

	Autumn 1 – Natural Disasters	Autumn 2 – The Romans	Spring 1 – Electricity	Spring 2 – Change of technology over time	Summer 1 – Cosham vs New Forest	Summer 2 – The Anglo Saxons
English	<p>The White Fox – Jackie Morris Themes: Journey/Youth and Age Literary Ideas: Fables/Metaphors/Quest/Other Cultures Non-fiction – natural disasters</p>	<p>Kensuke’s Kingdom – Michael Morpurgo Themes: Other Cultures/Youth and Age Literary Ideas: Journey Stories</p>	<p>(Oral retell of Cinderella and other ‘rags to riches’ stories) Cloud Tea Monkeys Elspeth Graham Themes: Being Different/Oppression Literary Ideas: Rags to Riches Story/Traditional Tale</p>	<p>Journey to Jo’burg – Beverley Naidoo Themes: Prejudice/Oppression Literary Ideas: Stories from Other Cultures</p>	<p>The Journey – Francesca Saan Story Like the Wind - Gill Lewis Themes: Loss/Prejudice/Oppression/Other Cultures Literary Ideas: Oral Story Traditions</p>	<p>The Story of The Blue Planet – Andi Snaer Magnasan Themes: Conservation/Ethics – What is valuable? Literary Ideas: Portal Stories Non-fiction – What a Waste</p>
Maths	<p>Number and Place Value Addition and Subtraction Length and Perimeter Geometry</p>	<p>Multiplication and Division Fractions & decimals Money & Time Geometry</p>	<p>Number and Place Value Addition and Subtraction Length and Perimeter Geometry</p>	<p>Multiplication and Division Fractions & decimals Money & Time Geometry</p>	<p>Number and Place Value Addition and Subtraction Length and Perimeter Geometry</p>	<p>Multiplication and Division Fractions & decimals Money & Time Geometry</p>
History/Geography	<p>Main Focus: Natural disasters including volcanoes Progression: Use maps, atlases, globes and digital/computer mapping to describe features studied Identify the position and significance of latitude, longitude Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere Physical geography, including: volcanoes and earthquakes Human geography, including: types of settlement and land use</p>	<p>Roman Empire and its impact on Britain •Begin to understand historical periods overlap each other and vary in length. •Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action. (Why the Romans came to Britain, plus impact short and long term)</p>	<p>Change in technology over time</p>		<p>Cosham V New Forest Small UK region contrast including UK National Parks Progression: Use maps, atlases, globes and digital/computer mapping to locate countries Use maps, atlases, globes and digital/computer mapping to describe features studied Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Anglo-Saxons Chronology •Can give simple explanations that not everyone in the past lived in the same way. Continuity and Change •Can describe and give some examples of a range of changes at particular points in history while some things remained the same. ••Can describe with simple examples different types of causes seeing that events happen for</p>

					Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	different reasons not just human action. (Change from paganism to Christianity/Saxon culture)
Science	<p>Main Focus: Solid, liquid, gas</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 materials together, according to whether they are solids, liquids or gas, observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C), identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Main Focus: Teeth and eating</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Main Focus: Electricity</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batter, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, recognise some common conductors</p>	<p>Main Focus: Living things and their habitats</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Main Focus: Living things and their habitats</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Main Focus: Sound</p> <p>Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p>Progression: identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases</p>

			and insulators, and associate metals with being good conductors			
Art/DT	<p>Exploring Mediums</p> <p>Main Focus: Drawing and painting</p> <ul style="list-style-type: none"> Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 	<p>Portraits</p> <p>Main Focus: Painting</p> <ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Start to look at working in the style of a selected artist (not copying). <p>Artist study: Picasso</p>	<p>Torches</p> <p>Main Focus: STEM-</p> <ul style="list-style-type: none"> Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. Planning how to use materials, equipment and processes Identify the strengths and areas for development Learn about inventors, designers, engineers Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to understand that mechanical and electrical systems have an input, process and output and how simple electrical circuits and components can be used to create functional products. 	<p>Fabric Bags</p> <p>Main Focus: Textiles -</p> <ul style="list-style-type: none"> Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. Adapt work as and when necessary and explain why. Change and modify threads and fabrics, use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries. <p>Artist study: Cath Kidston</p>	<p>Healthy eating</p> <p>Main Focus: Food & Nutrition</p> <ul style="list-style-type: none"> Understand that food is grown Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know that a healthy diet is made up from a variety and balance of different food and drink Know that to be active and healthy, food and drink are needed to provide energy for the body. 	<p>Outdoor Art</p> <p>Main Focus: 3D art</p> <ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model over an armature: newspaper frame for modroc. Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.

			<ul style="list-style-type: none"> • Understand how to reinforce and strengthen a 3D framework. • Evaluate own and others work 			<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history. <p>Artist Study: Andy Goldsworthy</p>
PSHE	<p>Health and Wellbeing: How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Relationships:</p>	<p>Health and Wellbeing:</p> <p>Anti bullying Week 11th – 15th Nov That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to</p>	<p>Health and Wellbeing: Children's Mental Wellbeing Week Feb 3rd – 9th Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right</p>	<p>Health and Wellbeing: The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.</p> <p>Relationships:</p>	<p>Health and Wellbeing: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The facts and science relating to allergies, immunisation and vaccination.</p>	<p>Health and Wellbeing: How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>

	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>That most friendships have ups and downs and these can be mostly worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>control their emotions (including issues arising online). About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>Relationships: The importance of self-respect and how this links to their own happiness.</p> <p>Living in the Wider World: How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>The conventions of courtesy and manners</p>	<p>support is made available, especially if accessed early enough.</p> <p>Internet safety day - 2nd Feb Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Where and how to report concerns and get support with issues online.</p> <p>Relationships: Internet Safety Day Feb 9th 2021 How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Living in the Wider World: What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>		
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RE	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p>	<p>Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p>	<p>Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p>	<p>Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p>	<p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p>	<p>Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p>
PE	<p>REAL PE Main Focus: coordination and personal skills ● use running, jumping, throwing and catching in isolation and in combination ● 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>We are Gymnasts! Main Focus: Balance, coordination and creative ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● compare their performances with previous ones and demonstrate</p>	<p>We are footballers Main Focus: Invasion Games- ball skills, ball chasing, footwork NC- ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for</p>	<p>Bollywood Main Focus: Dance unit external tutor ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Three Strikes you're out! Main Focus: Striking and fielding (rounders, cricket) ● use running, jumping, throwing and catching in isolation and in combination ● 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>We are Athletes! Main Focus: Athletics- Ball chasing, agility, Health and Fitness ● use running, jumping, throwing and catching in isolation and in combination ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>

		improvement to achieve their personal best.	attacking and defending.			
Computing	<p>Main Focus: E-safety</p> <ul style="list-style-type: none"> • I choose a secure password when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I post online can be seen by others. • I choose websites and games that are appropriate for my age. • I can help my friends make good choices about the time they spend online. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I comment positively and respectfully online. • I understand why it is important for me to use and view only the apps, websites or films that are appropriate to my age 	<p>Computing Topic: The Internet Main Focus: Technology around us</p> <ul style="list-style-type: none"> • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns photos, text and clipart. • I can create a hyperlink to a resource on the World Wide Web. 	<p>Computing Topic: Auto Editing Main Focus: Creating Media</p> <ul style="list-style-type: none"> • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can create, modify and present documents for a particular purpose. • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work. 	<p>Computing Topic: Repetition in shapes Main Focus: Programming</p> <ul style="list-style-type: none"> • I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can understand and can use selection (as well as sequence and repetition) in algorithms and programming. • I can use inputs to determine or trigger an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. • I recognise that using algorithms will also help solve 	<p>Computing Topic: Data handling Main Focus: Data handling</p> <ul style="list-style-type: none"> • I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. • I can use a data logger to record and share my readings with my friends. 	<p>Computing Topic: Photo Editing Main Focus: Creating Media</p> <ul style="list-style-type: none"> • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can create, modify and present documents for a particular purpose. • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work.

				problems in other learning such as Maths, Science and Design and Technology.		
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
Spanish	<p>Spanish Topic: Welcome to School Main Focus: School subjects and super learners (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>	<p>Spanish Topic: My Local Area Main Focus: shops, signs and directions (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>	<p>Spanish Topic: Family Tree Main Focus: Family members (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>	<p>Spanish Topic: Body Parts Main Focus: Naming body parts (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>	<p>Spanish Topic: Feeling Unwell Main Focus: Describe feelings and illnesses. (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>	<p>Spanish Topic: Summer Time Main Focus: Weather (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>