

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b><u>To entertain</u></b> Character/Setting Description <i>The Time Travelling cat and the Roman Eagle by Julia Jarman</i></p>	<p><b><u>To entertain</u></b> Narrative <i>The Lion the Witch and the Wardrobe by CS Lewis</i></p>	<p><b><u>To inform</u></b> Non-Chronological Report <i>Starfell: Willow Moss and the Lost Day by Dominique Valente</i></p>	<p><b><u>To entertain</u></b> Narrative <i>Bill's New Frock by Anne Fine</i></p>	<p><b><u>To persuade</u></b> Letter <i>The Boy at the Back of the Class by Onjali Q. Rauf</i></p>	<p><b><u>To inform</u></b> Diary <i>Harvey Angell by Diana Hendry</i></p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition and Subtraction</li> <li>• Measurement: Area</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>• Number: Decimals</li> </ul>		<ul style="list-style-type: none"> <li>• Number: Decimals</li> <li>• Measurement: Money</li> <li>• Measurement: Time</li> <li>• Geometry: Shapes</li> <li>• Statistics</li> <li>• Geometry: Position and Direction</li> </ul>	
<b>Science</b>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>• Describe the simple functions of the digestive system</li> <li>• Identify the different types of teeth in humans</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common electrical appliances</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• Identify whether or not a lamp will light, based on whether the lamp is part of a complete loop with a battery.</li> <li>• Recognise that a switch opens and closes a circuit</li> <li>• Recognise some common conductors and insulators</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made and that vibrations from sounds travel to the ear</li> <li>• Find patterns between the pitch of a sound and the object</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>

<b>Computing</b>	<p><b>Online Safety and Digital Citizenship</b>  <b>Media Balance &amp; Well-Being</b>  <b>Your Rings of Responsibility</b> - How do digital citizens take responsibility for themselves, their communities and their world?</p> <p><b>Privacy &amp; Security</b>  <b>Password Power-Up</b> - How can a strong password help protect your privacy?</p> <p><b>Data and Information</b>  <b>Branching Databases</b></p> <ul style="list-style-type: none"> <li>Building and using branching databases to group objects using yes/no questions.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b>  <b>Digital Footprint and Identity</b>  <b>This Is Me</b> - How does what I post online affect my identity?</p> <p><b>Relationships and Communication</b>  <b>Our Digital Citizenship Pledge</b> - What makes a strong online community?</p> <p><b>Creating Media</b>  <b>Photo Editing</b></p> <ul style="list-style-type: none"> <li>Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b>  <b>Cyberbullying, Digital Drama and Hate Speech</b>  <b>The Power of Words</b> - What should you do when someone uses mean or hurtful language on the internet?</p> <p><b>News and Media and Literacy</b>  <b>What is real on the Internet?</b>- Is Seeing Believing? Why do people alter digital photos and videos?</p> <p><b>Programming</b>  <b>Repetition in Shapes and Games</b></p> <ul style="list-style-type: none"> <li>Using a text-based programming language to explore count-controlled loops when drawing shapes.</li> <li>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</li> </ul>
<b>History</b>	<p><b>Romans</b>  <b>Explain the impact the Roman Empire had on England.</b></p> <ul style="list-style-type: none"> <li>Place the Romans on a timeline</li> <li>Know at least 3 things that the Romans did for our country</li> <li>Know why the Romans needed to build forts in this country</li> <li>Know that Rome was a very important place, and many decisions were made there</li> <li>Know about the lives of at least 2 famous Romans</li> <li>What was Roman life like? /What was it like being a Roman child? Compare and discuss similarities and differences to then and now.</li> </ul>	<p><b>Codebreakers</b>  <b>Codebreakers: Who were they?</b></p> <ul style="list-style-type: none"> <li>To plot key events in our life time in MK. Plotted onto a timeline.</li> <li>Find out about the key role Bletchley Park had in winning the war</li> <li>Discover how mathematicians invented a computer to crack German enigma machine</li> <li>To understand the significant impact codebreakers had on the war</li> <li>Consider the outcome of the war if codebreakers had not been successful</li> </ul>	<p><b>Invaders and Settlers</b>  <b>Who had the best reign over England?</b></p> <ul style="list-style-type: none"> <li>To know when Anglo Saxons/Vikings and Scots were in Britain</li> <li>To understand the conflict between Anglo Saxons and Vikings.</li> <li>Use evidence to reconstruct life in time studied.</li> <li>To use a timeline to show when Viking raids</li> <li>Edward the Confessor</li> <li>To understand the Anglo Saxons laws put in place</li> </ul>

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<b>Geography</b>	<p><b>Italy</b> <b>What makes Italy Italy?</b></p> <ul style="list-style-type: none"> <li>• Identify Italy on a map of Europe and identify the main cities of Italy</li> <li>• To describe the food in Italy and how it is different and similar to the UK</li> <li>• Identify the importance of tourism to Italy and the impact on the community</li> <li>• Identify the main industries and jobs in Italy, including exports and how this supports trades and community</li> <li>• To explore Italian culture, through festivals and events/traditional days</li> </ul>	<p><b>When Disaster Strikes</b> <b>How do natural disasters occur?</b></p> <ul style="list-style-type: none"> <li>• Explore how and why natural disasters occur and the impact these have on the environment.</li> <li>• Describe and understand the key features of earthquakes and plate tectonics</li> <li>• Describe and understand the key features of mountains and volcanoes</li> <li>• Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/ maps</li> <li>• Understand how a volcano is formed and different types of eruptions, including leading to Tsunamis</li> <li>• A study into one of the following <ul style="list-style-type: none"> <li>○ Pompeii eruption /Mount Vesuvius – links back to Roman Britain and the impact this had</li> <li>○ Thailand 2005 Tsunami</li> <li>○ San Francisco earthquake of 1989</li> <li>○ First explorers to climb Mt Everest</li> </ul> </li> </ul>	<p><b>Invaders and Settlers</b> <b>Where did most tribes travel from and why choose England?</b></p> <ul style="list-style-type: none"> <li>• To know where different tribes originated from</li> <li>• To identify mountains in Scandinavian countries</li> <li>• To know how mountains are formed</li> <li>• To understand farming life of Anglo Saxons</li> <li>• To understand how place names impacted the names we have today</li> <li>• To understand how settlement types differed between tribes</li> </ul>
<b>Art</b>	<p><b>Storytelling Through Drawing</b> <b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• That we can tell stories through drawing.</li> <li>• That we can use text within our drawings to add meaning.</li> <li>• That we can sequence drawings to help viewers respond to our story.</li> <li>• That we can use line, shape, colour and composition to develop evocative and characterful imagery.</li> </ul>	<p><b>Exploring Still Life</b> <b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• That when artists make work in response to static objects around them it is called still life.</li> <li>• That still life has been a genre for many hundreds of years and is it still relevant today.</li> <li>• That when artists work with still life, they bring their own comments and meaning to the objects they portray.</li> <li>• That we can make a still life creative response in many media: drawing, painting, collage, relief</li> <li>• That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</li> </ul>	<p><b>Sculpture, Structure, Inventiveness &amp; Determination</b> <b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• That artists can learn from the world around them.</li> <li>• That artists can draw parallels with other beings/events to help us understand things about ourselves.</li> <li>• That artists take creative risks.</li> <li>• That artists try to say new things by manipulating and representing the materials of the world.</li> <li>• That we can feel safe enough to take creative risks in our own work.</li> <li>• That we can explore materials and ideas feeling free from criticism.</li> <li>• That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.</li> <li>• That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.</li> </ul>

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DT	<p><b>Cooking</b> Can we design and make a pizza that is suitable for tea with Mr Tumnus?</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> identifying each of the food groups, understanding what a balanced diet is, and developing an awareness of hidden sugars.</li> </ul>	<p><b>Electrical Systems</b> Can we create an illuminated sign, with a homemade switch, that contains a hidden coded message?</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 electrical systems work, identifying the need to test circuits and ensure accuracy., Express the need for visual communication in the design process.</li> </ul>	<p><b>3D Structures</b> Can we design and build an African instrument suitable for our class musical performance?</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>
Music	<p><b>Glockenspiel 2</b> This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or, if you have previous knowledge or players in your class, the recorder.</p>	<p><b>Lean on Me</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.</p>	<p><b>Blackbird</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird.</p>

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PE	<p><b>Basketball/Handball</b></p> <p>The unit of work will develop pupils' ability to apply the principles of <b>attack vs defence</b>, with a particular focus on creating simple <b>attacking tactics</b> in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p style="text-align: center;"><b>Swimming</b></p> <p>Children take part in swimming lessons to work towards the national curriculum targets of;</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>	<p><b>Hockey</b></p> <p>The unit of work will develop pupils' ability to apply the principles of <b>attack vs defence</b>, with a particular focus on creating simple <b>attacking tactics</b> in order to move the ball up the pitch, creating an attack that results in a shooting opportunity</p> <p style="text-align: center;"><b>Dodgeball</b></p> <p>The unit of work will develop pupils' ability to apply the principles of <b>attack vs defence</b> in games. Pupils will apply their <b>throwing, catching</b> and <b>dodging</b> skills combining these with their understanding of team work to try and win the game.</p> <p style="text-align: center;"><b>Dance</b></p> <p>The unit of work will challenge pupils to explore movement through improvisation, introducing <b>unison</b> and <b>matching</b>. Pupils will sustain their characters to add drama and <b>emotion</b> to the dance. Pupils will extend their dance skills by using more complex <b>interacting movements</b>, actions and incorporate apparatus.</p> <p style="text-align: center;"><b>OAA</b></p> <p>The unit of work will develop pupil's ability to apply effective <b>teamwork</b> through different <b>problem-solving challenges</b>. Throughout the unit, there will be a focus on pupils applying effective <b>communication</b> skills, essential to working within a team to complete the activities.</p>	<p><b>Tennis</b></p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will <b>create space</b> to win points and apply the developing racket skills using <b>forehand and backhand</b> techniques.</p> <p style="text-align: center;"><b>Rounders</b></p> <p>The unit of work will develop pupils' ability to apply the principles of <b>attack vs defence</b>, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as <b>throwing</b> and <b>stopping the ball</b> to keep the batter's score low.</p> <p style="text-align: center;"><b>Athletics</b></p> <p>The unit of work will develop pupils' ability to develop their own <b>sprinting technique</b>, analysing their own performance. Pupils will compare sprinting to running for distance and <b>pacing</b>. The unit will introduce throwing for distance with <b>javelins</b> and explore the <b>triple jump</b>.</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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**Do Murtis help Hindus understand God?**

**Learning Objective:** to explore how Hindus express their beliefs through images of deities and symbols

**Key Concepts:** God; Brahman; Trimurti; Murtis; Avatars

**Syllabus Questions**

- Can the arts help communicate beliefs?

Is religion the most important inspiration in life?

**Should Christians worship Mary?**

**Learning Objective:** to explore the role of Mary in Christian life and in the Christmas story in particular

**Key Concepts:** God; Virgin Mary; Christ; Icon

**Syllabus Questions**

- Does participating in worship help people feel closer to God or their faith community?
- Can the arts help communicate religious beliefs?

**Is a holy journey necessary for believers?**

**Learning Objective:** to explore the holy journeys made by believers

**Key Concepts:** Hindu; Christianity; Pilgrimage; Worship

**Syllabus Questions addressed:**

- Is religion the most important influence and inspiration in everyone's life?
- Does participating in worship help people feel closer to God or their faith community?

**Should believers give things up?**

**Learning Objective:** to explore Lent

**Key Concepts:** Christianity; Lent; Giving things up

**Syllabus Questions**

- Is religion the most important influence and inspiration in everyone's life?
- Do religious people lead better lives?

**Did Jesus really do miracles?**

**Learning Objective:** to explore at least two miracles of Jesus and evaluate them

**Key Concepts:** Miracles

**Syllabus Questions**

- Do sacred texts have to be true to help people understand their religion?
- Is religion the most important influence and inspiration in everyone's life?

**Does prayer change things?**

**Learning Objective:** to explore the reasons why believers pray and what they believe the results are

**Key Concepts:** Prayer (sin/salvation/miracle)

**Syllabus Questions**

- Do religious people lead better lives?
- Is it possible to hold religious beliefs without trying to make the world a better place?

**On the way to school/ On our travels**

- Introduce vocabulary and practise these
- Write a sentence/draw pictures to introduce how you travel to school
- Comment va-tu à l'école? Reply with Je vais à l'école en...
- Write own version of song on going to school using compass directions.
- Introduce vocabulary for Francophone countries and practice these.
- Know and label world map to show Francophone countries
- Colour Francophone flags
- Build and read a range of sentences starting with Je vais aller en\_\_\_ en\_\_\_ to show how you could travel to a Francophone country.

**La Météo**

- Match the correct card to weather type.
- Play song and sing to practise weather vocab
- To ask and answer questions about the weather. Match weather type to sentence
- Describe weather using picture clue
- Say what the weather is like in different places using a map of France or key location in England

**Pocket Money: Likes and dislikes**

- Recap numbers 0-39
- Listen to story of grandma making a present for her grandchildren.
- Practise new vocabulary.
- Use story sentences to retell the story, including colours and days of the week.
- Practise writing and reading dates.
- Give opinions on toys that you like/don't like. Ask and answer questions. Sing song to reinforce vocabulary.
- Ask and answer the price of toys using c'est combien?
- Create an advert for a toy, giving reasons.

**Animal Habitats**

- Listen to the story of Les quatre amis (the four friends).
- Introduce names of animals with flashcards
- Compare French and English animal sounds
- Match animals to their habitat
- Understand and say a few adjectives.
- Understand the agreement of simple nouns and adjectives.
- Build sentences to describe each animal in their habitat.

**Our sporting lives**

- Recap 'Head, shoulder, knees and toes' song to warm up.
- Model actions for sports and say phrases.
- Match flashcards to written word
- Complete diary of weekly activities
- Carry out a survey to find out what others do on a weekly basis
- Introduce vocabulary for food and place in two categories: healthy/unhealthy
- Design a poster to promote types of exercises/ Design a poster to promote types of food to eat to stay healthy.