Year
Term
Topic: Benin

History
- I can understand the term 'empire', 'civilisation', 'parliament' and 'peasantry
- I can say how the history of Benin compares to British history.
- I can ask historically relevant questions
- I can describe the expansion and dissolution of the Benin Empire.
- I can describe the characteristics of the Benin Empire.
- I can begin to understand methods of historical enquiry.
- I can understand how the history of Benin is closely connected to the history of Britain.

Geography
- I can locate the world's countries.
- I can discuss types of settlement and land use.
- I can explain the link between national resources and international trade links.

Art & Design
- I can about great artists, architects and designers in history from the Benin Empire.
- I can design and create a Benin Bronze using a range of materials to draw, paint and sculpt.

Design & Technology
- I can evaluate their ideas and products against my own design criteria and consider the views of others to improve my work.
- I can understand how to strengthen and reinforce complex structures.

Music
- I can begin to understand the history of music in Benin
- I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.
- I can listen with attention to detail and recall sounds

MFL
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of

PE
Striking, Fielding and Athletics

Play competitive games, and apply basic principles suitable for attacking and defending.

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Computing

Programming
- Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.
- Use a variable to increase programming possibilities.
- Use logical reasoning to detect and debug mistakes in a program.
- Change an input to a program to achieve a different output
- Use logical thinking, imagination and creativity to extend a program.

Technology in our Lives
- Describe different parts of the Internet
- Use a search engine to find appropriate information and check its reliability
- Recognise and evaluate different types of information I find on the World Wide Web

Multimedia
- Select an appropriate online or offline tool to create and share ideas
- Use text, photo, sound and video editing tools to refine my work
- Use the skills I have already developed to create content using unfamiliar technology
- Use appropriate keyboard commands to amend text on my device
- Evaluate my work and improve its effectiveness

e-Safety
- Protect password and other personal information
- Explain the need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.
- Talk about the dangers of spending too long online or playing a game

RE

<table>
<tr>
<td colspan="2">words
• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
• speak in sentences, using familiar vocabulary, phrases and basic language structures
• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
•</td>
<td></td>
<td rowspan="2">Life in the Risen Jesus.
• Know and understand that Jesus is risen from the dead
• Know that Jesus is present among us in different ways
• Know there are different ways of praying
• Reflect on Jesus' teaching and example on prayer
• Learn how to pray the Rosary

People of other Faiths
• Know that we live in a country where people have different cultures
• Reflect on different beliefs in our country
• Reflect on similarities between Christianity and other religions</td>
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<td>Science
Working Scientifically
▪ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
▪ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
▪ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
▪ Using test results to make predictions to set up further comparative and fair tests
▪ Reporting and presenting findings from enquiries, including conclusions, causal</td>
<td>Fractions and decimals: tenths and hundredths
To read, write, order and compare numbers with up to three decimal places.
• To read and write decimal numbers as fractions (for example, 0.71 = $^{71}/100$).
• To recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
• To round decimals with two decimal places to the nearest whole numbers and to one decimal place.
•
Problems including percentages
• To recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction.
• To solve problems which require knowing percentage and decimal equivalents of $^{1}/2$, $^{1}/4$, $^{1}/5$, $^{4}/5$ and those with a denominator of a</td>
<td>English
Narrative in a Historical Setting- The Village that Vanished.

Instructions and a re-cap of non-fiction text types. A Midsummer's Night Dream.

Grammar and punctuation
Punctuation for parenthesis (commas, brackets, dashes)
The role of colons and semi-colons.
Determiners.
Passive voice.
Using punctuation and tense with purpose.

Spelling
Recap of year 5/6 Wordlist
Silent letters
Homophones
Revisit ible/ able
Revisit fer</td>
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relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. Forces ▪ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	multiple of 10 or 25. **Perimeter, area and Scale Drawing** • To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • To calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes. • To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Using table and line graphs** To complete, read and interpret information in tables, including timetables. • To solve comparison, sum and difference problems using information		

	presented in a line graph. ● To solve comparison, sum and difference problems using information presented in a line graph.		