

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Class Texts: Greenling (TOB) – Levi Pinfold The Lost Happy Endings – Carol Anne Duffy Themes: An Outsider/Being Different Literary Ideas: Traditional Tale/Ballad Language</p> <p>Class Texts/ Linked with Curriculum: Stone Age, Iron Age, Bronze Age (Non-Fiction text) Persuasive argument</p>	<p>Class Texts: Iron Man – Ted Hughes Themes: Beating The Monster/Villain as a Friend Literary Ideas: Fables/Poetic Language</p> <p>Class Texts/ Linked with Curriculum: Rainforest Non-Chronological report</p>	<p>Class Texts: King of The Sky – Nicola Davis (Additional Reading: Matchbox Diary – Paul Fleischman, Colour of Home – Mary Hoffman) Themes: Migration/An Outsider Literary Ideas: Literature representing Other Cultures</p> <p>Class Text/ Linked with Curriculum: DT non-fiction texts on cooking Instructions and evaluation</p>	<p>Class Texts: Firework Maker’s Daughter – Philip Pullman (Additional reading: The Tunnel – Anthony Browne, The Journey – Aaron Becker) Themes: Coming of Age Literary Ideas: Quest Stories</p> <p>Class Text/ Linked with Curriculum: Ancient Egyptians Non-Fiction Report on mummification</p>	<p>Class Texts: The Lion, The Witch and The Wardrobe – CS Lewis Themes: Resurrection/Good vs Evil Literary Ideas: Portal Stories</p> <p>Class Text/ Linked with Curriculum: Science – Magnets and Forces Explanation</p>	<p>Class Texts: The Boy Who Swam with Piranhas – David Almond Themes: Traveller Communities Literary Ideas: Coming of Age Stories</p> <p>Class Text/ Linked with Curriculum: Hinduism/ River Ganges Persuasive advert</p>
<b>Maths</b>	<p>Number and place value (2 weeks) Addition and subtraction (2 weeks) Measures – Money &amp; Length (2 weeks) Statistics (1 week)</p>	<p>Multiplication and Division (2 weeks) Fractions (2 weeks) Measures – Mass (1 week) Geometry – Shape (1 week) Multiplication and Division revisit (1 week)</p>	<p>Number and place value (1 week) Addition and subtraction (2 weeks) Measures - consolidate (2 week) Geometry – Pos &amp; Dir ( 1 week)</p>	<p>Multiplication and Division (2 weeks) Geometry – Shape (1 week) Fractions (2 weeks)  Measures – Time (1 week)</p>	<p>Number and place value (1 week) Addition and subtraction in context (2 weeks) Measures - consolidate (1 week) Geometry – Shape (1 week)</p>	<p>Multiplication and Division in context (2 weeks) Fractions (2 weeks) <i>Remaining weeks to apply revise/recap core number skills and apply in context. Revisit any weak area from Geometry/Measures alongside.</i></p>
<b>History/Geography</b>	<p><b>Changes from Stone Age to Iron Age Chronology – Stone Age Boy</b>  <ul style="list-style-type: none"> <li>•Uses and understands phrases such as ‘over three hundred years ago’ and AD/BC</li> <li>•Timeline comparison of duration</li> </ul> <b>characteristic features</b>  <ul style="list-style-type: none"> <li>•Can describe main features associated with the period/ civilization studied, mostly using period specific language. (Tools, technology burials, shelters and settlements, art)</li> </ul> <b>Continuity and Change</b>  <ul style="list-style-type: none"> <li>•Can describe some changes in history over a period of time and identify some things which stayed the same. (Between periods eg: tools, burials, technology, shelters &amp; settlement)</li> </ul> <b>Historical Interpretation</b>  <ul style="list-style-type: none"> <li>•Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version. (scarcity of evidence leads to interpretation)</li> </ul> <p>In History we will be learning about chronology and changes in time from The Stone Age to the Iron Age.</p> </p>	<p><b>Geography Topic – The Rainforest book (Charlotte Milner), Living and non-living rainforests</b>                      Main Focus: South America, including climate zones and Rainforests</p> <p>Progression: Locate the world’s countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities                      Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere                      Identify the position and significance of the Tropics of Cancer and Capricorn                      Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America                      Physical geography, including: climate zones                      Physical geography, including: biomes and vegetation belts</p>		<p><b>Ancient Egypt (moved to here) Chronology – National Geographic kids Ancient Egypt, Findout! Ancient Egypt</b>  <ul style="list-style-type: none"> <li>•Uses and understands phrases such as ‘over three hundred years ago’ and AD/BC or BCE/CE.</li> <li>•Explore duration /overlaps with timeline and locations via world map</li> </ul> <b>characteristic features</b>  <ul style="list-style-type: none"> <li>•Can describe main features associated with the period/ civilization studied, mostly using period specific language. Compare civilisations (stone age) What is the difference What is the same?</li> </ul> <b>Historical significance</b>  <ul style="list-style-type: none"> <li>•Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</li> </ul> <b>Historical Enquiry</b>  <ul style="list-style-type: none"> <li>•Can describe in simple terms how sources reveal important information about the past.</li> <li>•Recognises that the absence of certain types of sources can make it more difficult to draw conclusions</li> </ul> </p>		<p>Geography: <b>Main focus</b> Spain</p> <p>Locate the world’s countries, using maps to</p> <p>focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Human geography, including: types of settlement and land use</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

		Use maps, atlases, globes and digital/computer mapping to locate countries Human geography, including: economic activity including trade links				
<b>Science</b>	<p>Main Focus: Rocks and soils</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, different types of rocks can be used for different job, describe in simple terms how fossils are formed when things that have lived are trapped within roc, recognise that soils are made from broken up rocks and organic matter, dig deep enough through any soil and you will always find a layer of rock.</p>	<p>Main Focus: Animals</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat, different animals need different types of diet to stay healthy and to grow and develop, identify that humans and some other animals have skeletons and muscles for support, protection and movement, pairs of muscles work to pull on bones to move different parts of our body.</p>	<p><b>Main Focus: Plants – The Amazing Life Cycle of Plants, Kay Barnham</b></p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p><b>Main Focus: Magnets and forces</b></p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: compare how things move on different surfaces, notice that some forces need contact between two objects, but magnetic forces can act at a distance, observe how magnets attract or repel each other and attract some materials and not others, compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials, describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Main Focus: Light and shadows</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by a solid object (they are either transparent, translucent or opaque), find patterns in the way that the size of shadows change when a light source moves or distance changes.</p>
<b>Art/DT</b>	<p><b>DT-Tools (Weaving)</b></p> <p>Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to work safely and accurately with a range</p>	<p><b>Art Topic: Rainforest animals</b></p> <p><b>Main Focus: Drawing -</b></p> <ul style="list-style-type: none"> <li>Develop intricate patterns/ marks with a variety of media.</li> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> </ul>	<p><b>DT Topic: Food from different cultures- Italy – Healthy pizzas</b></p> <p>Main Focus: Food Nutrition</p> <p>Start to know that food is grown, reared and caught.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes using a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different</p>	<p><b>Art Topic: Ancient Egypt</b></p> <p><b>Main Focus: 3D art</b></p> <ul style="list-style-type: none"> <li>Use equipment and media with confidence. Learn to secure work to continue at a later date.</li> <li>Construct a simple base for extending and modelling other shapes. Join two parts successfully.</li> <li>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>Produce larger ware using pinch/ slab/ coil techniques.</li> <li>Continue to explore carving as a form of 3D art.</li> </ul>	<p><b>Art Topic: Abstract Art</b></p> <p><b>Artist Study: Georgia O’Keefe</b> – linked to floral printing</p> <p><b>Main Focus: Printing -</b></p> <ul style="list-style-type: none"> <li>Print simple pictures using different printing techniques.</li> <li>Continue to explore both mono-printing and relief printing.</li> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</li> </ul>	<p><b>DT: Circus Posters</b></p> <p>Create moving posters with sliders or leavers</p>

	<p>of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<ul style="list-style-type: none"> <li>• Begin to show an awareness of objects having a third dimension and perspective.</li> <li>• Create textures and patterns with a wide range of drawing materials.</li> </ul>	<p>food and drink, as depicted in 'The Eat well plate' and helps to provide energy.</p>	<ul style="list-style-type: none"> <li>• Use language appropriate to skill and technique.</li> <li>• Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</li> </ul>	<p>making links to their own work.</p> <ul style="list-style-type: none"> <li>• Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> <li>• Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>• Confidently create different effects and textures with paint according to what they need for the task.</li> <li>• Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>• Explore a range of great artists, architects and designers in history.</li> </ul>	
<b>PSHE</b>	<p>Being me in my world – Jigsaw scheme – <b>The Kiss, Linda Sunderland</b> <b>Come Clean, Carlos Tell the Truth, Sarah Eason</b></p>	<p>Celebrating Differences– Jigsaw scheme – <b>What happened to you? James Catchpole</b> <b>The Family book, Todd Parr</b></p>	<p>Dreams and Goal – Jigsaw scheme</p>	<p>Healthy Me– Jigsaw scheme</p>	<p>Relationships– Jigsaw scheme</p>	<p>Changing Me– Jigsaw scheme</p>
<b>RE</b>	<p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' miracles, <b>Bear Feels Sick, Karma Wilson</b></p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter – forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>
<b>PE</b>	<p>Main Focus: Aut 1 – Team Building Games</p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate [for example, badminton,</li> </ul>	<p>Sending and receiving – ball control.</p>	<p>Dance</p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique,</li> </ul>	<p>Gymnastics</p> <p>Main Focus: Gymnastics</p>	<p>Main Focus: Summer 1- Invasion games</p>	<p>Main Focus: Athletics</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in</li> </ul>

	<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p>control and balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>isolation and in combination</p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
<b>Computing</b>	<p><b>Computing Topic: Connecting Computers</b> Main Focus: Technology around us</p> <ul style="list-style-type: none"> <li>• I can save and retrieve work on the Internet, the school network or my own device.</li> <li>• I can talk about the parts of a computer.</li> <li>• I can tell you ways to communicate with others online.</li> <li>• I can describe the World Wide Web as the part of the Internet that contains websites.</li> <li>• I can use search tools to find and use an appropriate website.</li> <li>• I think about whether I can use images that I find online in my own work.</li> </ul>	<p><b>Computing Topic: Desktop Publishing</b> Main Focus: Creating Media</p> <ul style="list-style-type: none"> <li>• I can create different effects with different technology tools.</li> <li>• I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>• I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</li> <li>• I can evaluate my work and improve its effectiveness.</li> <li>• I can use an appropriate tool to share my work online.</li> </ul>	<p><b>Computing Topic: A sequence in music</b> Main Focus: Programming</p> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts.</li> <li>• I can put programming commands into a sequence to achieve a specific outcome.</li> <li>• I keep testing my program and can recognise when I need to debug it.</li> <li>• I understand and can use basic selection and repetition in algorithms.</li> <li>• I can create and describe the algorithm I will need for a simple task.</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming.</li> </ul>	<p><b>Computing Topic: Branching Databases</b></p> <ul style="list-style-type: none"> <li>• I can investigate questions with yes/no answers</li> <li>• I can make up a yes/no question about a collection of objects</li> <li>• I can create two groups of objects separated by one attribute</li> <li>• I can explain what a pictogram tells me</li> <li>• I can explain what a branching database tells me</li> <li>• I can compare two ways of presenting information</li> </ul>	<p><b>Computing Topic: Animation</b> Main Focus: Creating Media</p> <ul style="list-style-type: none"> <li>• I can create different effects with different technology tools.</li> <li>• I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>• I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</li> <li>• I can evaluate my work and improve its effectiveness.</li> <li>• I can use an appropriate tool to share my work online.</li> </ul>	<p><b>Computing Topic:</b> events and actions in programming</p>
<b>Music</b>	<p>KAPOW Ballads</p>		<p>KAPOW</p> <p>Developing singing techniques (Theme the Vikings)</p>	<p>KAPOW</p> <p>Pentatonic melodies and composition (Theme: Chinese New Year)</p>	<p>KAPOW</p> <p>Traditional Instruments and Improvisation (Theme India)</p>	
<b>Spanish</b>	<p>Autumn 1 - Getting to know you - numbers - colours</p>	<p>Autumn 2 - The calendar and celebrations</p>	<p>Spring 1 - Animals</p>	<p>Spring 2: Carnival</p>	<p>Summer 1: Fruit and Vegetables</p>	<p>Summer 2: To be able to ask and answer simple questions</p>