? What impact do inspiring people have on us and on the wider world?</p>	<p>• • •</p> <p>Days of the week</p> <p>What's today's date?</p> <p>What's the weather like?</p>	Developmental Logic	Name & locate the countries of South America & identify their main physical & human characteristics	1960's Space Race	<p>At the Movies</p> <p>Pitch</p> <p>Celebration</p> <p>Beat</p>	Tennis (Competing and officiating) Outdoor activities (Lake District) Striking and fielding games Rounders and cricket.	

