

|                   | 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  |
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| English           | The Tear Thief – Carol Ann Duffy<br>The White Fox – Jackie Morris<br><b>Themes:</b> Journey/Youth and Age<br><b>Literary Ideas:</b> Fables/Metaphors/Quest/Other Cultures   | Kensuke’s Kingdom – Michael Morpurgo<br><b>Themes:</b> Other Cultures/Youth and Age<br><b>Literary Ideas:</b> Journey Stories  | (Oral retell of Cinderella and other ‘rags to riches’ stories)<br>Cloud Tea Monkeys<br>Elspeth Graham<br><b>Themes:</b> Being Different/Oppression<br><b>Literary Ideas:</b> Rags to Riches<br>Story/Traditional Tale   | Journey to Jo’burg – Beverley Naidoo<br><b>Themes:</b> Prejudice/Oppression<br><b>Literary Ideas:</b> Stories from Other Cultures   | Christophe’s Story – Nicki Cornwell<br>The Journey – Francesca Saan<br><b>Themes:</b> Loss/Prejudice/Oppression/Other Cultures<br><b>Literary Ideas:</b> Oral Story Traditions   | The Story of The Blue Planet – Andi Snaer Magnasan<br><b>Themes:</b> Conservation/Ethics – What is valuable?<br><b>Literary Ideas:</b> Portal Stories  |
| Maths             | Number and Place Value<br>Addition and Subtraction<br>Measurement with addition and subtraction   | Multiplication and Division<br>Fractions<br>Geometry<br>Measurement<br>Time  | Factions<br>Number and Place Value<br>Addition and Subtraction<br>Measurement<br>Time<br>Geometry   | Multiplication and Division<br>Fractions & decimals<br>Place Value<br>Addition and subtraction with statistics  | Multiplication and Division<br>Geometry<br>Addition and subtraction with statistics  | Multiplication and Division<br>Fractions<br>Measurement<br>Money & Time<br>length  |
| History/Geography | <b>Main Focus:</b> Natural disasters including volcanoes<br><br><b>Progression:</b> Use maps, atlases, globes and digital/computer mapping to describe features studied<br>Identify the position and significance of latitude, longitude<br>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere<br><br>Physical geography, including: volcanoes and earthquakes | <b>Roman Empire and its impact on Britain</b><br>•Begin to understand historical periods overlap each other and vary in length.<br>•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) | <b>Change in technology over time</b><br><br>Be able to sequence events within the period being studied. Uses more precise chronological vocabulary.<br><br>Can give simple explanations that not everyone in the past lived in the same way. When explaining, can use period specific language<br><br>Can describe and give some examples of a range of changes at in history while some things stayed the same. | <b>Change in technology over time - continued</b><br><br>Be able to sequence events within the period being studied. Uses more precise chronological vocabulary.<br><br>Can give simple explanations that not everyone in the past lived in the same way. When explaining, can use period specific language<br><br>Can describe and give some examples of a range of changes at in history while some things stayed the same. | <b>Cosham V New Forest Small UK region contrast including UK National Parks</b><br><br><b>Progression:</b> Use maps, atlases, globes and digital/computer mapping to locate countries<br>Use maps, atlases, globes and digital/computer mapping to describe features studied<br>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 | <b>Anglo-Saxons Chronology</b><br>•Can give simple explanations that not everyone in the past lived in the same way.<br><b>Continuity and Change</b><br>•Can describe and give some examples of a range of changes at particular points in history while some things remained the same.<br>••Can describe with simple examples different types of causes seeing that |

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|         | Human geography, including: types of settlement and land use  |   | Begin to understand that causes can occur for different reasons some not controllable.   | Begin to understand that causes can occur for different reasons some not controllable.   | understand how some of these aspects have changed over time<br>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom  | events happen for different reasons not just human action.<br>(Change from paganism to Christianity/Saxon culture) |
| Science | <p><b>Main Focus:</b> Solid, liquid, gas</p> <p><b>Working Scientifically:</b> observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p><b>Progression:</b> 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><b>Main Focus:</b> Teeth and eating</p> <p><b>Working Scientifically:</b> observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p><b>Progression:</b> 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><b>Main Focus:</b> Electricity</p> <p><b>Working Scientifically:</b> observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p><b>Progression:</b> 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</p> | <p><b>Main Focus:</b> Sound</p> <p><b>Working Scientifically:</b> observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p><b>Progression:</b> 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> | <p><b>Main Focus:</b> Living things and their habitats</p> <p><b>Working Scientifically:</b> observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p> <p><b>Progression:</b> 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> | Recap/consolidate skills   |

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

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|      |  |   | <ul style="list-style-type: none"> <li>• Understand how to reinforce and strengthen a 3D framework.</li> <li>• Evaluate own and others work</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>• Begin to explore a range of great artists, architects and designers in history.</li> </ul> <p><b>Artist Study: Andy Goldsworthy</b></p> |
| PSHE | <p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> </ul> <p><b>What motivates behaviour</b></p> | <p><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is</li> </ul> <p><b>First impressions</b></p> | <p><b>Dreams and goals</b></p> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul> <p><b>Anti- Bullying week</b><br/><b>Children in Need</b></p> | <p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> </ul> <p><b>Celebrating inner strength</b></p> | <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and boyfriends</li> </ul> <p><b>Showing appreciation to people and animals</b></p> | <p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> <li>•</li> </ul> <p><b>Environmental change</b></p>   |

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| RE        | <p><b>Theme:</b> Beliefs and Practices<br/> <b>Key Question:</b> How special is the relationship Jews have with God?<br/> <b>Religion:</b> Judaism</p>  | <p>Christmas<br/> <b>Concept:</b> Incarnation<br/> <b>Key Question:</b> What is the most significant part of the nativity story for Christians today?<br/> <b>Religion:</b> Christianity</p>  | <p><b>Theme:</b> Passover<br/> <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?<br/> <b>Religion:</b> Judaism</p>   | <p><b>Theme:</b> Easter<br/> <b>Concept:</b> Salvation<br/> <b>Key Question:</b> Is forgiveness always possible for Christians?<br/> <b>Religion:</b> Christianity</p>   | <p><b>Theme:</b> Rites of Passage and good works<br/> <b>Key Question:</b> What is the best way for a Jew to show commitment to God?<br/> <b>Religion:</b> Judaism</p>   | <p><b>Theme:</b> Prayer and Worship<br/> <b>Key Question:</b> Do people need to go to church to show they are Christians?<br/> <b>Religion:</b> Christianity</p>  |
| PE        | <p><b>Main Focus:</b><br/>                 Sending and receiving – Ball control.</p>  | <p><b>Main Focus:</b><br/>                 Team building – Mini games</p>   | <p><b>Main focus:</b><br/> <b>Athletics</b> – Javelin, shot put, running and jumping techniques.</p>  | <p><b>Main focus:</b> Invasion games.</p>  | <p><b>Main focus:</b> Dance</p>  | <p><b>Main Focus</b><br/> <b>Gymnastics.</b></p>  |
| Computing | <p><b>Computing Topic:</b><br/> <b>The Internet</b></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> </ul> <p>I think about whether I can use images that I find online in my own work.</p> <p><b>E-safety</b><br/> <b>Health, Well-being and Lifestyle</b><br/> <b>Self-Image and Identity</b></p> | <p><b>Computing Topic:</b><br/> <b>Repetition in shapes</b></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> </ul> <p>I can detect a problem in an algorithm which could</p> | <p><b>Computing Topic:</b><br/> <b>Photo editing</b></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> </ul> <p>I can use an appropriate tool to share my work online.</p> <p><b>E-safety</b><br/> <b>Online relationships</b></p> | <p><b>Computing Topic:</b><br/> <b>Audio editing</b></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> </ul> <p>I can use an appropriate tool to share my work online.</p> <p><b>E-safety</b><br/> <b>Online bullying</b></p> | <p><b>Computing Topic:</b><br/> <b>Data logging</b></p> <ul style="list-style-type: none"> <li>I can talk about the different ways data can be organised.</li> <li>I can search a ready-made database to answer questions.</li> <li>I can collect data help me answer a question.</li> <li>I can add to a database.</li> <li>I can make a branching database.</li> </ul> <p>I can use a data logger to monitor changes and can talk about the information collected</p> <p><b>E-safety</b><br/> <b>Managing Online Information</b></p> | <p><b>Computing Topic:</b><br/> <b>Repetition in games</b></p> <ul style="list-style-type: none"> <li>I can refine a procedure using repeat commands to improve a program.</li> <li>I can understand and use variables within my programming.</li> <li>I can use input to alter and affect my variables.</li> <li>I can confidently use sequence, selection and repetition within my algorithms and programming.</li> </ul> <p><b>E-safety</b><br/> <b>Privacy and security</b></p> |

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|         |  | result in unsuccessful programming.<br><b>E-safety</b><br><b>Online Reputation</b><br><b>Copyright and Ownership</b>   |  |  |  |  |
| Music   | <p><b>Music Topic:</b><br/>Samba and Carnival sounds and instruments</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notation</li> </ul> | <p><b>Changes in pitch and tempo – Rivers</b></p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance</p> | <p><b>Body and tuned percussion</b></p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> | <p><b>Body and tuned percussion</b></p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> | <p><b>Adapting and transposing motives</b></p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>   | <p><b>Adapting and transposing motives</b></p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>   |
| Spanish | <p><b>Spanish Topic: Welcome to School</b></p> <p>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><b>Spanish Topic: My Local Area</b></p> <p>Main Focus: shops, signs and directions</p> <p>(Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>   | <p><b>Spanish Topic: Family Tree</b></p> <p>Main Focus: Family members</p> <p>(Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>  | <p><b>Spanish Topic: Body Parts</b></p> <p>Main Focus: Naming body parts</p> <p>(Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p>  | <p><b>Spanish Topic: Feeling Unwell</b></p> <p>Main Focus: Describe feelings and illnesses.</p> <p>(Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p> | <p><b>Spanish Topic: Summer Time</b></p> <p>Main Focus: Weather</p> <p>(Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)</p> |