

						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 1
READING TEXT	The Stolen Spear Savior Piorotta		Breakfast Club Adventures Marcus Rashford	Romans on the Rampage Jeremy Strong	Charlie and the Chocolate Factory Roald Dahl	
ENGLISH	Setting description Letter Narrative Consolidation/Remembrance Character description Instructions Newspaper report Consolidation/Christmas		Balanced argument Historical narrative Recount Letter Setting description Newspaper report		Poetry Instructional writing Non-chronological report Consolidation Diary entry News report Explanation text Consolidation	
English hooks			3D colosseum creation		Trip – Cadbury’s World	
MATHS	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Consolidation	Number: Multiplication and Division Measurement: Money Statistics	Measurement: Length & Perimeter Number: Fractions Consolidation	Number : Fractions Measurement: Time Geometry: Properties of Shape	Measurement: Mass and Capacity Consolidation
HISTORY	Local Area, Our High Street How the high street has changed. How shopping for food has changed.	Stone Age to Iron Age Britain Learn about changes in Britain from the Stone Age to the Iron Age.	Stone Age to Iron Age Britain Learn about changes in Britain from the Stone Age to the Iron Age.	Roman Empire Learn about the Roman Empire and its impact on Britain.	Roman Empire Learn about the Roman Empire and its impact on Britain.	Books Through Time What is a book? How were books made in the past? How was information recorded in the ancient world? What effect did printing books have

					on Britan? What is the future for books?
<b>GEOGRAPHY</b>	<b>Local Area, Our High Street</b> Using maps and digital/computer mapping to locate our local area. Using symbols and keys from a map. Physical and human features of our street.	<b>The Geography of Europe</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia).  Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<b>Italy, compare to local area</b> Why is Italy a Mediterranean country? What are the differences between Italian regions? Comparing regions to the UK. Comparing an area to our local area.  Locate the world's countries, using maps to focus on Europe (including the location of Russia).  Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of the equator.		<b>Study of a region in UK</b> 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. Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. Describe and understand key aspects of human geography, including: types of settlement and land use. Describe and understand key aspects of physical geography. Use maps, atlases, globes and the internet. Use 4 points if a compass.
<b>SCIENCE</b>	<b>Animals including humans</b> Animals don't make their own food, need the right type and amount of nutrition, humans and some animals have skeletons and muscles for support, protection and movement.	<b>Light</b> Recognise that light is needed to see things and that dark is the absence of light, notice that light is reflected from surfaces, light from the sun can be dangerous and there are ways to protect their eyes,	<b>Rocks</b> Compare and group together different kinds of rocks, describe in simple terms how fossils are formed, recognise that soils are made from rocks and organic matter.  <b>Working Scientifically</b>	<b>Magnets and Forces</b> Compare how things move on different surfaces, notice that some forces need contact between two objects, compare and group together a variety of everyday materials on whether they are magnetic or not, describe magnets as having two poles.	<b>Plants</b> Explore the requirements of plants for life and growth and how they vary from plant to plant, identify and describe the functions of different parts of flowering plants, investigate the way in which water is transported within plants, life cycle of plants.  <b>Working Scientifically</b>

	<b>Working Scientifically</b>	recognise that shadows are formed when light is blocked by an opaque object, find patterns in the way that the size of shadows change.  <b>Working Scientifically</b>		<b>Working Scientifically</b>		
<b>ART AND DESIGN</b>	<b>Stone Age to Iron Age Britain</b>  Using sketchbooks to explore, record, sketch and build on ideas Drawing – using charcoal to shade 3D, pastels to show light/shade Painting in the style of Stone-Age cave painters, using a wash, light, dark and complimentary colours and mixing colours, shades and tones. Sculpture - clay – rolling and carving stone balls, using natural materials Printing – mono printing Textiles – dying with natural dyes, adding simple embellishments		<b>The Roman Empire</b>  Using sketchbooks to explore, record, sketch and build on ideas Drawing – pencils, wax crayons, pens 3D Painting – mixing colours, including skin tones, choosing brush size, large scale, watercolour Sculpture – pinching, carving, manipulating clay Printing – making own blocks Textiles – changing and modifying fabrics		<b>Study of a region in the UK</b>  Using sketchbooks to explore, record, sketch and build on ideas Drawing – sketching designs, using a variety of media to show colour and design, mixed media (paper collage) Painting – mixing colours, including skin tones, choosing brush size, perspective and complimentary colours, stylisation Sculpture - pinching, carving, manipulating clay, adding clay Printing – 3 colours Textiles – dying fabric, embellishing and modifying fabric	
<b>DESIGN AND TECHNOLOGY</b>	<b>Creating a soft toy</b> for a Stone Age child, who has time travelled to the future (Combing materials using simple stitches) <b>(Sewing)</b>	<b>Christmas cards</b> – pop ups (Measuring, folding, scoring, folding, levers, mechanisms)	<b>Look at Roman sandals</b> and how they still exist today – design and make modern version Tamara Mellon OBE (British female fashion entrepreneur who was the co-founder of luxury	<b>Catapults or ballistas</b> (levers, linkages, pneumatic systems)	<b>Making cobs</b> - Bread in West Midland region (peeling, chopping, slicing, grating, mixing, spreading, kneading,	<b>Bilston transport</b> – (mechanical systems /electrical components. Make a simple vehicle that moves/ input and output)

	Steiff Company (German)		footwear brand Jimmy Choo)		baking) <b>(Cooking and Nutrition)</b> Warburtons (British bread Company)	CAF (Spanish public transport manufacturer)
<b>P.E</b>	<b>Athletics</b> Increase speed, adjust foot pattern coordination and control, jump with force, apply running techniques to improve throws, techniques for relay change over.	<b>Dance and Gymnastics</b> Copy and repeat sequences, choose appropriate moves for theme, begin to link sequences, respond to feedback	<b>Invasion Games (Basketball)</b> Travel with equipment, maintain possession, travel when sending and receiving, show a variety of passes.	<b>Net and Wall (Tennis)</b> Communicating, collaborating and competing with each other.	<b>Outdoor Adventurous Activities</b> Co-operative and communication skills, agility and balance, giving instructions, developing teamwork, problem solving and developing map reading skills.	<b>Striking and Fielding (Rounders)</b> Make quick decisions during game play, apply striking and fielding techniques in game play, choose fielding position in relation to batter, effective communication, protect boundary.
<b>COMPUTING</b>	<b>A1 - Digital designer</b> Used software to create 2D and 3D objects Worked with others to plan a design suitable for the brief Used a range of tools to create a design or add to a template Created, shared and reflected on designs	<b>A2- Digital artist</b> Be able to view a range of artwork and express and opinion Understand that different hardware and software can be used to create digital artwork Work independently or in small groups to	<b>SP1- Digital researcher and presenter</b> Understood, in basic terms, how the internet works. Understood the skills of internet research, and how search engines work. Planned a research approach in response to a question.	<b>SP2- Digital broadcaster</b>  Recorded an audio version of a children's story Learned how to use basic editing to structure a complete audiobook, with adult support as necessary. Used clear expression in their spoken voices, and	<b>Su1- Digital programmer (scratch jr)</b>  Recorded an audio version of a children's story Learned how to use basic editing to structure a complete audiobook, with	<b>SU2- Digital publisher</b>  Explored electronic publications from a variety of genres, including eBooks and websites and expressed opinions about them Planned a simple layout for each page

	beyond the classroom.	plan and create digital artwork Use a range of different tools to create their art Share their artwork within school, seeking out opinions of teachers and peers Share an opinion on the artwork of their peers	Used mind mapping and/or note-taking tools to record research results and ideas . Planned and created an effective presentation file. Delivered a presentation to an audience Reviewed and evaluated their performance and the performances of others	used their voice to convey character, humour, sadness, or other emotions.	adult support as necessary. Used clear expression in their spoken voices, and used their voice to convey character, humour, sadness, or other emotions.	Considered font size and colour Collaboratively created an eBook using a range of tools e.g. text, draw, audio and insert Reflected on their publication and the skills they have learnt.
<b>MUSIC</b>	<b>Let Your Spirit Fly</b> Listening and Appraising Learning to sing the song, playing instruments, improvising, composing and performing.	<b>Glockenspiel Stage 1</b> Learning basic instrumental skills by playing tunes in varying styles.	<b>Three Little Birds</b> Listening and Appraising Learning to sing the song, playing instruments, improvising, composing and performing. .	<b>The Dragon Song</b> Listening and Appraising Learning to sing the song, playing instruments, improvising, composing and performing	<b>Bringing Us Together</b> Listening and Appraising Learning to sing the song, playing instruments, improvising, composing and performing.	<b>Reflect, Rewind and Replay</b> Listening and Appraising Learning to sing the song, playing instruments, improvising, composing and performing.
<b>R.E</b>	<b>What Do People Believe About God? (Christianity)</b> To show an understanding of things that cannot be seen. Consider what they know and understand about God. Learn that some questions are puzzling or interesting even when we don't know the answer.		<b>What is it like to be a Hindu?</b> – Main values of Hinduism. (Hindu artefacts, Aum Symbol)	<b>Sikhs and Hindus: Who is inspiring? Inspirational founders and leaders.</b> Understanding what makes a good leader. The lives of inspirational leaders. Both religious and non-religious and other aspects which	<b>What do we celebrate and why?</b> Eid Ul Fitr Easter Guru Nanak's birthday Valsakhi	

				may influence and motivate.		
<b>Languages</b>	<b>Autumn 1 Moi (All about me)</b> greetings Numbers 1-10	<b>Autumn 2 Jeux et Chansons (Games and Songs)</b> Counting, reading and writing key words and phrases.	<b>Spring 1 On fait la fete (Celebrations)</b> Ask questions, Months of the year, Use adjectives Introduce family, friends and pets	<b>Spring 2 – Portraits (Portraits)</b> Drawing, plurals, singing in French, rhymes and songs.	<b>Summer 1 - Les Quatre Amis (The four friends)</b> Animal names, Grammar, singing in French, Reading and Writing key phrases.	<b>Summer 2 – Ça Pousse! (Growing Things)</b> Using a map, food and drink, Reading and Writing.
<b>PSHE</b>	<b>How Can We Be a Good Friend?</b> Making positive friendships, managing loneliness and dealing with arguments.	<b>What Keeps Us Safe?</b> Health and wellbeing, keeping safe at home and school, our bodies, hygiene, medicines and household products.	<b>What Are Families Like?</b> Families, family life, caring for each other.	<b>What Makes a Community?</b> Living in the wider world, community, belonging to groups, similarities and differences, respect for others.	<b>Why Should We Eat Well and Look After Our Teeth?</b> Health and wellbeing, being healthy, eating well, dental care.	<b>Why Should We Keep Active and Sleep Well?</b> Being healthy, keeping active and taking rest.
<b>ATTITUDES FOR LEARNING</b>	Resilience Collaboration Ambition Drive		Tolerance Independence Integrity Respect		Reflectiveness Commitment Humility Planning	
<b>SPECIAL EVENTS/VISITS</b>	Harvest Festival Diwali Remembrance Day Children in Need School Council elections Visit the Church for Christmas Service. Black history week Anti-bullying week		Science Week Pancake Day World Book Day Easter Service Animal Man Number Day -NSPPC		Summer fair Sports Week Race for Life VE Day celebrations Queen's Birthday Elections Trip – Cadbury's World	

	Number Week		
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