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| <p><b>Fiction:</b> The Wolf who wouldn't go to School - Wiffy Wilson Starting School; Alan Alberg</p> <p>Mapping a School</p> <p><b>Writing:</b> Non-Chronological Report / recount based on trip to Sudbury Hall</p> <p><b>Poetry:</b> List poem The Grand Old Duke of York</p> <p><b>Traditional tale:</b> Three Billy Goats Gruff</p> <p><b>Grammar:</b> Sentence structure, capitals, full stops, and finger spaces, sentences, nouns, verbs and proper nouns</p> <p><b>Fiction:</b> After the Fall Chicken Licken Up and Down; Oliver Jeffers</p> <p><b>Writing:</b> Poetry and Postcards</p> <p><b>Free VersePoetry :</b> Who has seen the wind. Rain poems, Poems about Seasons</p> | <p><b>Fiction:</b> Charlie and Lola go to London Paddington bear</p> <p>Town Mouse and Country Mouse</p> <p>Katie in London</p> <p>The Queens Knickers</p> <p>Romeo's view from the Shard, Romeo's tea with the Queen</p> <p>London Child Map</p> <p><b>Writing:</b> Journey tale adventure tale - Fiction</p> <p><b>Poetry:</b> Chant and Song</p> <p><b>Traditional tale:</b> Dick Whittington</p> <p><b>Shrovetide</b> To ask appropriate questions developing knowledge of vocabulary regarding shrovetide. To find out facts and do a group presentation and talk about Shrovetide</p> <p><b>Grammar:</b> Conjunctions (and) and using descriptions for places in London</p> <p><b>Fiction:</b> Puss in boots Fables</p> <p>Tiger who came to tea</p> <p>Dear Green peace</p> <p>Dear Zoo Children's picture atlas</p> | <p><b>Fiction:</b> Stick Man</p> <p>The Gruffalo</p> <p>Grimms Fairy tales</p> <p><b>Writing:</b> Beating the monster story (as per Gruffalo) - fiction</p> <p>letters and instructions - non fiction</p> <p><b>Poetry:</b> Rhyme and pattern; Mary &amp;ary quite contrary</p> <p><b>Traditional tale:</b> Hansel and Gretel. Little Red Riding Hood</p> <p><b>Grammar:</b> Ed endings, past tense, lists, commas in a list, clauses with and too</p> <p><b>Fiction:</b> Jabuti the tortoise and Two can Toucan.</p> <p><b>Writing:</b> Narrative based myth character description</p> <p>Recipe/Olympic sport report</p> <p>Drama - role play.</p> <p><b>Poetry:</b> Free Verse Poems -carnival poems</p> <p><b>Poetry:</b> Free Verse Poems</p> <p><b>Traditional tale:</b> Choice</p> <p><b>Grammar:</b> joining clauses with and recognising</p> | <p>Cinderella</p> <p>Queen Victoria's Bathing machine</p> <p><b>Writing:</b> Cinderella change tale - Fiction.</p> <p>Recount of visit to Warwick, Non-chronological report about castles - Non Fiction</p> <p><b>Poems:</b> Chants and songs; The Grand Old Duke of York</p> <p><b>Traditional Tale:</b> Cinderella /Rapunzel</p> <p><b>Grammar:</b> Nouns adjective and expanded noun phrases</p> <p><b>Fiction:</b> Giraffes Can't Dance</p> <p>Pied Piper of Hamlin</p> <p>The Grand Old Duke of York</p> <p><b>Writing:</b> Wishing tale - based on Giraffes can't dance - Fiction</p> <p>Instructions - how to make a bottle shaker etc. Non Fiction</p> <p><b>Poems;</b> Revolting Rhymes / This old man, Christmas Poems</p> <p><b>Traditional tale:</b> Pied Piper of Hamlin. The Grand Old Duke of York.</p> <p><b>Grammar</b> choosing the</p> | <p>Grandads island</p> <p>A lighthouse</p> <p>Keepers tea</p> <p>Captain Sparkle beard.</p> <p>Adventures of Sinbad</p> <p>Grace Darling</p> <p><b>Writing; Fiction - Diary</b></p> <p>Non-fiction - information text</p> <p><b>Poems;</b> Portside Pirates, sea shantys</p> <p>Rub a dub dub</p> <p><b>Traditional tale:</b> The Frog Prince</p> <p><b>Shrovetide;</b> Interview the ball designers/painters and the maker of the ball. Prepare questions to ask. Report/fact file about Shrovetide</p> <p><b>Grammar:</b> use of the progressive form of verbs in the present or the past tense. Subordination, coOrdination</p> <p>Spelling; suffixes ment, less, ful, less and ly</p> <p>Rosies Walk</p> <p>Town Mouse and country Mouse</p> <p>Paddington goes to town</p> <p>On the Way Home - Jill Murphy</p> <p>Elves and Shoe maker</p> <p>See in side houses long ago</p> <p>Usborne books</p> <p><b>Writing; Diary - Fiction</b></p> <p><b>Directions/instructions Non Fiction / Non Chronological Report</b></p> <p><b>Poems;</b> Rhyming couplets, The Wheels on the Bus</p> <p><b>Traditional tale:</b> The three little pigs, Little Red Riding Hood. The Elves and the Shoe Maker</p> | <p>The Enormous Turnip</p> <p>Jack and the Beanstalk</p> <p>Super Worm - Julia Donaldson</p> <p>Diary of a Worm</p> <p><b>Writing;</b> Warning Tale - Fiction</p> <p>Poster / instructions of how to plant a seed - Non fiction</p> <p><b>Poems;</b> in and out the Scottish bluebells</p> <p><b>Traditional tale:</b> Jack and the Beanstalk</p> <p><b>Grammar;</b> recapped on all learning taught so far in SAT's</p> <p>adverbs, homophones, near homophones, common exception words</p> <p>The snail and the Whale - Julia Donaldson</p> <p>A House for Hermit Crab - Eric Carle</p> <p>Tiddler</p> <p>Commotion in the Ocean</p> <p><b>Writing;</b> letters about pollution and plastics. Recount- non fiction</p> <p><b>Poems;</b> Tongue Twisters, 12, 3, 4, 5. The Owl and the Pussy cat</p> <p><b>Traditional Tale:</b> Snow white and Seven Dwarfs</p> <p><b>Grammar;</b> commas, how the grammatical pattern in a sentence indicate its function as a question, exclamation ro command.</p> | <p><b>Fiction:</b> Charlie &amp; Chocolate Factory</p> <p>Lunchbox- The story of your food</p> <p>Green Eggs and Ham</p> <p><b>Writing:</b> Recipes / instructions/ non - chronological report about food - Non fiction</p> <p><b>Poetry:</b> Rhyming; Poem Pure Imagination</p> <p><b>Grammar;</b> Adjectives, homophones, prefixes, time conjunctions, prepositions</p> <p><b>Stig of the Dump</b></p> <p><b>The Stone Age</b></p> <p><b>Usbourne Stone Age Boy</b></p> <p>The Twits - Roald Dahl</p> <p><b>Writing:</b> Adventure narrative - Fiction</p> <p>Fact files/ non chronological report - life during bronze age - Non fiction</p> <p><b>Poetry:</b> Free Verse; wide</p> <p>Open by Rachel Rooney</p> <p><b>Grammar;</b> determiners a/an</p> <p>Present past tense</p> <p>Apostrophes to show possession</p> | <p><b>Fiction:</b> The Egyptian Cinderella</p> <p>Awesome Egyptians</p> <p>Tutan Kamoon</p> <p>Tomb</p> <p>The Scarabs Secret</p> <p>The red Pyramid</p> <p>The Plot on the Pyramid</p> <p><b>Writing; Portal tale - Fiction/character description/setting</b></p> <p><b>Poetry:</b> Quatrain; Yesterday, carwash, crying, My little one</p> <p><b>Grammar;</b> vowels, consonants, subordinating conjunctions, compound nouns, verbs, prefixes, inverted commas, direct speech</p> <p><b>Fiction:</b> Fire Makers</p> <p>Daughter by Phillip Pullman</p> <p>Volcanoes; Usborne</p> <p>Girl of Ink and Stars</p> <p><b>Writing:</b> Warning tale - Fiction</p> <p>Newspaper Report- Eruptions - Non fiction</p> <p><b>Poems:</b> Shape Poems, Caligrams; Easter, Volcano, shell</p> <p><b>Grammar;</b> commas, adverbs, common exception words,</p> | <p><b>Fiction:</b> Iron Man by Ted Hughs</p> <p>What makes a magnet</p> <p><b>Writing:</b> Explanation text - science / metals</p> <p>Character descriptions - Fiction</p> <p><b>Poems:</b> List poems</p> <p>Free Verse</p> <p>Poetry; Im</p> <p>May I....</p> <p><b>Grammar;</b> fronted adverbials</p> <p>Using commas after fronted adverbials</p> <p>prefixes, re sub, inter</p> <p>Time conjunctions</p> <p>word families</p> <p>homophones</p> <p>common exception words</p> <p>dictated passages</p> <p><b>Fiction:</b> Emil &amp; The Detectives</p> <p>By Erich Kastner</p> <p>Banksy; real life stories</p> <p>Hettie Bingham</p> <p>Boy by Roald Dahl</p> <p><b>Writing:</b> Autobiographies - Non fiction</p> <p><b>Poetry:</b> Free Verse Poetry - last night I saw the city breathing</p> <p><b>Grammar;</b> suffixes; ous, apostrophes, vowels and consonants, up levelling,</p> | <p><b>Fiction:</b> Alice in Wonderland</p> <p>Georges</p> <p>Marvellous medicine</p> <p>Macbeth, Romeo and Juliet, The Worst witch</p> <p><b>Writing:</b> Play script - Fiction from scene of George's marvellous medicine.</p> <p>Instructions and labels - Non fiction</p> <p><b>Poems;</b> Macbeth - the witches. Couplets</p> <p><b>Grammar;</b> expanded noun phrases, fronted adverbials</p> <p>pronouns</p> <p><b>Fiction:</b> Songs from Story Texts; Isn't it Funny (Winnie the Pooh)</p> <p>Sorting Hat Song (Harry Potter)</p> <p>Augustus Gloop (Charlie and the Chocolate Factory</p> <p>The bear and the Piano</p> <p>Letters from a Lighthouse</p> <p><b>Writing;</b> Explanation text - WW2 / science</p> <p>Fact file on famous musicians / leaflet on orchestras - Non-fiction.</p> <p><b>Poems;</b> Rhyming Julia Donaldson</p> <p><b>Grammar;</b> Prefixes; un,</p> | <p><b>Fiction:</b> The Thieves of Ostia</p> <p>Caroline Lawrence</p> <p>What the Romans did for us.</p> <p><b>Writing;</b> Fear Suspense tale - Fiction</p> <p>Newspaper report - roman runes / Gladiator.</p> <p><b>Poems;</b> Quatrain</p> <p><b>Grammar;</b> fronted adverbials</p> <p>Direct speech</p> <p>prepositional phrases</p> <p>Suffixes; sure ture, er</p> <p><b>Shrovetide (Speaking and Listening)/Music</b></p> <p>Learn and recite the Shrovetide Song. Perform to whole school</p> <p><b>Debate or possibly Newspaper Report For and Against Shrovetide</b></p> <p><b>Fiction:</b> Kensukes Kingdom</p> <p><b>Under the sea; Usborne books</b></p> <p>Alone on the wild wild sea;</p> <p>Michael Morpurgo</p> <p>Where the Whales Came or</p> <p>The white horse of Zennor</p> <p>Kensukes Kingdom</p> <p><b>Writing;</b> Biography (David Attenborough) - Non- fiction</p> <p>Persuasive letter - Non-fiction. Recount of trip to Blue planet?</p> <p><b>Poems;</b> Rhyming Julia Donaldson</p> <p><b>Grammar;</b> Prefixes; un,</p> | <p><b>Fiction:</b> How to Train your dragon- Cressida Cowell</p> <p>Anglo Saxons in Britain- Moira</p> <p>Butterfield</p> <p>Anglo Saxon Boy- Tony Bradman</p> <p>Beowolf</p> <p>Michael Morpurgo</p> <p>Anglo saxon Myths</p> <p>Alfred Great and Anglo Saxons</p> <p><b>Writing;</b> Design own dragon and story (myth) linked to How to train your Dragon - Fiction</p> <p>Non-chronological report about Anglo Saxons - Non fiction</p> <p><b>Poems;</b> Cinquain Poems</p> <p><b>Grammar;</b> Fronted adverbials, direct speech, prepositional phrases, suffixes; sure, ture, er</p> <p><b>Fiction:</b> Demon Dentist (David Williams)</p> <p>Microbiology; It is a small World Dan Green</p> <p>Giant- Kate Scott</p> <p>The Bubble Boy- Stewart Foster</p> <p>The story of the Mole who knew it was none of his business.</p> <p><b>Writing;</b> discussion / persuasive text (i.e.) Why it is important to clean your teeth?</p> <p><b>Poems;</b> Nonsense Poems/ Free Verse</p> | <p><b>Fiction:</b> Who let the Gods out by Maz Evans</p> <p>Ancient Greece; DK</p> <p>Eyewitness</p> <p><b>Writing:</b> Quest tale - Fiction</p> <p>Non-Chronological report - Greeks</p> <p><b>Poems;</b> Kenning Poem - The Minotaur - Kenning</p> <p>Twinkl</p> <p><b>Grammar;</b> relative clauses</p> <p>parenthesis, speech followed by action</p> <p><b>Autumn 2</b></p> <p><b>Fiction:</b> Cosmic by Frank Cottrell Boyce</p> <p>Space; Bloomsbury</p> <p>Discovery</p> <p><b>Writing:</b> Newspaper report - Apollo landing / Tim Peake - Non fiction</p> <p><b>Poems;</b> Performance Poetry - Free verse - space</p> <p>Cloud Busting</p> <p><b>Grammar;</b> direct and indirect speech + cohesive devices to</p> | <p><b>Fiction:</b> Viking Boy</p> <p>Tony Bradman</p> <p>Vicarious Vikings</p> <p>Horrible Histories</p> <p><b>Writing;</b> Setting description, character description of a Viking</p> <p>Recount Letter</p> <p><b>Poems;</b> Riddle; Dane geld</p> <p>Performance</p> <p><b>Grammar;</b> relative clauses</p> <p>modal verbs</p> <p>parenthesis, commas, tenses, modal verbs</p> <p>expanded noun phrases</p> <p><b>Fiction:</b> The Tempest</p> <p>Vrystal and Gems</p> <p>DK</p> <p>Eyewitness</p> <p><b>Writing;</b> Play scripts - Fiction</p> <p>Non-chronological report on gold - Non fiction</p> <p><b>Poetry:</b> cinquains</p> <p><b>Grammar</b> colon for a list and explanatio</p> | <p><b>Fiction;Skyhawk and Evolution</b></p> <p><b>Writing;</b> Narrative writing</p> <p>Non-chronological report</p> <p><b>Spellings (See main plan Grammar (Main plan))</b></p> <p><b>Fiction:</b> Good Night Mr Tom</p> <p>Winston Churchill by Katie Daynes</p> <p><b>Writing;</b> Diary Entry - Fiction</p> <p><b>Poetry;</b> Haiku</p> <p>Poems; click of the garden gate</p> <p>War Poems</p> <p><b>Spelling:</b> words ending in ce/se, cious/tious and homophones.</p> <p><b>Grammar / punctuation:</b> synonyms and better vocabulary, direct and reported speech, apostrophes for contraction and possession, homophones that are frequently spelt and used incorrectly (there/their/they're) and subordinating clauses and conjunctions.</p> <p><b>Fiction:</b> Terrible Tudors;Horrible Histories</p> <p>Treasure</p> <p><b>Writing:</b> Persuasive letter - Non fiction</p> <p>Instructions on how to make a Tudor rose.</p> <p><b>Poetry:</b> Performance - Riddle</p> <p>Divorced, beheaded and died.</p> <p>Riddle Poems</p> <p><b>spelling - CEW</b> silent letters</p> <p>hyphens to join prefix to root words</p> <p><b>Grammar and punctuation:</b> present/past perfect tense</p> <p>present/past progressive tense</p> <p>colon, semi-colon, hyphens to</p> | <p><b>Fiction:</b> Call of the wild</p> <p>Jack London</p> <p>Shakleins</p> <p>Journey</p> <p>Race to the Frozen North;</p> <p>Matthew Henson</p> <p>Sky Song</p> <p><b>Writing;</b> Suspense tale - Fiction</p> <p><b>Poetry;</b> Poems ; Snow Fox</p> <p>mother's day poems. Free Verse</p> <p><b>Spelling:</b> CEW homophones - a different one each week</p> <p><b>Grammar and punctuation:</b> subord clauses and conj adverbial phrases ; passive, active : to be - changing tense</p> <p>apostrophes</p> <p>parenthesis</p> <p>relative clauses</p> <p><b>Fiction:</b> Terrible Tudors;Horrible Histories</p> <p>Treasure</p> <p><b>Writing:</b> Persuasive letter - Non fiction</p> <p>Instructions on how to make a Tudor rose.</p> <p><b>Poetry:</b> Performance - Riddle</p> <p>Divorced, beheaded and died.</p> <p>Riddle Poems</p> <p><b>spelling - CEW</b> silent letters</p> <p>hyphens to join prefix to root words</p> <p><b>Grammar and punctuation:</b> present/past perfect tense</p> <p>present/past progressive tense</p> <p>colon, semi-colon, hyphens to</p> | <p><b>Fiction:</b> Treason</p> <p>continued</p> <p>Mayan Civilisation-</p> <p>The History</p> <p>Detective Holes; Louis Sacher</p> <p>The Great Kapok Tree</p> <p>Lynne Explore</p> <p>Katherine Rundell</p> <p><b>Writing:</b> Non-chronological report about Tudors and Mayans. Biography - Monarchs</p> <p><b>Poetry:</b> Tanka Poem, Mexican Poems; Poems from around the World</p> <p><b>Spelling - spellings</b> with silent letters and words with hyphens in them</p> <p><b>Grammar - colons and semi-colons,</b> perfect tense, progressive tense, verb-to be with it</p> <p>being the run up to SATs - we did lots of revision of all the content we had taught previously in the year</p> <p><b>Fiction:</b> Pig heart Boy-Malorie Blackman</p> <p>Bodies the whole blood pumping story- Glen Murphy</p> <p><b>Writing;</b> Explanation text / discussion / debate - science</p> |
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|           | <p>Christmas poems - Free verse</p> <p><b>Traditional tale:</b> Chicken Licken, Ugly Duckling</p> <p><b>Grammar:</b> recap of nouns, verbs and adjectives, Focus on spellings using phonemes already taught</p> | <p><b>Writing:</b> invitation/recipie based on tiger who came to tea</p> <p><b>Narrative - based on an animal who comes to tea - sentence structure - invitation</b></p> <p><b>Poetry:</b> Shape poems. Hey diddle diddle, flowers</p> <p><b>Traditional tale:</b> Puss in Boots, Emperors New Clothes</p> <p><b>Grammar:</b> question mark sentence structure and changing the end of puss in boots</p> | <p>sentences with an ! some spelling rules er, and est and prefix Un</p>                                     | <p>correct form of present or past tense in our writing. ?, !</p> <p>Spelling adding ed, ing, es, er, est, to a root word ending in y</p> | <p><b>Grammar;</b> possessive apostrophes, contractions and sentences of different forms</p>  | <p>Common exception workds Words ending in ey</p>                                     | <p>Up levelling sentences</p> <p>Rewriting sentences using correct punctuation</p>                               | <p>prepositions, co-ordinating conjunctions suffixes</p>   | <p>synonyms, thesaurus, proof reading and editing work, common exception words</p> | <p>dis, mis, super, anti, auto, Suffixes; sion standard English for verb inflections determiners apostrophes for plural possession</p>    | <p><b>Poetry:</b> Ballard; The High Way man</p> <p><b>Grammar;</b> casual conjuntions, third person, present tense, apostrophes for possessioin, prefic, sub. Suffix sure ture</p> | <p><b>Grammar;</b> suffix ous, tion, ssion, sian, cian, Clause; Main, and subordinate Conjunctions; casual and subordinating</p> | <p>link paragraphs passive and active voice and relative clauses</p> <p>Spelling; prefixes Hyphenated prefixes</p> | <p>n adverb f possibility past progressive tense present progressive tense expanded noun phrase bullet points</p>                  | <p>ambiguity, contractio ns, recap, apostrophe , possession and plural possession. Semi colon to separate independen t clauses</p> |  | <p>avoid ambiguity</p>   | <p><b>Play script – end of term performance</b></p> <p><b>Poetry;</b> Free verse linked to fathers day poem</p> <p><b>Recap Grammar and Spelling and Punctuation</b></p> |
| Science   | <p>Biology Human body/senses Physics Seasonal Changes</p>   | <p>Chemistry Materials Biology Animals and life cycles</p>   | <p>Biology Plants Physics Seasonal Changes-working scientifically Composition;</p>                           | <p>Working Scientifically - linked to topic Chemistry Uses of everyday material</p>   | <p>Chemistry Uses of Everyday Materials Biology Animals, Including Humans</p>   | <p>Biology Plants Biology Habitats/life cycles Living Things &amp; Their Habitats</p> | <p>Biology Animals (including humans)/ nutrition/skelet on Physics Light</p>                                     | <p>Biology Animals (including humans)/ nutrition/skeleton Chemistry Rocks</p>                      | <p>Physics Forces &amp; Magnets Biology Plants</p>                                 | <p><u>States of matter</u> <u>Sound</u></p>   | <p>Biology Living Things &amp; Their Habitats</p>  | <p><u>Electricity</u> <u>Biology</u> <u>Animals</u> (including humans)</p>   | <p>Chemistry Properties &amp; Changes of <u>Materials</u> <u>Earth and Space</u></p>                               | <p>Chemistry Properties &amp; Changes of <u>Materials</u></p>  | <p>Phyics Forces Biology Living Things &amp; their Habitats</p>  | <p>Evolution and inheritance Electricity</p>   | <p>Living things and their Habitats Biology Animals including humans</p>   | <p>Light Human reproduction and relationships Animals including Humans</p>   |
| History   | <p>School and locality, both today and in the past. Victorian era to their experiences today. Queen Victoria Sir Francis Beaufort Black History Month</p>   | <p>Plague Great Fire of London Changes within living memory; significant people, places, and events in the local area Mary Anning (significiant person)</p>  | <p>Changes within living memory; significant people, places, and events in the local area Neil Armstrong</p> | <p>Castles and castle life; significant individuals; Isambard Kingdom Brunel</p>  | <p>Significant historical people; Amelia Earhart, Sachagawea, Edmund Hillary Changes within living memory; significant people, places, and events in the local area</p> |   | <p><u>Change in Britain from Stone Age to Iron Age</u></p>   | <p><u>Ancient Civilisations</u> <u>Ancient Egypt</u></p>   | <p>A local History study</p>   | <p>Historic use of potions Black History Month (See below)</p> <p>WW2 Evacuees Rationing Text; Letters from a Lighthouse-Emma Carroll</p> | <p>Roman Empire</p>  | <p>Anglo saxons</p>  | <p>Ancient Greece Black History Month (See below)</p> <p>WW2; The Home Front Stand Alone History</p>               | <p>The Viking struggle for the kingdom of England to the time of Edward the Confessor The Vikings - Viking raids and invasions</p> |  | <p>Significant individuals- Charles Darwin Mary Anning WW2 The Battle of Britain Winston Churchill and the key moments of the war The second world War</p> | <p>A Study of an aspect of history dating from a period beyond 1066 that is significant in the locality The Tudors</p> | <p>Non-European Study A non-European study of society that provides contrast with British history The Mayan Civilisation</p>   |
| Geography | <p>Locating Continents and Oceans Seasonal and daily weather patterns</p>   | <p>Countries and capital cities of the UK Locational Using Maps Physical features</p>  | <p>Making maps Comparing Ashbourne to Brasilia (Brazil)</p>  | <p>Amazing structures around the world; Making sketch maps</p>  | <p>Using and making maps Fieldwork in the local area; human and physical features;</p>  | <p>Plants in the local environment and parts of the world</p>                         | <p>Knowledge Food miles and fairtrade Field work; Human and Physical geography. Using maps and aerial images</p> | <p>Knowledge Egypt- where is Egypt in relation to England? Knowledge Volcanoes and Earthquakes</p> | <p>Knowledge Geographical skills and fieldwork</p>                                 | <p>Location of countries Skills Draw accurate maps.</p> <p>Water Cycle Seas and oceans of the world the great barrier reef</p>            | <p>Using maps; settlements; Europe</p>   | <p>Environmental issues</p>  | <p>Locating countries and landmarks Locating physical features</p>   | <p>countries locations Map reading using coordinates human and physical features</p>   | <p>Theme parks in the UK and overseas Local field work contrasting locations</p>   | <p>Using Maps geographical similarities and differences islands of the world Human geography- cities of the UK</p>   | <p>Features of the polar regions</p> <p>Historic maps</p>  | <p>Using maps, human and physical geography of Mexico</p>  |

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| R.E. | What does it mean to belong to a faith community? What do Christians believe God is like? | Who is Hindu and what do they believe? Why does Easter matter to Christians? | Who do Christians say made the world? How should we care for the world and for others and why does it matter? | What does it mean to be a Hindu in Britain today? Why does Christmas matter to Christians?                | What does it mean to be Hindu in Britain today? Why does Easter matter to Christians?   | What is the 'good news' Christians believe Jesus brings? What makes some places sacred?   | UC L2.1 What do Christians learn from the creation story? UCL2.2 What is it like for someone to follow God? | L2.4 Why do some people pray? (Hindu/Christian/Buddhist) 5 Why are festivals important to religious communities- find out about Buddhist and Hindu festivals | L2.4 What kind of world did Jesus want? L2.9 What can we learn from religions about deciding what is right and wrong (Christian, Hindu, Buddhist, No religion) | UC L2.3 What is the trinity and why is it important for Christians? L2.8 what does it mean to be a Sikh in Britain today | what does it mean to be a Sikh in Britain today Why do Christians call the day Jesus died 'Good Friday'? | For Christians when Jesus left, what was the impact of the Pentecost? Why do some people think that life is a journey and what significant experiences mark this? | What does it mean if Christians believe God is holy and loving? Why do Christians believe Jesus was the Messiah? | What does it mean to be a Muslim in Britain today? What does it mean to be a Muslim in Britain today? | Christians and how to live- 'what would Jesus do?' What matters most to a Humanist and Christians? | Why do some people believe in God and some people not? Creation and science; conflicting or complementary | Is it better to express your belief in arts, architecture or in charity and generosity? What do Christians believe Jesus did to 'save' people? | For Christians what kind of King was Jesus? What do religions say to people when life gets hard? |
| Art  | line, pattern, texture, shape Colour mixing, blending                                     | shape, colour Pattern, texture, layers                                       | Colour mixing, line, pattern and texture  | Skill/key words: Shape, line, pattern, printing, texture, Skills: colour mixing, mixed media, shape, line | Skills: Shape, line, pattern Materials: pencil, paint, collage materials, wax crayons Skills: Line Materials: pencil, crayon, chalk, foil | Skills: Colour mixing, pattern and form Materials: Paint Skills: texture, colour Materials: Sand, salt, paint, netting, collage | Observational drawing, shape, pattern, and texture, form. s: mark making, shape, line, texture              | Collage, pattern, texture Colour mixing, pattern, texture  | Line, pattern, texture, form, shape  | Observational drawing, tone, line, shape, photography Observational drawing, tone, line, shape, photography              | Form, shape, sketching, repeated pattern, collage Colour mixing, texture, pattern                        | Pattern, texture, line, shape, form Shape, line, form, space  | Observational drawing, sculpture, shape, form, pattern, moulding Colour mixing, shape, form, layering            | : shape, pattern, collage Photography, line, texture, colour  | Colour mixing, line, pattern and texture Pattern, line, shape                                      | Observational drawing, texture, shape, size, tone Perspective, line, form, space                          | pattern, experimentation, colour mixing Observational drawing, line, pattern, shape, form, modelling   | pattern, colour, shape, form Line, shape, space  |

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| D&T | Explore and evaluate existing products. Select and use a wide range of materials characteristics. Design purposeful and appealing products | Generate, develop, model and communicate their ideas Design purposeful, functional, appealing products | Food technology Understand where food comes from. Explore and use mechanisms | Explore pulleys where are they used? Make a pulley – ‘Make a Pulley’ activity. Design a cereal box castle. Make a castle with a drawbridge Muscycling – musical recycling | Experiment with different materials in water – floating, sinking, waterproof? Design a raft – suitable base and add lollipop sticks for a frame. Test rafts Community walk – identify how to take care of local area e.g. ‘No ball games’, ‘Keep off the grass’ and ‘Clean up after your dog’ | What does a greenhouse do?<br>1) Explore how to separate different materials from one another using pieces of equipment. | The Great Bread Bake Off Explore weaving techniques using paper/kits in art boxes | Investigating types of pyramids. Investigate tremors and seismographs Investigate different structures and how they stand up | Investigate metal detectors Experiment with different sized magnets and types of metal. Town centre walk – rubbish bins | Uses of absorbent materials and Ted’s Umbrella Explore soundproofing materials. | How did the Romans transport water? Investigate aqueducts Investigate submarines and periscopes Make a periscope | Investigate Anglo-Saxon homes and materials. Keep a food diary over a few days and collect class data Explore how to adapt recipes to make them healthier |                                   | Investigating the uses and properties of Viking long ships Investigating sails Testing and experimenting with sails Mechanical Posters Explore current board games – what appeals to certain people? Experiment with moving parts. | Investigate rollercoaster designs / fairground rides. Manipulating materials into shapes. Super Seasonal Cooking | Use research and develop design criteria to inform design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. select from and use a wider range of tools and equipment to perform practical tasks. | Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. | Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. |   |
|     | Computing  | Technology around us Digital Painting  | Moving a robot Programming animations  | Grouping data Digital writing   | Robot Algorithms Digital Music  | IT around us Digital photography   | Pictograms Programming quizzes  | <b>Sequencing sounds</b><br><b>Stopframe animations</b>  | Desktop publishing Connecting computers   | Branching databases Events and actions in programs                              | Repetition in games Andro Productive podcasts  | The internet Photo editing  | Repetition in shapes Data logging | Selection in quizzes Systems and searching   | Fact file data bases Introduction to vector graphics   | Selection in physical computing Video production  | Intro to spreadsheets Communication and collaboration   | Variables in games Web page creation  | 3d modelling Sensing movement               |
|     | Music  | Charanga Hey You Rhythm in the way you walk Banana rap   | Charanga In the Groove Round and Round                                       | Charanga Your imagination Reflect, rewind, replay   | Charanga Hands and Feet Digital music   | Charanga I wanna play in a band Zoo time   | Charanga Friendship song Reflect, rewind, replay                                  | Charanga Sequencing sounds Glockenspiel stage 1  | Charanga Three little birds The dragon song   | Music Specialist  | Music Specialist   | Music specialist  | Charanga                          | Charanga Livin’ on a Prayer Classroom Jazz 1   | Charanga Make you feel my love Fresh Prince of Bel Air   | Charanga Dancing in the street Reflect rewind replay  | Charanga Happy Classroom Jaz 2  | Charanga A New Year Carol You’ve got a friend   | Charanga Music and Me Reflect rewind replay |

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| PSHE | Being Healthy Bullying Matters   | Exploring Emotions Relationships ASK: What makes a good friend?                        | Being Responsible Difference and Diversity  | Drug Education ASK: Which drugs are most dangerous? Being Me-what does proud mean and Anti Bullying | Changes; Are all changes bad Growing up (heavily linked to SRE curriculum) ASK: Where do babies come from?  | Money Matters Money Matters ASK: Does money make you happy? Being Safe | Being Healthy ASK: I don't like vegetables so why do I have to eat them? What does a Bully look like?/Bullying Matters                | Exploring emotions and feelings Relationships  | Being Responsible Difference and Diversity ASK: Should boys cry   | Drug Education ASK: Which drugs are most dangerous? Being Me ASK: What does 'proud' mean? You may also want to touch on Anti Bullying for AB week | Changes ASK: Are all changes bad? Knowledge Growing up – where do babies come from?   | Money Matters Money Matters ASK: Does money make you happy? Being Safe  | Being healthy Anti Bullying Bullying Matters   | Exploring Emotions ASK: Why do I sometimes feel angry? Relationships ASK: What makes a good friend?  | Being Responsible Knowledge Research, discuss and debate topical issues Discrimination Debating ethical issues difference and diversity  | Harmful substances/caring about others Drug educations Being Me and touch on Bullying Matters   | Changes; Exploring and managing emotions Growing up (heavily linked to SRE curriculum) ASK: Where do babies come from?  | Money Matters- Does money make you happy? Being Safe Knowledge Understanding how to make informed choices   |
| MFL  | N/A  | N/A  | N/A   | N/A   | N/A   | N/A  | A new start (Greetings, feelings, numbers, colours) Calendar and celebrations (Bonfire colours, commands, days and months, Christmas) | Animals I like and don't like (Animal nouns, singular and plural, opinions, story) Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)                         | Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game) Going on a picnic (Picnic story, food items, polite request) Aliens in Spain (Explore Spain, ask and answer 'where do you live?') | Welcome to school (Recap core language, rooms in a school, classroom objects) My town, your town (Commands, shops, asking and giving directions)  | Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours) Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation) | Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story) The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) | Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions) Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper) | Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe) Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write) | Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations) Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) | Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations) Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf) | Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions) Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition) | Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) |
| SRE  | To understand some basic hygiene principles and look after our teeth.<br><br>To set a simple personal goal | To explore different types of families and ask for help<br>To know how to stay healthy | To introduce concept of growing and changing<br>explore differences between males and females | To appreciate we are all unique   | To understand I might need to change my behaviour<br>Sexual differences; name body parts<br>To introduce concept of male/female gender and stereo types<br>Differences<br>Concept of growing and changing | Being Safe   | Knowing how to keep healthy   | Overcoming barriers to goals<br>Appropriate touch/physical contact<br><br>Happiness; looking after our own mental health<br><br>Different types of families- families can change- divorce, step families | Differences between boys and girls, body parts  | Share hopes, wishes and dreams  | Human Life Embrace positive change<br>Physical emotional changes<br><br>Recognise and deal with unwelcome change  | Growing up Puberty reproduction, pregnancy<br>Where to get support-physical hygiene<br>Physical emotional changes ;<br>puberty menstruation/<br>wet dreams  | Well being and mental health   | Positive role models   | Recap puberty and changes to the body from year 4<br><br>Being an effective learner  | Response to change  | Resilience and Mental health<br><br>Reproduction in context of different relationships and appreciation of what a being a parent involves   | Transition-moving on and saying goodbye<br><br>Puberty and link to reproduction<br><br>Process of conception  |
| P.E. | Apparatus /gymnastics dance  | Dance Ball skills  | Ball skills athletics   | Gymnastics dance  | Ballskills Bat and ball skills  | Yoga Quad Athletics  | Exercise Hockey Tag Ruby Football   | Dance/ gymnastics Outdoor adventure challenges   | Using PE equipment to explore forces rounder's Cricket Rounders/cricket   | Football Hockey Tag Rugby Netball   | Competitive games- attack and defence skills Netball Gymnastics   | Competitive games- building strength and agility Rounders Cricket   | Football Tag rugby Hockey basketball   | Gymnastics Netball Dance tennis  | Cricket Rounder's athletics Sports term  | Football Hockey Tag Rugby Basket ball   | Netball Gymnastics Tennis Dance   | Athletics Rounders Sports day Cricket   |

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| Prot Chrac books     | Incredible You! Rhys Bridenden and Nathan Reed (Disability Race and Ethnicity) | The Great Big Book of Families (Marty Hoffman and Ros Asquith (Race and Ethnicity, disability, Sexual Orientation, Pregnancy and Maternity) | Kaya's Heart Song Diwa Tharan Sanders (Diversity)                             | King and King – Linda de Haan and Stern Nijland (Sexual Orientation)                     | Making friends ; Emily learns about tolerance (Race and ethnicity) | A handful of buttons Carmen Parets (Marriage, race and ethnicity, religion and belief, sexual orientation) | This is our house – Michael Rosen (Race, ethnicity, religion and belief) | My shadow is pink Scott Stuart (Gender, gender reassignment) | Two Monsters david Mckee (Age race and ethnicity)          | Perfectly Norman – Tom Percival (Disability) | After the Fall: How Humpty Dumpty Got back up again (Disability) | And Tango makes three Justin Richardson (Sexual Orientation, marriage)                                    | Where the Poppies Now Grow Hilary Robinson and Martin Impey (Age) | Boy Overboard Morris Gleitzman (faith, ethnicity, race) | Stand Up, Stand Out 25 rebel heroes Kay Woodward (Gender ethnicity and race, religion and belief, sexual orientation , age) | Charles Darwin (Belief, ethnicity, )  | I talk like a river Jordan Scott and Sydney Smith (Disability) | Julian is a Mermaid Jessica Love (Gender Sexual Orientation Gender Reassignment)    |
|                      | Blown Away- Rob Biddulf (diversity)  | The Abilities in me Gemma Kier (Disability) Stick and Stone (Disability)  | There's a Boy Just Like me- Frasier Cox and Alison Brown (Race and Ethnicity) | Max and the Champion Sean Stockdale Alexandra Strick (Race and Ethnicity and disability) | Wisp- a story of hope Anna Franillon (Ethnicity, faith, tolerance) | The Proudest Blue Ibtijah Muhammed (religion and belief, race and ethnicity)                               | The Way Back home Oliver Jeffers (ethnicity)                             | Azzizi in between Sarah Garland (tolerance, faith ethnicity) | My name is not refugee Kate Milner (race, equality, faith) | Oliver – Brigitta Sif (Disability)           | My Princess Boy (Gender, Gender reassignment,)                   | All about Families Felicity Brooks and Mar Ferrero (Marriage, gender, ethnicity race, sexual orientation) | The Day the War came Nicola Davies (Race and Equality)            |   | How to heal a broken wing Bob Graham (Disability)   | Dreams of Freedom in words and Pictures (Disability; race, ethnicity religion, gender belief) | The fastest Boy in the World; Elizabeth Laird (Race ethnicity) | Red; A crayons story Michael hall (Gender, sexual orientation, gender reassignment) |
| British Values Books | But Why Can't I? Sue Graves  |   |   | Mr Creep the Crook Allan Alhberg   |  | Chicken Clickin Penguin Pig  | Mr Stink David Walliams  |  | Atticus Claw Breaks the Law Jennifer Grey                  | The Demon Headmaster (Individual Liberty)    | Not now Bernard David Mckee                                      |   | All about Politics DK and Andrew Marr                             | Two Monsters (Respect and Tolerance)                    | <b>The Accidental Prime minister (Democracy)</b>  |   |  |   |
|                      |  |   |   | Dogs don't do Ballet Anna Kemp and Sara Oglilive   |  |  | Dogs Don't do Ballet Anna Kemp and Sara Oglilive                         |  | We are Britain Benjamin Zephaniah and Prodecepta Das       | Matilda Roald Dahl (Individual Liberty)      |  | My little Book of Freedoms (Democracy)  | The island at the End of Everything (respect, tolerance)          | The Island Armin Greder (Rule of Law)                   |   |   |  |   |