

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	7 weeks	7 weeks	5 weeks	5 weeks	6 weeks	7 weeks
RE 'Come and See'	Branch 1 Creation & Covenant	Branch 2 Prophecy & Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue & Encounter
School theme	'Lights, camera, action!'		'Step back in time'		'Colourful Cultures'	
Topic focus	Fantasy		Romans		North America	
English	-Fiction: Genre Focus: Fantasy – technical application Harry Potter -Fiction: Oracy to Writing – Palmer and the Mermaid -Fiction: Creative Writing -Non-fiction: Newspapers -Non Fiction: Persuasive Writing -Poetry focus: Ottava Rima		-Fiction: Narrative (Pompeii) – technical application Fiction: Myth/legend (Romulus & Remus) -Fiction: Creative Writing -Non-fiction: Explanation -Non-fiction: Formal Letter -Poetry focus: Lambic Pentameter		-Fiction: Narrative Jurassic World – technical application -Fiction: Oracy to Writing – -Fiction: Creative Writing -Non-fiction: -Non-fiction: Biography -Poetry focus: Free Verse	
Key texts	Harry Potter (class read)		Romans on the Rampage Holes (class read) Roman Myths Avoid Being a Roman Soldier		A Spark in Time (class read) Jurassic World	
GaPS	-'Ready to write' -Synonyms and Antonyms -Word classes - Subjunctive form -3 targets		-Punctuation -Active and Passive -Formal and informal -Advanced punctuation -Hyphens -3 targets		-Revision and Consolidation	
Mathematics	Number: -Place Value -Addition and subtraction, Multiplication and Division Statistics Geometry, position and direction	Number: -Fractions Measurement: -Converting units of measure	Number: -Decimals and percentages Measurement: -Perimeter, area and volume	Number: -Algebra Geometry: -Properties of shape	Theme Park maths project	Revision and consolidation
Science	-Working scientifically skills Living things and their habitats -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	-Working scientifically skills Evolution and inheritance: -Recognise that living things have change over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same	-Working scientifically skills Animals including humans: -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.		-Working scientifically skills Light: -Recognise that light appears to travel in straight lines -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	-Working scientifically skills Electricity: -Associate the brightness of a lamp or the volume of a buzzer with the number of cells used in the circuit. -Compare and give reasons for variations in how components function, including the

	-Give reasons for classifying plants and animals based on specific characteristics.	kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans. British Science Week		-Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	brightness of bulbs, the loudness of buzzers and the on/off positions of switches. -Use recognised symbols when representing a simple circuit in a diagram.
Computing	Computing Systems and Networks – Communication Creating Media – 3D Modelling		Creating Media – Web Page Creation Data and Information – Spreadsheets		Programming A – Variables in Games Programming B – Sensing Online Safety	
Geography	Using maps: features Using maps: four-figure grid reference Using maps: six-figure grid references Map skills Human Geography -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world		Biomes and climate zones Map skills Human Geography -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies -Use maps, charts etc. to support decision making about the location of places e.g. new bypass Physical Geography -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) -Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		North America North America: population North America: rivers North America: mountains Human and Physical Geography -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North America -Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
History	Celebrating Difference & Black History · racism · different · Black Lives Matter · movement · protest		The Roman Empire and its impact on Britain. Its legacy on later periods of history. -Investigate own lines of enquiry by posing questions to answer. -Order significant events, movements and dates on a timeline. -Identify and compare changes within and across different periods. -Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Choose reliable sources of information to find out about the past.		Crime and Punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. – changes in an aspect of social history eg. Crime and punishment. -Investigate own lines of enquiry by posing questions to answer. -Order significant events, movements and dates on a timeline. -Identify and compare changes within and across different periods. -Choose reliable sources of information to find out about the past. -Give reasons why changes may have occurred, backed up by evidence. -Evaluate evidence to choose the most reliable forms.	

		<p>-Give reasons why changes may have occurred, backed up by evidence.</p> <p>-Describe similarities and differences between some people, events and artefacts studied.</p> <p>-Describe how some of the things studied from the past affect/influence life today.</p> <p>-Make links between some of the features of past societies (e.g. religion, houses, society)</p> <p>-Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>-Evaluate evidence to choose the most reliable forms.</p> <p>-Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>-Give clear reasons why there may be different accounts of history linking this to factual understanding of the past.</p> <p>-Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>-Plan and present a self-directed project or research about the studied period.</p> <p>Local history week:</p> <p>-Link to Wicksteed Park</p> <p>-Investigate own lines of enquiry by posing questions to answer.</p> <p>-Order significant events, movements and dates on a timeline.</p> <p>-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <ul style="list-style-type: none"> -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. <p>-Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>-Plan and present a self-directed project or research about the studied period.</p>	<p>-Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>-Give clear reasons why there may be different accounts of history linking this to factual understanding of the past.</p> <p>-Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>-Plan and present a self-directed project or research about the studied period.</p>
<p>Art</p>	<p>Drawing Harry Potter Portraits</p> <p>Select appropriate drawing pencil grades for purpose. Use a range of mark making techniques to show contrast and tone in drawings. Create pen studies. Use shading to show shadows and reflections. Make annotated notes about distinctive features in sketchbooks.</p> <p>Artist studies: Hector Gonzalez Leonardo da Vinci</p>	<p>Mosaics- Clay work</p> <p>Create sculptures using, clay, paper maché and other man-made and natural materials. Use sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence. Use paper maché to create 3D models Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it Adapt work according to their views and describe how they might develop it further</p> <p>Artist Study: Paul Cezanne</p>	<p>Landmarks of North America</p> <p>Choose appropriate paint, paper and implements to create, adapt and extend work Carry out preliminary studies to test media and materials Create imaginative work from a variety of sources including their own independent research Draw from first-hand observation and from source material. Use a range of drawing materials including oil pastels.</p> <p>Shape, form, model and join with confidence. Use paper maché to create 3D models Create sculptures using wire paper maché and other man-made and natural materials.</p>

						<p align="center">Artist study: Anthony Gormley Henry Moore</p>
<p align="center">Design Technology</p>	<p align="center">Food and nutrition Come dine with me</p> <p>-To know that 'flavour' is how a food or drink tastes. -To know that many countries have 'national dishes' which are recipes associated with that country. -To know that 'processed food' means food that has been put through multiple changes in a factory. -To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. -To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).</p>		<p align="center">Materials / structures / Mechanisms Parade Floats</p> <p>-To know that structures can be strengthened by manipulating materials and shapes. To understand what a 'footprint plan' is. -To understand that in the real world, design can impact users in positive and negative ways. -To know that a prototype is a cheap model to test a design idea</p>		<p align="center">Printmaking & Textiles</p> <p>-Batik is a method of making marks on cloth using hot wax. -Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing. -Apply wax to the surface of fabric and dye it to create coloured designs. -Create a simple one-point perspective sketch.</p>	
<p align="center">Music</p>	<p>Developing melodic phrases How does music bring us together?</p>	<p>Understanding structure and form How does music connect us with our past?</p>	<p>Gaining confidence through performance How does music improve our world?</p>	<p>Exploring notation further How does music teach us about our community?</p>	<p>Using chords and structure How does music shape our way of life?</p>	<p>Respecting each other through composition How does music connect us with our environment?</p>
<p align="center">PE</p>	<p>Dodgeball</p> <p>-I can officiate and help to manage a game by refereeing. -I can select the appropriate action for the situation and make this decision quickly. -I can use a wider range of skills with increasing control under pressure. -I can use the rules of the game consistently to play honestly and fairly. -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Gymnastics</p> <p>-Perform a range of rolls consistently including a backward roll. -Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency. -Can incorporate different dynamics and develop new actions with a partner and in a group. -Create and perform a short sequence linking basic actions with a clear beginning, middle and end. -Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. -Plan and perform a movement sequence showing contrasts in speed/level and direction, -Apply basic compositional ideas to create dance phrases with a partner and in a small group. -Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p>	<p>Hockey</p> <p>-I can create and use space to help my team. -I can dribble, pass, receive and shoot the ball with increasing control. under pressure. -I can select the appropriate action for the situation and make this decision quickly. -I can use marking, tackling and/or interception to improve my defence. -I can use the rules of the game consistently to play honestly and fairly. -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Dance</p> <p>-I can choreograph a dance and work safely using a prop. -I can lead a small group through a short warm-up routine. -I can perform dances confidently and fluently with accuracy and good timing. -I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. -I can use appropriate language to evaluate and refine my own and others' work. -I can use feedback provided to improve the quality of my work. -I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>Netball</p> <p>-I can create and use space to help my team. -I can pass, receive and shoot the ball with increasing control under pressure. -I can select the appropriate action for the situation and make this decision quickly. -I can use marking, and/or interception to improve my defence. -I can use the rules of the game consistently to play honestly and fairly. -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Rounders</p> <p>-I can strike a bowled ball with increasing consistency. -I can use a wider range of skills with increasing control under pressure. -I can use the rules of the game consistently to play fairly. -I can work collaboratively with others to get batters out. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve. -I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>

		<p>-Compare, develop and adapt movement motifs to create longer dances.</p> <p>-From observations of others can you describe constructively how to refine, improve and modify performance?</p> <p>-Refine own performance in response to others and self-analysis.</p>				
PSHE and Citizenship Ten:Ten	<p>Module 2: Created to love others</p> <p>UKS2 Unit 3</p>	<p>Module 2: Created to love others</p> <p>UKS2 Unit 4</p>	<p>Module 3: Created to live in community</p> <p>Unit 2</p>	<p>Module 3: Created to live in community</p> <p>Unit 2</p>	<p>Module 1: Created and loved by God</p> <p>UKS2 Unit 3</p>	<p>Module 1: Created and loved by God</p> <p>Unit 4</p>
MFL	<p>Phonetics 3-4</p> <p>The Date</p>	<p>Do you have a Pet?</p>	<p>Clothes</p>	<p>At School</p>	<p>At the Weekend</p>	<p>Vikings</p>
Enrichment	<p>School faith and values week</p> <p>Residential-Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Christmas production</p> <p>School Trip</p>	<p>Young Voices</p> <p>British Science Week</p>	<p>Easter production</p>	<p>Storytelling Day</p>	<p>Confirmation</p> <p>School Trip</p>