



Term	*Autumn 1	Autumn 2	Spring 1	Spring 2	*Summer 1	Summer 2
Topic Title	<u>Volcanoes and Earthquakes</u>	<u>Stone age to Iron Age</u>	<u>Down the Pits</u>	<u>Plants</u>	<u>Town and Country</u>	<u>Pharoahs and Pyramids</u>
	Why do volcanoes happen?	What was life like for a child in the Iron Age?	What jobs did people do in my area in the past?	What do plants need to grow?	How is life different in the country to the Town?	What did the Egyptians do for us?
Duration	7wks	8wks	5wks	6 weeks	6 wks	7 wks
English(T exts that link)	Pebble in my pocket - CLPE	Ug – Boy Genius of the Stone Age - CLPE	Town is by the Sea - Teachwire	Lob – CLPE The Lost words - Poetry	Town mouse Country Mouse	Egyptian Cinderella
Science	<u>LIGHT AND DARK</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change	<u>ROCKS</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	<u>ANIMALS INCLUDING HUMANS</u> Identify that animals and humans need the right types / amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>PLANTS</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>FORCES, MAGNETS AND ELECTRICITY</u> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not Others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
RE	Our World	Water	Hinduism	Hinduism	Special Places	Special Places
History		Combine overview and in depth studies: Changes in Britain from the Stone Age to the Iron Age This could include: <ul style="list-style-type: none"> ⇒ late Neolithic hunter-gatherers and early farming, for example, Skara Brae ⇒ Bronze Age religion, technology and travel, for example, Stonehenge ⇒ Iron Age hill forts: tribal kingdoms, farming and culture 	A local history study (Down the pits – coal mining) This could be: <ul style="list-style-type: none"> ⇒ a depth study linked to one of the British areas of study ⇒ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ⇒ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 			The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China1300.
Geography	Human and physical geography Describe and understand key aspects of: • volcanoes and earthquakes			Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Locational knowledge Name and locate counties and cities of the UK , 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	



<p>Art and Design</p>	<p>Collage To investigate and respond to the work of Paul Klee and his use of complementary colours. To respond to the work of Victor Vasarely. To develop cutting and sticking skills. To respond to the work of Henri Matisse. To investigate positive and negative images.</p>	<p>Drawing To investigate different marks that can be made using pencils. To compare own work with marks made by Vincent Van Gogh in his work. To explore shading techniques and talk about and investigate light/medium/dark tone. To work from the imagination and explore ideas using a story as a starting point. (i.e. "The Hippocrump" by James Reeve.) To select and develop part of an image. To develop work using own images as a starting point with a focus on pattern, line and shape.</p>	<p>Textiles To collect visual and other information, to explore patterning from different cultures. To use knowledge of dip dye technique to produce backgrounds for printed work. To make collograph blocks to communicate their observations and ideas. To surface print collograph blocks onto fabric squares. To make plasticine relief block and explore printing onto different surfaces.</p>	<p>3D To use brown, gummed tape to produce a 3D form (such as a bowl, made by putting tape over a balloon). To respond to the work of Howard Hodgkin and collect visual information using ICT. To modify work according to views and describe further developments. To transfer designs onto a 3D artefact. To roll and form clay slabs and inlay different coloured clays. To transpose 2D viewfinder pencil drawings of natural forms into clay slab designs using different coloured clays. To use paper forms to produce a 3D relief surface. To develop forming and sticking techniques.</p>	<p>Painting To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they think and feel about them. To understand tint and tone through practical experience. To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. To compare methods and approaches used by other artists to produce images of the sky. To use direct observation as a starting point for work. To make practical responses to the work of artist Sean Scully. To identify and recognise his use of stripes and blocks of colour. To experiment with the techniques of 'tonking' and 'sgraffito'.</p>	<p>Printmaking To use a roller and printing ink to experiment with mark making. To investigate the possibilities of a range of materials and processes by experimenting with monoprinting. To select colours and surfaces to develop ideas. To respond to animal markings and use ideas as a starting point for creating monoprints. To use plasticine to produce a relief stamp. To print coloured, repeated patterns onto selected surfaces.</p>		
<p>DT</p>	<p>Textile Design – (use of variety of materials and techniques) Juggling balls - lks2 Twinkl unit</p>			<p>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.</p>		<p>Understand and use mechanical systems in their products Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		
<p>Music</p>	<p>Let your spirit fly</p>	<p>Glockenspiel</p>	<p>Three Little Birds</p>	<p>The Dragon Song</p>	<p>Bringing Us Together</p>	<p>Reflect Rewind Replay</p>		
<p>Computing</p>	<p>Unit 3.1 Coding Number of Weeks – 6 Main Programs – 2Code</p>	<p>Unit 3.2 Online Safety Weeks – 3 Programs – 2Connect (Mind Map) 2Blog (Blogging) Writing Templates Display boards</p>	<p>Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate</p>	<p>Unit 3.4 Touch-Typing Weeks – 4 Programs – 2Type</p>	<p>Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email</p>	<p>Unit 3.6 Branching Databases Weeks – 4 Programs – 2Question</p>	<p>Unit 3.7 Simulations Weeks – 3 Programs – 2Simulate, Writing Templates</p>	<p>Unit 3.8 Graphing Weeks – 3 Programs – 2Graph Writing Templates 2Blog (Blogging)</p>
<p>PHSE</p>	<p>Health and Wellbeing</p>			<p>Relationships</p>		<p>Living in the Wider World</p>		
<p>PE</p>	<p><u>Bat and Ball Skills</u> <u>Dance – (Pathways)</u></p>	<p><u>Ball Skills</u> <u>Gymnastics</u> (Stretching, Curling and Arching)</p>	<p><u>Dance and Movement</u> <u>Outdoor: Tennis</u></p>	<p><u>Invasion Games</u> <u>Gymnastics</u> (symmetry and asymmetry)</p>	<p><u>Running and Athletics</u> <u>OAA</u> <u>Striking and Fielding</u></p>			
<p>MFL</p>	<p>Getting to know you</p>	<p>All about me</p>	<p>Food Glorious Food</p>	<p>Family and Friends</p>	<p>Our School</p>	<p>Time</p>		

Music – Charanga Scheme of Work

MFL - Twinkl SOW

Computing – Purple Mash Scheme of Work

PE - Phunky foods SOW and NUFC foundation

PHSE – Twinkl SOW