

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>To inform Diary <i>The Wild Robot by Peter Brown</i></p>	<p>To entertain Narrative Extract <i>The Wild Robot by Peter Brown</i></p>	<p>To persuade Formal Persuasive Letter <i>The Boy at the Back of the Class by Onjali Q. Rauf</i></p>	<p>To entertain Narrative Extract - Dialogue <i>The Lion the Witch and the Wardrobe by CS Lewis</i></p>	<p>To inform Non-Chronological Report <i>Starfell: Willow Moss and the Lost Day by Dominique Valente</i></p>	<p>To entertain Narrative – Prequel <i>Starfell: Willow Moss and the Lost Day by Dominique Valente</i></p>
Maths	<ul style="list-style-type: none"> Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division 		<ul style="list-style-type: none"> Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals 		<ul style="list-style-type: none"> Number: Decimals Measurement: Money Measurement: Time Geometry: Shapes Statistics Geometry: Position and Direction 	
Science	<p>Animals including humans</p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey Describe the simple functions of the digestive system Identify the different types of teeth in humans 	<p>Electricity</p> <ul style="list-style-type: none"> Identify common electrical appliances Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light, based on whether the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators 	<p>States of matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<p>Living things and their habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys environment Recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made and that vibrations from sounds travel to the ear Find patterns between the pitch of a sound and the object Find patterns between the volume of a sound and the strength of the vibrations Recognise that sounds get fainter as the distance from the sound source increases

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

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Geography	<p>Italy What makes Italy Italy?</p> <ul style="list-style-type: none"> • Identify Italy on a map of Europe and identify the main cities of Italy • To describe the food in Italy and how it is different and similar to the UK • Identify the importance of tourism to Italy and the impact on the community • Identify the main industries and jobs in Italy, including exports and how this supports trades and community • To explore Italian culture, through festivals and events/traditional days 	<p>When Disaster Strikes How do natural disasters occur?</p> <ul style="list-style-type: none"> • Explore how and why natural disasters occur and the impact these have on the environment. • Describe and understand the key features of earthquakes and plate tectonics • Describe and understand the key features of mountains and volcanoes • Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/ maps • Understand how a volcano is formed and different types of eruptions, including leading to Tsunamis • A study into one of the following <ul style="list-style-type: none"> ○ Pompeii eruption /Mount Vesuvius – links back to Roman Britain and the impact this had ○ Thailand 2005 Tsunami ○ San Francisco earthquake of 1989 ○ First explorers to climb Mt Everest 	<p>Invaders and Settlers Where did most tribes travel from and why choose England?</p> <ul style="list-style-type: none"> • To know where different tribes originated from • To identify mountains in Scandinavian countries • To know how mountains are formed • To understand farming life of Anglo Saxons • To understand how place names impacted the names we have today • To understand how settlement types differed between tribes
	Art	<p>Storytelling Through Drawing Key Concepts</p> <ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	<p>Exploring Still Life Key Concepts</p> <ul style="list-style-type: none"> • That when artists make work in response to static objects around them it is called still life. • That still life has been a genre for many hundreds of years and is it still relevant today. • That when artists work with still life, they bring their own comments and meaning to the objects they portray. • That we can make a still life creative response in many media: drawing, painting, collage, relief • 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.

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DT	<p>Cooking Can we develop a recipe to make it more nutritious? Cooking fresh pasta and developing a Bolognese recipe.</p> <ul style="list-style-type: none"> • Design: generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • Make: selecting appropriate materials and equipment for functional and aesthetical purposes • Evaluate: assessing how well their product works and if it matches their original design ideas and criteria • Technical Knowledge: identifying each of the food groups, understanding what a balanced diet is, and developing an awareness of hidden sugars. 	<p>Electrical Systems Can we create an illuminated sign, with a homemade switch, that contains a hidden coded message?</p> <ul style="list-style-type: none"> • Design: generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • Make: selecting appropriate materials and equipment for functional and aesthetical purposes • Evaluate: assessing how well their product works and if it matches their original design ideas and criteria • Technical Knowledge: understanding how electrical systems work, identifying the need to test circuits and ensure accuracy., Express the need for visual communication in the design process. 	<p>3D Structures Can we design and build an African instrument suitable for our class musical performance?</p> <ul style="list-style-type: none"> • Design: generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • Make: selecting appropriate materials and equipment for functional and aesthetical purposes • Evaluate: assessing how well their product works and if it matches their original design ideas and criteria • Technical Knowledge: understanding how pneumatic systems work, identifying the key inputs and outputs if the mechanism, expressing the need for visual communication in the design process.
Musical	<p>Glockenspiel 2 This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel.</p>	<p>Lean on Me This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.</p>	<p>Blackbird 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>OAA/Problem Solving</p> <p>The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils applying effective communication skills.</p> <p>Game Sense Invasion</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a focus on effectively using their passing, moving and dribbling skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including marking.</p> <p>Boccia</p> <p>The focus of learning is to explore and develop different ways of using tactical thinking in Boccia. Pupils will be able to create attacking and defensive tactics and apply these in their games. Pupils will be able to officiate their games fairly applying the rules throughout.</p> <p>Football</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity.</p>	<p>Dodgeball</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in games. Pupils will apply their throwing, catching and dodging skills</p> <p>Basketball</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>Gymnastics</p> <p>The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p> <p>Golf</p> <p>The unit of work will develop pupils' understanding of where and why we want to aim our shots, in order to complete the holes, in as few shots as possible. Pupils will learn how to strike the ball with increased power using a Launcher (Wedge) and work competitively against themselves and others.</p>	<p>Tennis</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 create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>Athletics</p> <p>The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and spacing. The unit will introduce throwing for distance with javelins and explore the triple jump.</p> <p>Dance</p> <p>The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>Cricket</p> <p>The unit of work will develop pupils ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible.</p>
	PSHE	<p>Relationships</p> <ul style="list-style-type: none"> Families and Friendships Safe Relationships Respecting ourselves and others 	<p>Living in the wider world</p> <ul style="list-style-type: none"> Belonging to a community Media literacy and digital resilience Money and work

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RE	<p>Beliefs and Questions Focus: Who do Christians believe Jesus is?</p> <p>Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah</p>	<p>Community and Identity Focus: How and why has Christian practice changed over time?</p> <p>Early church was Jewish and as more non-Jews were added adaptations happened. Christians believe God still speaks, role of sanctified common sense.</p>	<p>Belief and Questions Focus: How do Sikhs understand God?</p> <p>Find out how Sikhism began and how equality matters within the faith. To find out the core beliefs of Sikhi faith and these influence peoples lives.</p>	<p>Beliefs and Questions Focus: How do Christians experience God's presence?</p> <p>Methodist focus – exploring belief and the life and legacy of John Wesley.</p>	<p>Community and Identity Focus: What role does worship play in the life of a Sikh?</p> <p>How Sikhs worship both in key traditions and life moments and through personal prayer</p>	<p>Reality and Truth Focus: What is important to people with non – religious worldviews?</p> <p>What is a worldview and how do they influence peoples decisions and how people live their lives.</p>
MFL	<p>All Around Town</p> <ul style="list-style-type: none"> • Know the name of some French cities • Describe places in town • Count to 100 • Give their address in French 	<p>On the Move</p> <ul style="list-style-type: none"> • Develop conversational skills • Respond to and follow simple instructions for direction and movement • Use the verb 'aller' in context 	<p>Going Shopping</p> <ul style="list-style-type: none"> • Learn key phrases for asking the questions needed when going shopping • Role play shoppers and shopkeepers. 	<p>Where in the World</p> <ul style="list-style-type: none"> • Learn vocabulary of UK countries, continents and animals • Answer questions orally and write simple sentences using topic vocabulary 	<p>What's the Time</p> <ul style="list-style-type: none"> • Learn how to tell the time: o'clock, half past, quarter past and quarter to. • Read timetables and TV schedules and answer simple questions about these 	<p>Holidays and Hobbies</p> <ul style="list-style-type: none"> • Learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies

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