

**Long Term Plan 2024-25**

	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>
<b>Whole School acknowledgements</b>	Oct- Black History month  4 <sup>th</sup> Oct –10 <sup>th</sup> Oct- World Space week  19 <sup>th</sup> Sep – Youth Mental Health Day  10 <sup>th</sup> Oct– World Mental Health Day  25 <sup>th</sup> Sep -National Cooking day	15 <sup>th</sup> Nov -Children in Need  11 <sup>th</sup> Nov- Remembrance Day  5 <sup>th</sup> Nov -Bonfire Night  21 <sup>st</sup> Oct - Diwali 14 <sup>th</sup> -22 <sup>nd</sup> Dec Hannukah –	Feb- LGBT history month  3 <sup>rd</sup> –9 <sup>th</sup> Feb- Children's mental health week  11 <sup>th</sup> Feb -Safer Internet Day-  29 <sup>th</sup> Jan- Chinese New Year	1 <sup>st</sup> Mar- Zero Discrimination Day  7 <sup>th</sup> -16 <sup>th</sup> Mar- British Science Week  1 <sup>st</sup> Mar -World Book Day-  15 <sup>th</sup> Mar-Red Nose day  30 <sup>th</sup> Mar - Eid-ul-Fitr	22 <sup>nd</sup> May- National Numeracy day  13 <sup>th</sup> -19 <sup>th</sup> May - Mental health awareness week  23 <sup>rd</sup> Apr- St Georges Day	9 <sup>th</sup> Jun -Healthy Eating week  11 <sup>th</sup> -13 <sup>th</sup> June- Anti-Bullying week  17 <sup>th</sup> June -National School Sports week.  26 <sup>th</sup> June-RSE Day  TBC- Denewood BBQ  Tbc; Sports Day  Tbc- End of Year Celebration

5 C's focus	Confidence	Challenge	Character	Curiosity	Creativity	Character
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Subject			
English	<p><b>This unit covers a full term – Autumn 1 &amp; Autumn 2</b></p> <p><b>Language:</b> The focus of the unit is centred around a study of non-narrative text forms. Students will be immersed in reading and writing a range of non-narrative texts, exploring their structural and grammatical conventions. The theme of the unit is the use of Artificial Intelligence in modern life and its impact on the human race. Throughout the unit, students will build their knowledge of AI, how it is used and the potential ethical considerations around its development. Reading, Writing and Oracy are explicitly taught, modelled and practice throughout the unit.</p> <p><b>Literature:</b> The unit is centred around a study of the fiction text <i>The Graveyard Book</i> by Neil Gaiman. Students will be immersed in reading the whole of this novel alongside supporting extracts from two heritage texts: <i>The Jungle Book</i> (1894) by Rudyard Kipling and <i>A Christmas Carol</i> (1843) by Charles Dickens. Over the course of the unit, students will identify similarities between the plots in different texts, compare the way in which different characters are portrayed and explore a given theme. They will build their knowledge of a range of literary devices and will start to use quotations to prove or disprove statements about a text. Reading,</p>	<p><b>This unit covers a full term – Spring 1 &amp; Spring 2</b></p> <p><b>Language:</b> This English Language focussed unit looks specifically at forms of communication and how we craft our communication for different audiences. The unit is accompanied by various opinion pieces, information texts and examples of written communications, including texts, emails and letters. The purpose of the unit is to engage pupils deeply with thinking about the context, purpose and audience for their communications and how this impacts on language selection and use.</p> <p>This unit allows students to explore a range of non-narrative texts and develop their skills for interrogating and crafting these. The unit carefully balances students' oracy, reading and writing skills and includes diagnostic assessment throughout to support teachers in reshaping their planning according to the needs of their class.</p> <p><b>Literature:</b> The unit is centred around a study of two Dickens novels: <i>Great Expectations</i> and <i>Oliver Twist</i>. Students will read a number of extracts to support them in undertaking an in-depth study of a key relationship from each text. Over the course of the unit, students will explore how these relationships are portrayed. They will learn the conventions of comparison and will build their understanding of how to use, explain and analyse</p>	<p><b>This unit covers a full term – Summer 1 &amp; Summer 2</b></p> <p><b>Language:</b> In this unit, students will identify the themes from the other units that relate to being human. They will identify the features of a good presentation and explain the impact of each one in relation to the audience. They must respectfully challenge each other, justifying their opinion.</p> <p>Students will consolidate all the skills learnt previously and connect them with the tasks in this unit.</p> <p><b>Literature:</b> The unit is centred around a study of extracts from <i>Death of a Salesman</i> by Arthur Miller and the poems <i>Human Family</i> by Maya Angelou and <i>On Being Human</i> by C. S. Lewis. Students will read a number of extracts from the play to support them in understanding the structural and stylistic conventions of playscripts, including dramatisation and characterisation. Students will critically analyse the language and poetic devices used in both poems. They will compare and contrast all three texts, looking specifically at their treatment of common themes. Students will build their understanding of how to use, explain</p>

	<p>Writing and Oracy are explicitly taught, modelled and practice throughout the unit. Students will have the opportunity to learn new language and learn about language as well as build their confidence in reading fluently and responding to key questions that are relevant to their life in the modern world.</p>	<p>quotations to both evidence and develop points. Reading, Writing and Oracy are explicitly taught, modelled and practice throughout the unit. Students will have the opportunity to learn new language and learn about language as well as build their confidence in reading fluently and responding to key questions that are relevant to their life in the modern world.</p>	<p>and analyse quotations to both evidence and develop points. Reading, Writing and Oracy are explicitly taught, modelled and practice throughout the unit. Students will have the opportunity to learn new language and learn about language as well as build their confidence in reading fluently and responding to key questions that are relevant to their life in the modern world.</p>			
<p>Maths</p>	<p><b>Number</b></p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to identify factors, multiples, prime and square numbers.</p> <p>To be able to find the LCM and HCF.</p>	<p><b>Number</b></p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to work with negative numbers.</p> <p>To be able to work with fractions decimals and percentages.</p>	<p><b>Shape</b></p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to identify shapes and use their properties.</p> <p>To be able to accurately measure angles using a protractor.</p> <p>To be able to accurately measure using a ruler.</p>	<p><b>Algebra</b></p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to use algebraic notation and symbols correctly.</p> <p>To know how to interpret simple expressions as</p>	<p><b>Ratio and Proportion</b></p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to use and understand ratio notation.</p> <p>To be able to divide an amount in to a given ratio.</p>	<p><b>Data</b></p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to read and draw bar charts and pictograms.</p> <p>To be able to read and draw pie charts.</p> <p>To be able to plot scatter graphs and</p>

	<p>To be able to express a number as product of it's prime factors.</p> <p>To understand the correct order of operations.</p>	<p>To be able to understand the process of rounding numbers to a given degree of accuracy and the reasons for it.</p>	<p>To be able to convert between metric and imperial measurements.</p>	<p>functions with inputs and outputs.</p> <p>To be able to simplify expressions by collecting like terms.</p> <p>To be able to simplify expressions involving brackets.</p> <p>To be able to substitute into formulae.</p> <p>To be able to solve linear equations.</p>	<p>To be able to simplify ratios.</p> <p>To be able to solve problems using ratios.</p> <p>To understand direct proportion and use it to solve problems in various situations.</p> <p>To be able to use conversion graphs.</p> <p>To be able to identify the best value for money (best buy deals).</p>	<p>use them to make a prediction.</p> <p>To be able to calculate the mean, median and mode.</p> <p>To be able to calculate the mean from a frequency table.</p> <p>To be able to interpret grouped frequency tables.</p> <p>To explain the pros and cons of different averages and choose the correct one for different situations.</p>
Science	<p>Scientific skills The students will acquire the skills that are needed every day in science to help them with scientific based enquiries.</p> <p>Students will acquire practical skills, being able to use different equipment safely.</p>	<p>Cells and organisation This topic aims to give student an overview of the organisation of living things from single cells through to organ systems. Show the students how the structural differences between types of cells allows them to perform specific functions</p>	<p>Food and nutrition This topic aims to give students an understanding about different foods and how they can be combined to produce a balanced diet. Understand how food is broken down by digestion so it can be used by the body, for energy, growth and repair. Students will explore the different deficiency</p>	<p>States of matter Pure and impure substances</p> <p>This topic aims to give students an understanding of the particulate nature of matter, the difference in arrangements of particles in solids, liquids and gases</p>	<p>Simple chemical reactions This topic aims to introduce students to the idea that chemical change results in new substances that are different from the ones from which they were made. Explore some simple chemical</p>	<p>Urban Nature project – Wollaton park</p> <p>connecting teachers and new audiences of young people aged 9-14 to their local nature, and to global issues. We hope to connect with those identified</p>

	<p>They will acquire maths skills such as graph drawing and interpreting them.</p> <p>Visit to Space centre to celebrate world space week.</p>	<p>within the organism and explore how the skeletal and muscular systems work together to cause movement.</p> <p>A visit to Think Tank museum with planetarium session looking at journey into a cell.</p>	<p>diseases and how look at preventative and curative measures.</p> <p>Food preparation and dining experience.</p> <p>Or visit to Drayton Manor</p>	<p>based on the particle model, how matter can change from one state to another and the movement of particles in terms of diffusion.</p> <p>They will also look at how mixtures can be separated using a variety of techniques including filtration, evaporation, distillation and chromatography.</p> <p>A trip to magna to explore different states, fire, air, Earth and water.</p> <p>Looking at materials workshop to link in with this unit and summer 1 unit.</p>	<p>reactions of acids in which a gas is made, explore burning as a chemical reaction involving a gas, air or oxygen</p> <p>On site visit from space centre</p>	<p>as having a low connection to nature.</p> <p>Working to inspire the next generation to care for the nature that surrounds them.</p> <p>hands-on outdoor workshops for pupils aged 9-14 which include: Ecological Fieldwork, Plastics in the Environment, Tree trails, Pond dipping/Water Investigation, Invertebrate (Mini-beast) Safari.</p> <p>A trip to Big Bang Science event in Birmingham to inspire young people in careers in stem subjects.</p>
Food Technology	The focus will be on building students' confidence in the kitchen. Through carefully structured	The theme of challenge will be integrated by encouraging students to push their	Students will focus on character development, emphasizing values such as responsibility, teamwork, and resilience. As students	Students will explore the basics of food technology with a sense of wonder and	Students learn to create delicious and nutritious meals within a budget. Lessons will	Character development will be cultivated through the principles of leadership, integrity,

	<p>lessons on kitchen safety, hygiene, and fundamental cooking techniques, students will develop a strong foundation of skills. They will begin with essential tasks such as proper handwashing, handling knives safely, and understanding cross-contamination, which will empower them to navigate the kitchen with assurance. As they progress to mastering basic knife skills and preparing simple recipes like sandwiches, wraps, and healthy snacks, students will experience the satisfaction of creating meals independently. Practical activities will be designed to provide hands-on experience, with immediate feedback to reinforce their learning. By the end of the term, students will have developed the self-assurance to follow recipes, experiment</p>	<p>boundaries within a supportive learning environment. While they begin with fundamental skills, each lesson will progressively introduce more complex tasks that require critical thinking and problem-solving. For instance, after mastering basic knife skills, students will be tasked with creating uniformly cut vegetables for a visually appealing salad, emphasizing precision and consistency. They will also face challenges such as preparing a healthy snack using a limited selection of ingredients, promoting creativity and resourcefulness. These activities will not only test their technical abilities but also encourage them to think on their feet and adapt to new situations. The term</p>	<p>learn about kitchen safety and hygiene, they will understand the importance of maintaining a clean and organized workspace, fostering a sense of responsibility and accountability. Group activities, such as creating a poster on kitchen safety rules, will encourage collaboration and the sharing of ideas, building a sense of community and mutual respect. Throughout the term, students will be encouraged to reflect on their learning experiences, noting their successes and areas for improvement. This reflective practice will help them develop resilience, as they learn to view mistakes as opportunities for growth. By fostering a positive and supportive environment, the course aims to instill a strong sense of character, preparing students to face future challenges both in and out of the kitchen.</p>	<p>discovery. Lessons will be designed to pique their interest and encourage them to ask questions about the processes and techniques they are learning. For example, while practicing knife skills, students might explore the different types of knives and their specific uses, sparking discussions about culinary tools and their evolution. Interactive activities, such as creating simple recipes, will provide opportunities for students to experiment with ingredients and flavors, fostering a spirit of inquiry and exploration. By integrating scientific concepts, such as the nutritional value of different foods, the course will connect</p>	<p>encourage students to think outside the box and find innovative solutions to culinary challenges. Practical activities will involve experimenting with ingredients and cooking methods, allowing students to develop their own budget-friendly recipes. The group cooking competition will provide a platform for students to showcase their creativity, as they design and prepare meals that are both cost-effective and flavourful. By emphasizing the importance of presentation and flavor, the course will inspire students to approach cooking as an art form, even when working within financial constraints. The term will highlight the creative</p>	<p>and accountability. Students will be placed in situations where they need to take charge and lead their peers during group activities, such as coordinating the preparation of a meal or managing the cleanliness of the kitchen. This will not only build leadership skills but also foster a sense of responsibility for the success of the group. Lessons will emphasize the importance of integrity in the kitchen—adhering to safety protocols, following recipes accurately, and respecting the contributions of others. Integrity will be reinforced through activities that require honest self-assessment and peer evaluations, promoting a culture of transparency and trust. Accountability</p>
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	with ingredients, and present their dishes confidently, setting the stage for more complex culinary challenges in the future.	will culminate in a practical assessment where students must demonstrate their acquired skills in a timed setting, reinforcing the idea that overcoming challenges leads to growth and mastery.		practical skills with theoretical knowledge, satisfying students' natural curiosity and encouraging a deeper understanding of food technology. This approach aims to create a dynamic and engaging learning environment where curiosity leads to continuous learning and innovation.	potential of cooking on a budget, encouraging students to see the kitchen as a place for innovation and self-expression.	will be developed by assigning specific roles and tasks to each student, ensuring they understand the importance of their contributions to the collective outcome. By the end of the term, students will have a stronger sense of personal responsibility and the ability to lead with integrity, preparing them for more complex collaborative challenges in the future.
PSHE (inc RSE)	<b>BM</b> (Being Me in My World) 'Who am I and how do I fit?'	<b>CD</b> (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	<b>DG</b> (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	<b>HM</b> (Healthy Me) Being and keeping safe and healthy	<b>RL</b> (Relationships) Building positive, healthy relationships	<b>CM</b> (Changing Me) Coping positively with change
Physical Activity	<b>Football</b> Students will learn key footballing skills through training drills and mini games.	<b>Climbing</b> Students will learn key climbing skills from qualified instructors.	<b>Boxing</b> Students will learn key boxing skills from qualified instructors.	<b>Bike works</b> Students will learn key aspects of bike maintenance, such as repairing a	<b>Swimming</b>	<b>Racket Sports</b> Students will learn the key aspects of varying racket sports such as Tennis,

	<p>The students will discuss the laws of the game and the social impact that football has as the most popular sport in the UK.</p>			<p>puncture, replacing a chain etc.</p> <p>Students will also learn road safety and the highway code.</p> <p>Students will receive their very own bike and helmet and the end of the course.</p>		<p>Badminton, Table Tennis, Squash etc.</p>
<p>Careers</p>	<p><b>EON</b> – Overview of new technologies and renewable energies and why sustainability is important.</p> <p>Pupils will research current roles, salaries and understand what key skills the employer is looking for and how to apply roles in the future.</p> <p>Visit to EON head office and to a Biomass plant.</p>	<p><b>Construction</b> – Overview of the variety of different trades.</p> <p>Understand the importance of construction to the economy.</p> <p>Research various trades, salaries and opportunities in this sector.</p> <p>In school Q&amp;A with both male and female professionals in the construction industry</p> <p>Visit to a construction site, meeting people</p>	<p><b>NHS</b> – Introduction to the NHS.</p> <p>Pupils will learn how the NHS is funded and what services they provide in our communities.</p> <p>Research various roles in the sector and identify what key skills employers are looking for with a Q &amp; A with a health care professional.</p>	<p><b>Cadent</b> - Introduce pupils to career opportunities at Cadent, a leading gas distribution company.</p> <p>Explore the roles, skills, and qualifications required for various positions within the company.</p> <p>Highlight the importance of Cadent's work in energy distribution and sustainability.</p>	<p><b>Enterprise – John Pye</b></p> <p>Through a partnership with local business John Pye introduce pupils to the fundamentals of entrepreneurship through a Dragon's Den-style enterprise project.</p> <p>Develop skills in business planning, pitching, teamwork, and critical thinking. Encourage creativity and innovation by challenging students to create and</p>	<p><b>Preparation for work</b></p> <p>Equip students with essential skills for entering the workforce, including CV writing, crafting effective cover letters, and developing confidence in interview settings.</p>



		working on the site from apprentices to business owners.			present their own business ideas.	
Topic	<p><b>History – The Evolution of British History (History/Citizenship)</b></p> <p><b>Overview:</b> In this term, students will be introduced to the foundational aspects of British history, focusing on key events that have shaped the nation. The curriculum will cover significant periods such as the Roman invasion, the Norman Conquest, the Tudor era, and the impact of major wars like the English Civil War and the World Wars. The aim is to help students build confidence in their understanding of how these events have contributed to the development of Britain’s national identity.</p> <p><b>Focus on Confidence:</b> This term’s focus is on building students’ confidence by helping them understand and</p>	<p><b>History – Understanding Modern Britain: British Values and Cultural Identity (History/Citizenship)</b></p> <p><b>Overview:</b> In this term, students will explore the key aspects of modern Britain, focusing on how the nation’s population has evolved and the role of British values in shaping contemporary society. They will examine important topics such as immigration, multiculturalism, and social change, while also delving into the core British values of democracy, rule of law, individual liberty, and mutual respect. The curriculum is designed to challenge students to think critically about these issues and understand</p>	<p><b>Religious Studies – Understanding diverse Faith and Beliefs (Religious Studies/History/Citizenship)</b></p> <p><b>Overview:</b> This term will focus on the development of students' character by exploring various world religions and their influence on both historical and contemporary societies. Through the study of different faiths, students will be encouraged to develop empathy, respect, and a deeper understanding of the diverse beliefs that shape our world. The curriculum integrates religious studies with elements of history and citizenship to provide a comprehensive understanding of how faith influences culture and society.</p> <p><b>Focus on Character (Empathy and Respect):</b> Character development will be emphasized through fostering empathy and</p>	<p><b>Geography - Unveiling the Geographic Wonders of Britain: Rivers, Lakes, and Mountains (History/Geography)</b></p> <p><b>Overview:</b> This term will spark students' curiosity by exploring Britain’s natural wonders, including its climates, rivers, lakes, and mountain ranges, with a focus on how these features are represented in Nottingham. Students will be encouraged to ask questions, seek answers, and develop a curiosity-driven understanding of Britain’s physical geography. Field trips to Nottingham’s natural and historical sites will provide students with hands-</p>	<p><b>Geography – Innovative approaches to British Climates and Sustainable Practices (History/Geography)</b></p> <p><b>Overview:</b> This term will focus on exploring the diverse climates across Britain and how these climates impact daily life, agriculture, and the environment. Students will examine the differences between regions, such as the temperate climate of the South-East and the wetter conditions of the North-West. The curriculum will encourage students to think creatively about how to address climate-related challenges, with a particular emphasis on</p>	<p><b>Geography – Building locational knowledge: Global Awareness (History/Geography)</b></p> <p><b>Overview:</b> This term will focus on expanding students’ geographical knowledge by introducing them to different countries around the world. Each week, students will learn about a new country, exploring its geography, culture, history, and current global significance. This approach will help students develop a broader understanding of the world and foster a sense of global citizenship. The aim is to cover at least 8 to 10 countries over the term, providing students with a rich and diverse</p>

	<p>discuss pivotal moments in British history. Lessons will be designed to introduce these topics in a clear and accessible way, avoiding an overload of complex concepts. Students will engage with the material through storytelling, visual aids, and simplified timelines that make it easier for them to grasp the sequence and significance of historical events.</p> <p>Students will be encouraged to participate in class discussions, where they can share their thoughts on how these events have shaped modern Britain. Activities such as creating simple historical timelines, group projects on specific events like the Battle of Hastings or the Blitz and role-playing significant historical figures will help students internalize the content and feel more</p>	<p>how they influence life in Britain today.</p> <p><b>Focus on Challenge:</b> The concept of challenge will be central to this term, as students tackle complex and often sensitive topics related to modern Britain. They will be encouraged to critically analyse how historical events and policies have shaped the current population structure and societal values. Lessons will include an in-depth study of immigration trends, the growth of multiculturalism, and the challenges and opportunities that arise from a diverse society.</p> <p>Students will be tasked with researching how British values are reflected in contemporary laws, government policies, and everyday life. They will engage in debates and discussions on topics such as the</p>	<p>respect for diverse religious beliefs and practices. Students will engage with religious texts using iPads to access digital versions and multimedia resources that illustrate different religious practices. Activities will include visits to local religious sites such as the Nottingham Hebrew Congregation Synagogue and St. Mary's Church, where students can experience different faiths firsthand. They will participate in interfaith dialogues, practice respectful communication, and write reflective essays that encourage them to consider their own beliefs in relation to those of others. By the end of the term, students will have deepened their awareness and respect for the diverse ways in which people understand the world around them.</p>	<p>on experiences that tie in with the curriculum.</p> <p><b>Focus on Curiosity:</b> Curiosity will be the central theme this term, as students explore Britain's physical geography through the lens of Nottingham's own geographic and natural landmarks. Lessons will be designed to engage students' inquisitiveness, with activities such as exploring how Nottingham's rivers and green spaces fit into the larger geographic context of Britain. Key trips will include a visit to the Attenborough Nature Reserve, where students can study local ecosystems, rivers, and wildlife, and learn about conservation efforts in the area. A trip to the River Trent will allow students to explore the role of</p>	<p>sustainable practices and environmental stewardship.</p> <p><b>Focus on Creativity:</b> Creativity will be a key element of this term as students explore innovative ways to adapt to and mitigate the effects of Britain's varied climates. They will be encouraged to design projects that address real-world challenges, such as reducing carbon footprints, managing water resources, and promoting sustainable farming practices.</p> <p>In addition to studying the physical aspects of climate, students will also learn about the importance of sustainability in protecting the environment for future generations. Lessons will include discussions on the impact of climate change in Britain and</p>	<p>perspective on the world.</p> <p><b>Focus on Character (Global Awareness and Responsibility):</b> Character development during this term will center on fostering global awareness and a sense of responsibility as global citizens. As students learn about different countries, they will explore the unique challenges and opportunities faced by each nation, such as economic development, environmental issues, cultural diversity, and human rights.</p> <p>Each "Country of the Week" will be presented through a combination of maps, videos, stories, and interactive activities that bring the country's geography and culture to life. Students will engage in discussions about how the geographic</p>
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	<p>confident in their historical knowledge.</p> <p>The goal is to ensure that by the end of the term, students have a strong foundation in the key events of British history and feel confident in their ability to discuss and understand how these events continue to influence the nation today.</p>	<p>impact of immigration on British culture, the role of the monarchy in a modern democracy, and the importance of upholding British values in a globalized world.</p> <p>Activities will include examining case studies on significant events like the Windrush generation, the expansion of the European Union, and Brexit's impact on the population. Students will also explore the effects of globalization on British identity and the ways in which Britain's demographic changes have influenced social and economic policies.</p> <p>Projects might involve creating presentations on how British values are promoted in schools and communities or writing essays that evaluate the challenges and benefits of living in a</p>		<p>rivers in shaping both the landscape and the city's history, including how the river has influenced trade and settlement patterns over time. Students will investigate questions such as how Nottingham's climate and geography affect its environment, the significance of local rivers and lakes, and how natural features have shaped the city's development. They will also explore environmental challenges related to these features, such as flood management and the impact of climate change on urban areas. Projects might include building models of geographic features, analysing weather patterns, and creating presentations on the importance of protecting local</p>	<p>the role that individuals and communities can play in promoting sustainability. Students will be tasked with developing creative solutions to environmental issues, such as designing eco-friendly communities or proposing sustainable energy initiatives.</p> <p>By the end of the term, students will have not only a deeper understanding of Britain's climatic diversity but also a strong awareness of the importance of sustainability and how creative thinking can contribute to a more sustainable future.</p>	<p>location, climate, and natural resources of each country influence the lives of its people. They will also learn about the cultural practices, traditions, and values that make each country unique, fostering respect and appreciation for global diversity.</p> <p>In addition to geographical knowledge, lessons will include a focus on global issues such as climate change, sustainability, and international cooperation. Students will be encouraged to think about their role in the global community and how their actions can contribute to a more just and sustainable world. Activities might include writing letters to students in other countries, participating in global awareness campaigns, or</p>
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		<p>multicultural society. Through these activities, students will develop their ability to think critically, engage in thoughtful discussions, and articulate their understanding of the challenges facing modern Britain.</p>		<p>natural landmarks. These activities, coupled with the field trips, will encourage students to develop a sense of wonder and inquiry, fostering lifelong learners who are curious about and invested in the world around them.</p>		<p>creating presentations on how to address global challenges.</p> <p>By the end of the term, students will have a deeper understanding of the world's diverse countries and cultures, as well as a stronger sense of character, including empathy, responsibility, and a commitment to making positive contributions as global citizens.</p>
Creative Arts	<p><b>Warhammer project</b></p> <p>Designed to support students with their engineering, arts and maths skills. Over a number of activity sessions, students will build, paint, play and read in the Worlds of Warhammer. Students 14+ may lead onto the development programme where they can work towards</p>	<p><b>Music Production and DJ skills</b></p> <p>Students will engage in several musical workshops learning about composition, editing and music production.</p>	<p><b>T-Shirt Design, 3D Printing</b></p> <p>Students will plan and design a T-Shirt or Bag using a Graphical Editor and printer transfer paper.</p> <p>Students will learn the necessary editing skills to create a real-life product.</p>	<p><b>Graffiti Art</b></p> <p>Students will learn how to design graffiti art and the legalities surrounding this.</p>	<p><b>Pottery</b></p> <p>Students will explore pottery and craft making. They will plan, design and create a product that could be sold on a market.</p>	<p><b>Charitable Project</b></p> <p>Students will plan and deliver a fundraising event(s) for parents and the school community.</p>

	achieving the Duke of Edinburgh.					
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### Trent

KS2

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>5 C's focus</b>	Confidence	Challenge	Character	Curiosity	Creativity	Character
<b>Book/text</b>	The Raven	The Raven	Varjak Paw	Varjak Paw	Varjak Paw	Varjak Paw
<b>Enrichment</b>	Swimming	Swimming	Boxing	Climbing	Boxing	Wildthings
<b>Trust values</b>	National Justice Museum  Ben Kinsella – Knife Crime workshop.  Bike Workshops Governments National cycling programme	Bike Workshops Governments National cycling programme  Educational visit to the Peak district – Map reading. Looking at the history and looking at caves.	Educational visit to Magna Science Centre – Discover science, technology, and the regions heritage.	Educational visit to Yorkshire wildlife park – Looking at Animals and their habitat. Looking at animals in art.	Educational visit to Crewell Craggs - Students education programme which delves into the mysteries of the Stone Age in Britain and how they lived.	Educational visit to Heights of Abraham. Students will ride cable cars, flying 554ft upwards to the summit of Masson Hill. Guided cavern tours.

	<p>Educational visit to National Space Centre to celebrate World space week.</p> <p>Dojo reward trip to Heavenly Desserts</p>	<p>Dojo reward trip to Red Kangaroo</p>	<p>Dojo reward trip to Mooreways water park</p>	<p>Dojo reward trip to Laser Tag</p>	<p>Urban Nature Project -To inspire the next generation to care for the nature that surrounds them.</p> <p>Dojo reward trip- Cinema/Twycross Zoo</p>	<p><u>Local Visits</u> Students will learn about Nottingham and visit places such as:</p> <p>Wollaton Park, National Justice Museum, The Arboretum, Nottingham Cathedral, Nottingham Castle Attenborough Nature reserve. Dojo reward trip to Alton Towers.</p>
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Subject						
Topic	Invasion History	Invasion History	Misty Mountain and winding river	Misty Mountain and winding river	Ancient Civilisation History	Ancient Civilisation History
English	<p><b>Reading:</b> Students will focus on the core text 'The Raven' for comparing and personal response. Focus on the non-fiction extracts and poem for retrieval, narrative extracts and news article for inference.</p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>meaning can be inferred from dialogue and descriptive detail</li> </ul>		<p><b>Reading:</b> Students will Focus on the core text 'Varjak Paw' for summarising and authorial intent. They will focus on the poem and information texts for retrieval and on the core text for summarising and a personal response. Finally, they will focus on the interview, description and narrative extract for inference</p> <p>Students will know:</p>		<p><b>Reading:</b> Students will focus on the core text 'Varjak Paw' for summarising and authorial intent. They will focus on the poem and information texts for retrieval and on the core text for summarising and a personal response. Finally, they will focus on the interview, description and narrative extract for inference</p> <p>Students will know:</p>	

	<ul style="list-style-type: none"> <li>poets use language, rhyme and rhythm to create different effects</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>explain the effects of language choices made by the writer</li> <li>infer meaning from dialogue and descriptive detail</li> </ul> <p><b>Writing:</b> Students will receive explicit teaching of the grammatical structures and text conventions. They will:</p> <ul style="list-style-type: none"> <li>Perform poetry, using deliberate intonation, volume and tone changes Write poems, using imagery, a known form and onomatopoeia</li> <li>Use appropriate presentation and language to write a persuasive advert.</li> <li>Write in the past tense from the first-person perspective. Use a range of sentence structures</li> <li>Use quotations to illustrate a point Critique a poem Give an opinion about a poem.</li> <li>Plan and execute a third person adventure story Use a balance of dialogue and description to tell the story.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between fact and opinion</li> <li>Atmosphere is the overall feeling, emotion or mood created in a narrative</li> <li>A point of view is someone’s opinion on a subject</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Use vocabulary to decide whether something is fact or opinion</li> <li>Infer the meaning of unknown words from the context</li> <li>Retrieve words and phrases that indicate the writer’s point of view</li> </ul> <p><b>Writing:</b> Students will receive explicit teaching of the grammatical structures and text conventions required, structural understanding, planning and execution of extended task and execution of the extended task and focused editing teaching.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>Use a range of descriptive devices to compose and recount a short narrative</li> <li>Use cultural references to indicate a setting.</li> <li>Use appropriate language to write a persuasive advert</li> </ul>	<ul style="list-style-type: none"> <li>A review is a text intended to inform the reader about a product or a service</li> <li>A strategy for answering multiple-choice questions</li> <li>A visual representation is an image, symbol or chart</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Consider the effect of the choice of words or phrases used by the author to infer the intended meaning</li> <li>Use a process of elimination to answer multiple-choice questions</li> <li>Retrieve key facts to create a visual representation</li> </ul> <p><b>Writing:</b> Students will receive explicit teaching of the grammatical structures and text conventions required, structural understanding, planning and execution of extended task and execution of the extended task and focused editing teaching.</p> <p>They will:</p>
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	<ul style="list-style-type: none"> <li>Plan, draft and write a simple news report. Include accurately punctuated direct quotations.</li> </ul>		<ul style="list-style-type: none"> <li>Use organisational and presentational devices to emphasise specific information</li> <li>Sustain the present tense</li> <li>Use technical vocabulary in context</li> <li>Organise writing in paragraphs</li> <li>Plan a story with a simple plot</li> <li>Plan and construct dialogue as part of a narrative</li> <li>Balance descriptive devices to describe a setting</li> <li>Perform poetry, using deliberate intonation, volume and tone changes</li> <li>Write poems, using imagery, a known form and onomatopoeia</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of descriptive devices to compose and recount a short narrative</li> <li>Use cultural references to indicate a setting</li> <li>Identify and construct contractions accurately</li> <li>Write from the first person perspective</li> <li>Draw on their reading to inform their writing</li> <li>Identify similarities and differences between poems written by the same poet</li> <li>Use formal standard English to express a personal response to poetry</li> <li>Recognise the perspective of a text</li> <li>Write paragraphs around a key theme</li> <li>Use pronouns and conjunctions to aid the flow of writing</li> <li>Introduce a paragraph with a topic sentence and add supporting detail</li> <li>Form and use the present tense Use conjunctions to express cause</li> </ul>	
Maths	Block 1: Number – Numbers beyond 20; Block 2: Number – Addition and subtraction,	Block 3: Number - Times tables, Multiplication, Division, Problems (multiplication and division)	Block 1: Number – Times tables, Problems (Multiplication and division),	Block 3: Statistics – Construct, read and interpret; Block 4: Measurement –	Block 1: Number – Equivalence, Addition with fractions,	Block 3: Geometry – Shape, Patterns and symmetry, Angles;



	<p>Addition methods, Subtraction methods, Problems (addition and subtraction), Estimating and checking;</p>		<p>Multiplication methods, Division methods;</p> <p>Block 2: Measurement – Money, Converting units;</p>	<p>Length and height, Converting units, Perimeter;</p> <p>Block 5: Number – Recognising, finding and making fractions, Equivalence, Counting and calculating with fractions</p>	<p>Subtraction with fractions;</p> <p>Block 2: Measurement – Problems (measurement), Time;</p>	<p>Block 4: Measurement – Problems (measurement), Weight and mass, Volume and capacity, Temperature</p>
Science	<p><u>Food and Digestive system</u></p> <p>This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.</p>	<p><u>Sound</u></p> <p>This project teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.</p>	<p><u>States of matter</u></p> <p>This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.</p>	<p><u>Grouping and Classifying</u></p> <p>This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things.</p>	<p><u>Electrical Circuits and Conductors</u></p> <p>This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about</p>	<p><u>Electrical Circuits and Conductors</u></p> <p>This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about</p>

					programmable devices. They combine their learning to design and make a nightlight.	programmable devices. They combine their learning to design and make a nightlight.
PSHE (inc RSE)	Puzzle 1- <b>BM</b> Being me in my world	Puzzle 2 – <b>CD</b> Celebrating difference	Puzzle 3- <b>DG</b> Dreams and goals	Puzzle 4 – <b>HM</b> Healthy me	Puzzle 5 – <b>R</b> Relationships	Puzzle 6 – <b>CM</b> Changing me
Art	<p><b>Contrast and compliment</b></p> <p>This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>	<p><b>Wrap and Weft</b></p> <p>This project is linked to <a href="#">Invasion</a></p> <p>This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>	<p><b>Vista</b></p> <p>This project is linked to <a href="#">Misty Mountain, Winding River</a></p> <p>This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.</p>	<p><b>Animal</b></p> <p>Introduce the theme of animals in art by showing the children the <a href="#">Significance of animals in art video</a>. Use the video as a starting point for a class discussion, focusing on the significance of animals as historical, religious and cultural icons and how artists portray animals in their work. Invite the children to look more closely at examples of animal art, by completing at least one of the <a href="#">Compare and contrast activity sheets</a>. Encourage them to work with</p>	<p><b>Statues, Statuettes, and Figurines</b></p> <p>This project is linked to <a href="#">Ancient Civilisations</a></p> <p>This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.</p>	<p><b>Islamic Art</b></p> <p>This project is linked to <a href="#">Ancient Civilisations</a></p> <p>This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns.</p>

				<p>a partner to discuss the questions, sharing their thoughts, ideas and opinions, before presenting their findings to the wider group. Allow children to sketch one of the artworks in their sketchbooks and write a short explanatory paragraph.</p>		
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Upper KS2

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>5 C's focus</b>	Confidence	Challenge	Character	Curiosity	Creativity	Character
<b>Book/text</b>	Bronze and Sunflower by Cao Wenxuan		The Secret Garden by Frances Hodgson Burnett		Who Let the Gods Out? by Maz Evans	
<b>PD enrichments</b>	Swimming	Swimming	Boxing	Boxing	Wildthings outdoor learning	Climbing

<b>Trust values</b>	Ben Kinsella – Knife crime workshop.  Nottingham industrial museum  Red kangaroo	National space centre  Moorways	Stonebridge farm  Dovedale	Yorkshire wildlife centre  Cadbury’s world	Magna Science Centre – Discover science, technology, and the regions heritage.  Go ape- Sherwood Forest	Alton Towers  Crewell Craggs  <u>Local Visits</u>  Students will learn about Nottingham and visit places such as: Wollaton Park, The Arboretum, Nottingham Cathedral, Nottingham Castle Attenborough Nature reserve, Gedling Country park.
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<b>Subject</b>			
Topic	Dynamic Dynasties	Sow, grow and farm	Groundbreaking Greeks
English:	<p style="text-align: center;"><b>Reading:</b></p> Students will read the novel – ‘Pig Heart Boy’.  At the end of the unit students will know:	<p style="text-align: center;"><b>Reading:</b></p> Students will read the novel ‘The Island’.  At the end of the unit students will know: <ul style="list-style-type: none"> <li>• Prediction is a form of inference</li> </ul>	<p style="text-align: center;"><b>Reading:</b></p> Students will explore novels written by Charles Dickens beginning with ‘Oliver Twist’.  At the start of the unit students will know@

	<ul style="list-style-type: none"> <li>• Fiction can be used as a context to explore controversial issues</li> <li>• A supposition is a belief without proof</li> <li>• Words within questions may differ to those in the text</li> <li>• In a nonlinear narrative, events are told out of order</li> <li>• Wry humour is a form of dry humour, intended to mock</li> <li>• It is helpful to read a poem twice: once for an overall impression and twice for meaning</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Retrieve multiple examples from a text</li> <li>• Justify opinions using evidence from the text</li> <li>• Substitute words with synonyms to support understanding</li> <li>• Annotate a text to explain implied meaning</li> <li>• Analyse questions to clarify their intention</li> <li>• Structure a response to a text verbally</li> </ul> <p><b>Writing:</b></p> <p>Students will know:</p>	<ul style="list-style-type: none"> <li>• Images can be used to both retrieve information and infer meaning</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make feasible predictions based on given information</li> <li>• Use evidence to prove or disprove statements.</li> </ul> <p><b>Writing:</b></p> <p>At the end of the unit students will know:</p> <ul style="list-style-type: none"> <li>• A range of descriptive devices and techniques</li> <li>• How to develop an extended narrative over time</li> <li>• How to balance description, dialogue and action</li> <li>• The structure and register of a news report</li> <li>• How to form the progressive form of the past tense</li> <li>• Pronouns and conjunctions are cohesive devices</li> <li>• The past progressive tense shows actions that took place in the past over time</li> <li>• Relative clauses are used to give additional information about a noun by using a relative pronoun</li> <li>• How to plan a narrative and interweave a moral</li> </ul>	<ul style="list-style-type: none"> <li>• The language we use changes over</li> <li>• Actions and dialogue can provide information about a character</li> <li>• Many children were exploited during Victorian times</li> <li>• Dickens used imagery and great detail in his writing</li> <li>• Antonyms and synonyms can be used to support retrieval</li> <li>• Dickens championed the poor</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Find and copy specified information</li> <li>• Use evidence from the text to justify inference</li> <li>• Use question words as a guide to the type of information to be retrieved</li> <li>• Use life experiences to support inference</li> <li>• Can prove or disprove statements using evidence</li> <li>• Can infer meaning from a whole text</li> </ul> <p><b>Writing:</b></p> <p>At the end of the unit students will know:</p>
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	<ul style="list-style-type: none"> <li>• The past progressive tense shows on-going actions that took place in the past</li> <li>• Relative clauses are used to give additional information about a noun by using a relative pronoun</li> <li>• The passive voice conveys a formal tone</li> <li>• Multiple viewpoints need to be represented in a discussion</li> <li>• How to plan a narrative and interweave a moral</li> <li>• Characters are portrayed through their actions, what is said and how it is said</li> <li>• How figurative language can be used to enhance images for the reader</li> <li>• Making eye contact, changing facial expressions or using gestures adds impact to words</li> <li>• The present progressive tense indicates actions that are ongoing now</li> <li>• The passive verb form places emphasis on the object of a sentence</li> <li>• Who Shakespeare was and how significant his writing is to our literary heritage</li> <li>• A sonnet has fourteen lines of ten syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Characters are portrayed through their actions, what is said and how it is said</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Plan, structure and execute an extended narrative</li> <li>• Consciously vary sentence structures</li> <li>• Use dialogue to help tell the story</li> <li>• Consciously control formality</li> <li>• Write precisely and concisely</li> <li>• Use modal verbs to indicate possibility and certainty</li> <li>• Sequence and describe events chronologically and factually</li> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Develop settings, characters and atmosphere through precise description</li> <li>• Use and sustain the first person perspective</li> <li>• Use cohesive devices to make links within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• The main conventions used in the organisation and presentation of a news report</li> <li>• Colloquialisms and contractions are examples of informal language structures</li> <li>• Who Shakespeare was and his cultural significance</li> <li>• A sonnet has fourteen lines of ten syllables</li> <li>• Points should be elaborated upon by offering further details and examples</li> <li>• Humour can be used to engage the listener in a formal speech</li> <li>• Free verse poetry lacks a consistent rhyming pattern or meter</li> <li>• A haiku is comprised of seventeen syllables</li> <li>• How to plan a narrative and interweave a moral</li> <li>• Characters are portrayed through their actions, what is said and how it is said</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Plan in note form under headings</li> <li>• Use cohesive devices to aid the flow of writing</li> <li>• Use and sustain a formal tone, making deliberate exceptions for direct quotations</li> <li>• Use technical terminology to comment on the themes and structure of a sonnet</li> <li>• Compare sonnets and justify preferences</li> </ul>
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	<p>Be able to:</p> <ul style="list-style-type: none"> <li>• Sequence and describe events chronologically and factually</li> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Edit their writing according to specific criteria</li> <li>• Deliver a speech using appropriate formality and expression</li> <li>• Balance description, action and dialogue in a narrative</li> <li>• Use and sustain the first person perspective</li> <li>• Use a given poetic structure to inform their own writing</li> <li>• Learn a poem by heart and perform it using intonation, volume and movement</li> <li>• Use precise tier 3 vocabulary to convey an expert voice</li> <li>• Use organisational and presentational devices to help the reader navigate a text</li> </ul>		<ul style="list-style-type: none"> <li>• Learn a poem by heart and perform it using movement and varying intonation and volume</li> <li>• Select emotive language to convey strength of meaning</li> <li>• Sustain a formal tone using the subjunctive and passive verb forms</li> <li>• Make precise vocabulary choices to enhance meaning</li> <li>• Learn a poem by heart and perform it using appropriate intonation, volume and movement</li> <li>• Develop settings, characters and atmosphere through precise description</li> <li>• Use and sustain the first person perspective</li> <li>• Use cohesive devices to make links within and between paragraphs</li> </ul>
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Maths	Block 1: Number – Place value Block 2: Number – Addition and subtraction	Block 3: Number – Multiplication and Division Block 4: Number – Fractions	Block 1: Number – Multiplication and division Block 2: Number – Fractions	Block 3: Number – Decimals and percentages Block 4: Measurement – Perimeter and area Block 5 – Statistics	Block 1: Geometry – Shape Block 2: Geometry – Position and direction Block 3: Number – Decimals	Block 4: Number – Negative numbers Block 5: Measurement – Converting units Block 6: Measurement – Volume
Science	Earth and space- This project teaches children about our Solar System and its spherical celestial bodies. They describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night.	Forces and mechanisms- This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.	Human reproduction and aging- This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.		Properties and changes of materials- This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.	
PSHE (inc RSE)	Puzzle 1- Being me in my world	Puzzle 2 – Celebrating difference	Puzzle 3- Dreams and goals	Puzzle 4 – Healthy me	Puzzle 5 - Relationships	Puzzle 6 – Changing me
Art	Tints, tones and shades	Taotie	Line, light and shadow	Nature's art	Mixed media	Expression
Physical Activity	Swimming	Swimming	Boxing	Boxing	Athletics/football	Climbing



