



Curriculum drivers: Active Planet – What impact are humans having on our physical environment?	
<p>English <i>Overview:</i> Fear/suspense/thriller <i>Core Texts:</i> Clockwork by Philip Pullman; Non Fiction/Information texts</p>	<p>Maths <i>Overview:</i> +, -, x, ÷; fractions A; fractions B, measures</p>
<p>Science <i>Overview:</i> Light <i>Key Question:</i> Can light be manipulated?</p>	<p>Geography <i>Overview:</i> Going Global <i>Key Question:</i> Which energy and food sources does the world rely on and how sustainable are they?</p>
<p>Computing <i>Overview:</i> Multimedia: graphics/presentations <i>Key Question:</i> Can I use Green Screen to create a short film trailer?</p>	<p>Music <i>Overview:</i> Comparison of music from different genres/ Touch the Sky <i>Key Question:</i> Can you use a historical figure as a hook to compose your own protest song?</p>
<p>DT <i>Overview:</i> Structures: Frame structures <i>Key Question:</i> Can I use a range of joins to strengthen a small-scale frame structure?</p>	<p>RE <i>Overview:</i> Incarnation <i>Key Question:</i> Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</p>
<p>PE <i>Overview:</i> Outdoor Adventurous Activities/ Tag Rugby <i>Key Question:</i> What are the traits or characteristics of good leadership and teamwork?</p>	<p>PSHE <i>Overview:</i> Valuing Difference <i>Key Question:</i> How can we value differences?</p>
<p>MFL <i>Overview:</i> Phonétiques 2 + Les legumes <i>Key Question:</i> How do I order different vegetables in a French market?</p>	<p>Visits/Visitors The Houses of Parliament <i>Key focus:</i> To understand democracy</p>