

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p style="text-align: center;"><u>To entertain</u></p> <p>Character Description</p> <p><i>The Iron Man by Ted Hughes</i></p>	<p style="text-align: center;"><u>To entertain</u></p> <p>Character and Setting Description</p> <p><i>Stig of the Dump by Clive King</i></p>	<p style="text-align: center;"><u>To entertain</u></p> <p>Narrative</p> <p><i>The Ice Palace by Robert Swindells</i></p>	<p style="text-align: center;"><u>To inform</u></p> <p>Letter</p> <p><i>The Firework Makers Daughter by Phillip Pullman</i></p>	<p style="text-align: center;"><u>To entertain</u></p> <p>Narrative</p> <p><i>Harley Hitch and the Iron Forest Paperback by Vashti Hardy</i></p>	<p style="text-align: center;"><u>To inform</u></p> <p>Diary</p> <p><i>Alice in Wonderland adapted by Emma Chichester Clark</i></p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Number: Place Value</li> <li>Number: Addition and Subtraction</li> <li>Number: Multiplication and Division</li> </ul>		<ul style="list-style-type: none"> <li>Number: Multiplication and Division</li> <li>Measurement: Length and Perimeter</li> <li>Number: Fractions</li> <li>Measurement: Mass and Capacity</li> </ul>		<ul style="list-style-type: none"> <li>Number: Fractions</li> <li>Measurement: Money</li> <li>Measurement: Time</li> <li>Geometry: Shape</li> <li>Statistics</li> </ul>	
<b>Science</b>	<p><b>Rocks and soils</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soil is made from rocks and organic matter</li> </ul>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</li> </ul>	<p><b>Animals including humans (Healthy eating)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>		<p><b>Light and dark</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect our eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>The functions of different parts of flowering plants, roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (grow, light, water, nutrients from soil, room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of</li> </ul>

		<p>identify some magnetic materials</p> <ul style="list-style-type: none"> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>		<ul style="list-style-type: none"> <li>• Find patterns in the way that the size of shadows change</li> </ul>	<p>flowering plants, including pollination, seed formation and seed dispersal</p>
<b>Computing</b>	<p><b>Online Safety and Digital Citizenship</b>  <b>Introductory Song</b>  <b>We, the Digital Citizens</b> - How can we be good digital citizens?  <b>Privacy &amp; Security</b>  <b>That's Private!</b> - What kinds of information should I keep to myself when I use the internet?</p> <p><b>Computing Systems and Networks</b>  <b>Connecting Computers and the Internet</b></p> <ul style="list-style-type: none"> <li>• Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</li> <li>• Recognising the internet is a network of networks including the WWW, and why we should evaluate online content.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b>  <b>Digital Footprint &amp; Identity</b>  <b>Digital Trails</b> - What information is OK to have in your digital footprint?</p> <p><b>Relationships &amp; Communication</b>  <b>Who Is in Your Online Community?</b> - How are we all part of an online community?</p> <p><b>Creating Media</b>  <b>Desktop Publishing</b></p> <ul style="list-style-type: none"> <li>• Creating documents by modifying text, images, and page layouts for a specified purpose.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b>  <b>Cyberbullying, Digital Drama &amp; Hate Speech</b>  <b>Putting a STOP to Online Meanness</b> - What should you do if someone is mean to you online?</p> <p><b>NEWS &amp; MEDIA LITERACY</b>  <b>Let's Give Credit!</b> - How can you give credit for other people's work?</p> <p><b>Programming</b>  <b>Events and Actions in Programs</b></p> <ul style="list-style-type: none"> <li>• Writing algorithms and programs that use a range of events to trigger sequences of actions.</li> </ul>		
<b>History</b>	<p><b>Stones and Bones</b>  <b>Explain the impact of the earliest civilisations on Britain today.</b></p> <ul style="list-style-type: none"> <li>• To know that the stone age was made up of three different eras and the period is a larger duration than remainder of British history.</li> <li>• To know that we can learn about the past from archaeological discoveries, using artefacts to learn about what life was like in prehistoric Britain.</li> <li>• To learn about the history of Skara Brae</li> <li>• To investigate why hill forts were used and the impact these had</li> </ul>	<p><b>Groovy Greeks</b>  <b>Explain the influence the Greeks had on the Western World and how this happened.</b></p> <ul style="list-style-type: none"> <li>• To know who the Ancient Greeks were and about life in Ancient Greece</li> <li>• To know who Alexander the Great was and his Empire</li> <li>• To understand what the Ancient Greeks believed in and about the Ancient Greek gods and goddesses and why they were important</li> <li>• To know the differences between living in Athens and Sparta</li> </ul>	<p><b>Ancient Egypt</b>  <b>Explain the impact the Ancient Egyptians had on civilisation today.</b></p> <ul style="list-style-type: none"> <li>• To know who the Ancient Egyptians were and what life was like</li> <li>• To construct informed responses about mummies and mummification, using reliable sources of evidence</li> <li>• To know about the discovery of Tutankhamun and how different versions of this may exist in the past</li> </ul>		

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	<ul style="list-style-type: none"> <li>To understand who the Celts were and how they used iron</li> <li>Make comparisons between life then to our lives today</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the discovery of the Olympic games and draw comparisons between then and now</li> </ul>	<ul style="list-style-type: none"> <li>To know about Egyptian Gods and how these compare to other Gods and Goddesses (Greek)</li> <li>To draw comparisons between modern Egypt and Ancient Egypt</li> </ul>
<b>Geography</b>	<p><b>Travel Agent</b>  <b>Showcase Milton Keynes as a local area within the UK and one other area to someone who would like to visit.</b></p> <ul style="list-style-type: none"> <li>Locate and name at least 6 cities in the UK on a map</li> <li>Plan a journey from MK to another place in England, using a road map</li> <li>Research to discover features of towns and cities and appreciate the differences creating a travel brochure of Stratford Upon Avon in England, describing the area, physical and man-made features</li> <li>Explore an area of Milton Keynes (Grange Farm) and map out a simple route from one location to another. Using simple sketches, locating the area on a map and describing with explanations what they have seen</li> <li>Visit lakes, rivers nearby and create sketches and diagrams of these to show the location and landmarks</li> </ul>	<p><b>Greece</b>  <b>What makes Greece special?</b></p> <ul style="list-style-type: none"> <li>To identify European countries and surrounding Islands and cities within Greece</li> <li>To understand geographical similarities and differences between Greece and MK</li> <li>Identify types of settlements depending on areas in modern day Greece</li> <li>To understand the culture and local Greek civilisations</li> <li>To identify how tourism is used within Greece and the benefits this has on the economy</li> </ul>	<p><b>Rivers</b>  <b>Show how rivers are formed and the processes we can take to preserve our rivers.</b></p> <ul style="list-style-type: none"> <li>To identify main rivers in the world (Nile/Jordan etc)</li> <li>To understand the features of a river system (water cycle included)</li> <li>To identify the three stages of a river system (river source-river mouth) Creating a sketch map of the system.</li> <li>To identify the different ways we use rivers, tourism, trade, travel etc</li> <li>To understand the impact of floods/droughts and how to care for our environment</li> </ul>
<b>ART</b>	<p><b>Gestural drawing with charcoal</b>  <b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>That when we draw we can use gestural marks to make work.</li> <li>That when we draw we can use the expressive marks we make to create a sense of drama.</li> <li>That when we draw we can move around.</li> <li>That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</li> </ul>	<p><b>Cloth, thread and paint</b>  <b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>That artists can combine art and craft using painting and sewing together to make art.</li> <li>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</li> <li>That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</li> <li>That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</li> </ul>	<p><b>Telling stories through drawing and making</b>  <b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</li> <li>That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</li> <li>That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</li> </ul>

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DT	<p><b>Pneumatics</b> Can we build a new arm for the iron man that can pick up an object.</p> <ul style="list-style-type: none"> <li>• <b>Design:</b> generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism.</li> <li>• <b>Make:</b> selecting appropriate materials and equipment for functional and aesthetical purposes</li> <li>• <b>Evaluate:</b> assessing how well their product works and if it matches their original design ideas and criteria</li> <li>• <b>Technical Knowledge:</b> understanding how pneumatic systems work, identifying the key inputs and outputs if the mechanism, expressing the need for visual communication in the design process.</li> </ul>	<p><b>Textiles</b> Can we make a puppet that can tell a Greek theatre story?</p> <ul style="list-style-type: none"> <li>• <b>Design:</b> generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism.</li> <li>• <b>Make:</b> selecting appropriate materials and equipment for functional and aesthetical purposes</li> <li>• <b>Evaluate:</b> assessing how well their product works and if it matches their original design ideas and criteria</li> <li>• <b>Technical Knowledge:</b> recapping running stitch and introducing over stitching. Expressing the need for a neat and well polished final design.</li> </ul>	<p><b>Cooking</b> Can we make an Egyptian bread that is fit for a pharaoh?</p> <ul style="list-style-type: none"> <li>• <b>Design:</b> reviewing existing products to inform design ideas, working with a set design brief.</li> <li>• <b>Make:</b> following but adapting an existing recipe, preparing food hygienically, creaming and combining ingredients to form a basic dough.</li> <li>• <b>Evaluate:</b> reflecting and identifying flavours from a prototype, reviewing what aspects to change to improve the current recipe.</li> <li>• <b>Technical Knowledge:</b> understanding the cost implications behind professional food preparation, altering a dough to be savoury or sweet, knowing to mix dry ingredients before combining with wet.</li> </ul>
Music	<p><b>Glockenspiel 1</b> This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or if children have previous knowledge, please do use the recorder too.</p>	<p><b>3 little Birds</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Three Little Birds - a reggae song.</p>	<p><b>Bringing Us Together</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.</p>

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PE	<p><b>Netball/Football</b></p> <p>The unit of work will explore how to apply the principles of <b>attack vs defence</b>, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep <b>possession</b> and eventually score in order to win a modified game.</p> <p><b>Gymnastics</b></p> <p>The unit of work will focus on exploring movements and balances in <b>symmetrical</b> and <b>asymmetrical</b> ways. Pupils will create <b>sequences</b> starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying <b>flow</b>.</p> <p><b>Health &amp; Wellbeing</b></p> <p>The unit of work will explore how we feel in our minds and in our bodies, when we experience various <b>emotions</b>. Pupils will learn how to execute <b>meditative balances</b> and <b>relaxation techniques</b> to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life.</p>	<p><b>Boccia</b></p> <p>The focus of learning is to <b>explore, develop</b> and <b>consolidate</b> how to send the ball, whilst applying a developing understanding of why we need to be <b>accurate</b> when sending the ball. Pupils will work individually and then as part of a team to apply their learning.</p> <p><b>Tag Rugby</b></p> <p>The unit of work will explore how to apply the principles of <b>attack vs defence</b>, with a particular focus on <b>passing</b> and moving to score a try. Pupils will develop their understanding of when, where and why they need to <b>create space</b> when they are attacking.</p> <p><b>OAA/Problem Solving</b></p> <p>The unit of work will <b>explore</b> what makes an <b>effective team</b> through different problem-solving <b>challenges</b>. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.</p> <p><b>Dance</b></p> <p>The unit of work will challenge pupils to respond to different stimuli being able to <b>sustain characters</b> to add drama and <b>emotion</b> to the dance. Pupils will bring together their <b>choreography</b> and characterisation skills to tell a story.</p>	<p><b>Tennis</b></p> <p>The unit of work will explore how to apply the principles of <b>attack vs defence</b> in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p> <p><b>Cricket</b></p> <p>The unit of work will explore how to apply the principles of <b>attack vs defence</b> in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to <b>outwit</b> the fielders and score as many runs (points) as possible.</p> <p><b>Athletics</b></p> <p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p>
	PSHE	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families and Friendships</li> <li>• Safe Relationships</li> <li>• Respecting ourselves and others</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Belonging to a community</li> <li>• Media literacy and digital resilience</li> <li>• Money and work</li> </ul>

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<b>RE</b>	<p><b>Does taking bread and wine show that someone is a Christian?</b>  <b>Learning Objective:</b> to explore the ritual of communion and other ways of belonging to the church  <b>Syllabus Questions addressed:</b>  Does participating in worship help people to feel closer to God and their faith community?  Is religion the most important influence and inspiration in everyone's life?</p>	<p><b>Is light a good symbol for celebration?</b>  <b>Learning Objective:</b> to understand the significance of light as a symbol of belief  <b>Key Concepts:</b> Light; Belief; Advent; Diwali; Chanukah  <b>Syllabus Questions addressed:</b>  <ul style="list-style-type: none"> <li>Is religion the most important thing in everyone's life?</li> </ul> Can the arts help communicate religious belief?</p>	<p><b>Is a Jewish child free to choose how to live?</b>  <b>Learning Objective:</b> to explore the impact Jewish/Hindu beliefs have on the life of a child  <b>Key Concepts:</b> Judaism; Hindu; Belief; Commandments  <b>Syllabus Questions addressed:</b>  Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identity?  Does participating in worship help people feel closer to God?</p>	<p><b>Does Easter make sense without Passover?</b>  <b>Learning Objective:</b> to explore the connections between Easter and Passover, particularly the Last Supper  <b>Key Concepts:</b> Judaism; Christianity; Freedom; Passover; Last Supper  <b>Syllabus Questions addressed:</b>  Do sacred texts have to be true to help people understand their religion?  Is religion the most important influence in life?</p>	<p><b>Does Jesus have authority for everyone?</b>  <b>Learning Objective:</b> to explore the life of Jesus from the perspective of his authority  <b>Key Concepts:</b> Authority  <b>Syllabus Questions addressed:</b>  <ul style="list-style-type: none"> <li>Is religion the most important influence and inspiration in everyone's life?</li> <li>Do all religious beliefs influence people to behave well towards others?</li> </ul> <b>Value:</b> Compassionate</p>	<p><b>Can made up stories tell the truth?</b>  <b>Learning Objective:</b> to explore how Jesus taught truths through story  <b>Key Concepts:</b> Truth; Parable; Fable; Myth  <b>Syllabus Questions addressed:</b>  <ul style="list-style-type: none"> <li>Do sacred texts have to be true to help people understand their religion?</li> </ul> Do all religious beliefs influence people to behave well towards others?  <b>Value:</b> Courageous</p>
<b>MFL</b>	<p><b>Greetings/Names</b></p> <ul style="list-style-type: none"> <li>Answer the register in different languages</li> <li>Greet and respond using Bonjour/ ca va</li> <li>Give oral storytelling</li> <li>Say hello and goodbye in French</li> <li>Say what you are called and ask others what they are called</li> <li>Ask how someone is and how you are.</li> <li>Prepare and hold a conversation.</li> </ul>	<p><b>Family/Numbers</b></p> <ul style="list-style-type: none"> <li>To recognise some family words in French</li> <li>Introduce and label own family</li> <li>Sing a song about families</li> <li>Count to 12 and sing a song to reinforce them</li> <li>Say your age and ask others how old they are</li> </ul>	<p><b>My Body</b></p> <ul style="list-style-type: none"> <li>Recognise and say parts of the body</li> <li>Label key parts of the body</li> <li>Sing a song to reinforce vocabulary</li> <li>Identify colours and sing 'arc en ciel' to reinforce</li> <li>Play games to consolidate</li> <li>Know the verb 'avoir'</li> <li>Read and write parts of the body and describe its colour</li> </ul>	<p><b>Look at me</b></p> <ul style="list-style-type: none"> <li>To know different types of activities</li> <li>Ask and answer questions about each activity using je and tu</li> <li>Play games to consolidate</li> <li>Give reasons to why you do a particular activity</li> <li>Carry out a survey to find out what others do</li> <li>Create a timetable to show which activity you do each week</li> </ul>	<p><b>Celebrations (Birthday/party)</b></p> <ul style="list-style-type: none"> <li>Sing a song to introduce months of the year</li> <li>Use the phrase Mon anniversaire est en..and say when your birthday is.</li> <li>Create a party invitation using a writing phrame.</li> <li>Compare birthday celebrations in France and England.</li> <li>Understand and take part in simple party games</li> </ul>	<p><b>Favourite playground games</b></p> <ul style="list-style-type: none"> <li>Introduce numbers 11-20 and clap to a rhythm.</li> <li>Play games/sing songs to reinforce this.</li> <li>Make comparisons to modern games using a translation dictionary.</li> <li>Introduce names of popular playground games.</li> <li>Add to vocabulary book.</li> <li>Play a variety of games and ask and answer questions to show preference.</li> <li>Complete a survey to show favourite playground games and create a bar chart of the results</li> </ul>

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