

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/topic title	On The Move	Tomb raiders	Water, water everywhere!		Saxons and Scots - scraps and settlements.	Vikings!
Class novel	Oliver and the seawigs by Philip Reeve.	Secrets of a Sun King by Emma Carroll	The Waterhorse by Dick King-Smith Rhythm of the Rain by Grahame Baker-Smith		Beowulf by Michael Morpurgo	Odd and the Frost Giants by Neil Gaiman
English	<p>Poetry - Writing own version of 'I saw' by Anon as a class.</p> <p>Persuasive speech - Entering 'Night of the Seawig' competition.</p> <p>Adventure narrative - Writing the next chapter of Oliver and the Seawigs a story.</p> <p>Explanation - Looking at the 'explorermobile' and how it works from Oliver and the Seawigs. Children research different transport and how that works.</p>	<p>Performance poetry - Bird Crocodile by Aoife Mannix</p> <p>Historical fiction narrative - Writing the ending to a story. Lil and Rose open the canopic jar and find what is inside.</p> <p>Newspaper report - Finding Tutankhamun's tomb.</p> <p>Informal letter - Howard Carter discovering the tomb.</p>	<p>Newspaper report - Discovery of the Waterhorse egg.</p> <p>Fantasy fiction narrative - Writing the problem to a story. Crusoe being chased by a dog.</p> <p>Diary entry - Water horse recount of when mum told Kirstie she couldn't keep the egg.</p>	<p>Poetry -creating own poem based on the journey of a river using the same rhyming pattern as 'Stream story' by Paul Bright.</p> <p>Explanation - How the water cycle works. Rhythm of the rain by Grahame Baker-Smith.</p> <p>Leaflet - How to look after a water horse.</p> <p>Persuasive letter - Why Crusoe needs to move habitat.</p>	<p>Riddles - Anglo-Saxon riddles.</p> <p>Diary entry - Recount of surviving the first Grendel attack.</p> <p>Newspaper report - Beowulf slaying Grendel.</p> <p>Historical narrative - Introduction of a battle scene.</p>	<p>Fantasy myth - Writing a prequel to Odd and the Frost Giants. Adventures of Odd and his father.</p> <p>Persuasion - Persuading Anglo-Saxons to settle in England.</p>
Maths	<p>Number - Find 1,000 more or less than a given number Count backwards through 0 to include negative numbers Recognise the place value of each digit in a four-digit number</p>	<p>Addition and subtraction - Add and subtract using column methods. Estimate and check calculations.</p>	<p>Multiplication and division - Multiply and divide by 3,6 and 9. NCETM unit 4 Recognise and use factor pairs</p>	<p>Multiplication and division - Multiply and divide facts up to 12 x 12. NCETM unit 4 and 5 Fractions - Recognise and write decimal equivalents of</p>	<p>Multiplication and division - Multiply and divide facts up to 12 x 12. NCETM unit 4 and 5</p>	<p>Multiplication and division - Multiply and divide facts up to 12 x 12. NCETM unit 4 and 5</p>

	<p>Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1,000 Solve number and practical problems involving PV NCETM unit 2 Fractions - Find the effect of dividing a one- or two-digit number by 10 and 100 Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Compare numbers with up to 2 decimal places Round decimals to the nearest whole number NCETM unit 9</p>	<p>Use column addition and subtraction to solve 2 step problems NCETM unit 1 Measurement - Measure and calculate the perimeter of a rectilinear shapes NCETM unit 3 Multiplication and division Multiply and divide by 3,6 and 9. NCETM unit 4 Multiply and divide by 10 and 100. Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Measurement - Conversions between different units.</p>	<p>Multiply two-digit and three-digit numbers by a one-digit number using grid method Divide up to three-digit numbers by a one-digit number using the chunking method Solve problems involving multiplying and adding, NCETM unit 6 and 12 Measurement - Find the area of rectilinear shapes by counting squares Fractions - Recognise and show, using diagrams, families of common equivalent fractions Solve problems involving fractions of quantities, both unit and non-unit fractions Add and subtract fractions. NCETM unit 8 and 9</p>	<p>any number of tenths or hundreds Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Solve simple measure and money problems involving fractions and decimals to 2 decimal places NCETM unit 8 and 9 Measurement - Estimate, compare & calculate measure involving money. Geometry - compare and classify polygons. Identify and compare acute and obtuse angles Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure NCETM unit 10</p>	<p>Measurement - Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting times NCETM unit 11 Geometry - Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations Plot specified points and draw sides to complete a given polygon NCETM unit 7 Statistics - interpret and present discrete and continuous data Solve comparison, sum and difference problems using different representations.</p>	<p>Multiplication and division - Divide up to three-digit by one-digit numbers when there is a remainder NCETM unit 12 Fractions - Recognise and write decimal equivalents of any number of tenths or hundreds Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Solve simple measure and money problems involving fractions and decimals to 2 decimal places NCETM unit 8 and 9</p>
Science	<p>Electricity Identify and name appliances that require electricity to function. Construct a series circuit. Identify and name the components in a series circuit (cells, wires, bulbs, switches, buzzers).</p>	<p>Animals including humans Identify and name the parts of the human digestive system. Know the functions of the organs in the human digestive system.</p>	<p>States of matter Know, measure and research the temperature at which materials change state in °C. Know about and explore how some materials can change state when heated or cooled. Know the part played by evaporation and</p>	<p>All living things and their habitats Use classification keys to group, identify and name living things in their local and wider environment. Know how changes to an environment could endanger living things.</p>	<p>Sound Know how sound is made, associating some of them with vibrating. Know how sound travels from a source to our ears (vibrations). Know the correlation between pitch and</p>	

	<p>Predict and test whether a lamp will light within a circuit.</p> <p>Know the function of a switch.</p> <p>Know the difference between a conductor and an insulator.</p>	<p>Identify and know the different types of human teeth.</p> <p>Use and construct food chains to identify producers, predators and prey.</p>	<p>condensation in the water cycle.</p> <p>Group materials based on their state of matter (solid, liquid, gas).</p>	<p>Recognise that living things can be grouped in a variety of ways.</p>	<p>the object producing a sound.</p> <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know what happens to a sound as it travels away from its source.</p>	
Computing	<p>Computing systems and networks - The internet. Describe how networks connect to other networks.</p> <p>Recognise how networked devices make up the internet.</p> <p>Outline how websites can be shared and accessed via the world wide web,</p> <p>Describe how content can be added and accessed on the World Wide Web.</p> <p>Explain the rules to protect content on the WWW.</p> <p>Evaluate the consequences of misuse of the internet.</p>	<p>Programming - repetition in shapes. Program a computer by typing in commands.</p> <p>Write an algorithm to produce a given outcome.</p> <p>Explain what "repeat" means.</p> <p>Modify a count-controlled loop to produce a given outcome.</p> <p>Decompose a task into small steps.</p>	<p>Creating media - Photo editing. Recognise that digital images can be changed.</p> <p>Change the composition of an image.</p> <p>Describe how changes can be made for different uses.</p> <p>Choose appropriate tools to re-touch an image.</p> <p>Recognise that not all digital images are real.</p> <p>Evaluate how changes can improve an image.</p>	<p>Data and information - data logging. Identify data that can be gathered over time to answer a question.</p> <p>Use a digital device to collect data automatically.</p> <p>Capture data using a data logger and explain how it works.</p> <p>Interpret data collected digitally over a long period of time.</p> <p>Make conclusions from data.</p>	<p>Creating media - Audio editing. Identify that sound can be digitally recorded.</p> <p>Use a digital device to record sound.</p> <p>Plan record and save a digital podcast.</p> <p>Change audio through editing.</p> <p>Combine and play different types of audio together.</p> <p>Evaluate editing choices.</p>	<p>Programming - Repetition in games. Develop the use of count-controlled loops in a different programming environment</p> <p>Use infinite loops and count-controlled loops in a program to produce a given outcome.</p> <p>Design and evaluate a program which includes two or more loops.</p> <p>Modify a loop and explain the effects.</p>

		create a program that uses count-controlled loops to produce a given outcome.				Design, create and evaluate a project which includes repetition.
History	<p>The history of our local area Research to find answers to specific questions about their locality.</p> <p>Know how their locality has been shaped by what happened in the past.</p>	<p>Life in ancient Egypt Know about and name some of the advanced societies that we in the world around 3000 years ago.</p> <p>Know about the key features of Ancient Egypt.</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past.</p>			<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture.</p> <p>Christian conversion -Canterbury, Iona and Lindisfarne.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order in the country.</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</p> <p>Know that the Vikings and Anglo Saxons were often in conflict.</p> <p>Know why the Vikings frequently won</p>

					<p>Know how Britain changed between the end of the Roman occupation and 1066.</p> <p>Use a timeline to show when Anglo-Saxons were in England.</p>	<p>battles with the Anglo Saxons.</p> <p>To appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p>
<p>Geography</p>	<p>Capitals of the world. Know the names of and locate at least major capital cities across the world.</p> <p>Know the names of a number of European capitals.</p>	<p>Egyptian climate Use maps and globes to locate the equator, Tropics of Cancer and Capricorn and the Greenwich Meridian.</p>	<p>What is a river and where are they? Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers. Know the names of a number of the world's highest mountains. Explain the features of a water cycle.</p> <p>Know why most cities are located by a river.</p>	<p>Mountains and rivers in the UK Know where the mountain regions are in the UK.</p> <p>Know, name and locate the main rivers in the UK. Know how to plan a journey within the UK, using a road map.</p>		
<p>Art</p>	<p>Painting and drawing Choosing which material to draw with Create all the colours they need</p>	<p>Egyptian canopic jars experiment with different styles which artists have used explain art from other periods of history</p>				<p>Drawing movement in bodies and faces. begin to show facial expressions and body language in their sketches</p>

	<p>Experiment with different styles which artists have used.</p> <p>Look at artists that painted 'The Last Supper' - Cosimo Roselli, Mathilde Block, Marten de Vos, Jacek Andrzej Rossakiewicz and Gyula Derkovits.</p>	<p>begin to sculpt clay and other mouldable materials</p> <p>Keep notes about the purpose of their work in their sketch books.</p> <p>use my sketch book to adapt and improve my original ideas.</p>				<p>identify and draw simple objects, and use marks and lines to produce texture</p> <p>organise line, tone, shape and colour to represent figures and forms in movement</p>
French		<p>Moi - (All about me)</p> <p>To understand and use greetings in French</p> <p>To ask and answer simple questions in French: <i>Ça va? Comment tu t'appelles? Quel âge as-tu? Ça va bien, je m'appelle, j'ai sept ans.</i></p> <p>To name some members of my family in French: <i>père, mère, frère, sœur.</i></p> <p>To count from 1 to 10 in French and use</p>		<p>Jeux et chansons - (Games and songs)</p> <p>To count from 1 to 20 in French and count items.</p> <p>To understand and answer the question <i>Combien de... ?</i></p> <p>To understand someone saying which activity they prefer in French.</p> <p>To talk about my preferences using <i>Je préfère.</i></p> <p>To ask someone their preference using <i>et toi?</i></p> <p>To use <i>Il y a</i> (there are) and <i>J'ai</i> (I have) to start sentences in French.</p>		<p>On fait la fête - (Celebrations)</p> <p>To understand and answer the question: <i>C'est quand ton anniversaire?</i></p> <p>To name the months of the year in French and put them into the correct order</p> <p>To join sentences using <i>et</i></p> <p>To talk and write about hobbies in French</p> <p>To write my own phrases in French using a word bank</p>

		<p>numbers to count items.</p> <p>To copy the pronunciation of some French words.</p> <p>To pronounce the 'r' sound correctly in French words. To recognise some sounds that are special to French: j, ère, u.</p>		<p>To copy the pronunciation of some French words.</p> <p>To recognise and correctly say the 'a' sound in French words.</p>		<p>To identify a pronoun and a verb in French</p>
<p>Design Technology</p>	<p>Making a moving vehicle apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>Making pizza/focaccia bread understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>				

		<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>				
R.E.	<p>What does it mean to be a Hindu in Britain today?</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs.</p> <p>Discuss links between the actions of Hindus and people of other faiths and beliefs.</p>	<p>Why are festivals important to religious communities?</p> <p>Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. Focus on Eid..</p>	<p>Why is Jesus inspiring to some people?</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Give definitions of key Christian vocabulary e.g. gospel.</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Explore teachings which act as guides for living within Judaism,</p> <p>Christianity and a non-religious belief system</p>	<p>Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>Describe what happens in Christian, Jewish and Hindu ceremonies of commitment.</p>	

P.E.	<p>Netball Throw and catch with one hand Throw and catch accurately Keep possession of the ball. Move to find a space when not in possession of the ball. Pass the ball with increasing speed and accuracy in a game Vary tactics and adapt skills according to what is happening in the game. Select and use the most appropriate skills, actions or ideas. Move and use actions with co-ordination and control. Make up their own small sided games. Explain why it is important to warm-up and cool-down. Explain why keeping fit is good for their health</p>	<p>Rugby Throw and catch with one hand Throw and catch accurately Keep possession of the ball. Move to find a space when not in possession of the ball. Pass the ball with increasing speed and accuracy in a game Vary tactics and adapt skills according to what is happening in the game. Explain why it is important to warm-up and cool-down. Explain why keeping fit is good for their health</p>	<p>Gymnastics Move in a controlled way Change speed and direction and level in a movement sequence. Include a range of shapes in performances Follow a set of rules to produce sequences. Work with a partner to create, repeat and improve a sequence with at least 3 phrases Provide advice and support to others Select and use the most appropriate skills, actions or ideas. Move and use actions with co-ordination and control. Explain how their work is similar and different from that of others. Use their comparison to help improve their work. Listen to the ideas of others.</p>	<p>Dance Take the lead when working with a partner or in a group. Use dance to communicate an idea. Develop and refine movements Move with clarity and fluency. Provide advice and support to others. Select and use the most appropriate skills, actions or ideas. Move and use actions with co-ordination and control. Explain how their work is similar and different from that of others. Use their comparison to help improve their work. Listen to the ideas of others</p>	<p>Tennis Hit the ball accurately and with control. (using a bat, racquet or stick) Move to find a space when not in possession of the ball. Pass the ball with increasing speed and accuracy in a game Vary tactics and adapt skills according to what is happening in the game. Explain why it is important to warm-up and cool-down. Explain why keeping fit is good for their health</p>	<p>Athletics Show stamina when running over a long distance' Sprint over a short distance Jump in different ways Throw in different ways. Hit a target. Explain why it is important to warm-up and cool-down. Explain why keeping fit is good for their health</p>
Music	<p>Wider opportunities- Playing the recorder Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Wider opportunities- Playing the recorder Play and perform in solo and ensemble</p>	<p>Wider opportunities- Playing the recorder Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,</p>	<p>Wider opportunities- Playing the recorder Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Wider opportunities- Playing the recorder Play and perform in solo and ensemble contexts, using their voices and playing</p>	<p>Wider opportunities- Playing the recorder Play and perform in solo and ensemble</p>

	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
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<p>PSHE.</p>	<p>Being me in my world Identify my place in the school community</p> <p>Say what democracy is (applied to pupil voice in school)</p> <p>Say how groups work together to reach a consensus</p> <p>Describe how having a voice and democracy benefits the school community.</p> <p>Identify the feelings associated with being included or excluded.</p> <p>Take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Regulate my emotions</p> <p>Taking care Early warning signs Network hands</p>	<p>Celebrating difference including anti-bullying Say why some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Explain why witnesses sometimes join in with bullying and don't tell anyone.</p> <p>Describe why sometimes people make assumptions about a person because of the way they look or act.</p> <p>Describe influences that can affect how we judge a person or situation</p> <p>Be comfortable with the way I look</p> <p>Try to accept people for who they are.</p> <p>Be non-judgemental about others who are different</p>	<p>Dreams and goals Set new goals even if I have been disappointed</p> <p>Work as part of a successful group and share in success</p> <p>Say why hopes and dreams don't always come true</p> <p>Have a positive attitude</p> <p>Can identify the feeling of disappointment.</p> <p>Cope with disappointment.</p> <p>Identify what resilience is</p>	<p>Healthy me Understand that there are leaders and followers in groups</p> <p>Say why smoking and alcohol effects health</p> <p>Give ways to resist peer pressure and recognise negative feelings in peer pressure situations.</p> <p>Explain what I think is right and wrong</p> <p>Identify the feelings that I have about my friends and different friendship groups.</p> <p>Identify the feelings of anxiety and fear associated with peer pressure.</p> <p>Tap into their inner strength and know-how to be assertive.</p>	<p>Relationships (including protective behaviours) Say some reasons why people feel jealousy</p> <p>Explain why loss is a normal part of relationships</p> <p>Understand that negative feelings are a normal part of loss</p> <p>Understand that sometimes it is better for a friendship/relations hip to end if it is causing negative feelings or is unsafe.</p> <p>Identify the feelings and emotions that accompany loss.</p> <p>Suggest strategies for managing loss.</p> <p>Suggest ways to manage relationship</p>	<p>Changing me (including sex education and protective behaviours) Identify the characteristics inherited from birth parents and know this is brought about by an ovum joining with a sperm.</p> <p>Explain that babies are made by a sperm joining with an ovum.</p> <p>Say the names of the different internal and external body parts that are needed to make a baby.</p> <p>Describe how the female and male body change at puberty.</p> <p>Explain how change can bring about a range of different emotions.</p> <p>Appreciate my own uniqueness and that of others.</p>
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Enrichment	Textiles - Quilting use early textile and sewing skills as part of a project.	Collage use ceramic mosaic combine visual and tactile qualities	Outdoor adventure Follow a map in a more demanding familiar context. Move from one location to another following a map. Use clues to follow a route Follow a route accurately and safely within a time limit.		Printing Print using up to four colours. Create a print design To make a printing block Print onto different materials.	
Trips						