



Duration	7 weeks	7 weeks	6wk 4 days	6 weeks	4 weeks 4 days	6 weeks and 4 days.
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Journey to the centre of the earth (young readers version) Journey Story Explanation	Stone Age Boy Portal Story Recount- news report/vlog	Town is by the sea Warning tale Information text	The Journey Wishing tale Persuasion	The Boy Who Grew Dragons Defeating the monster Instruction	Egyptian Cinderella Rags to riches tale Discussion
Question	What is under our feet?	Could you survive Stone Age life?	What did people from my area do in the past?	Seeing the UK through fresh eyes.	Can you grow a monster?	What is inside a pyramid?
Fiction Toolkit	Characterisation	Dialogue	Description	Opening	Ending	Dilemma
Driver/ Theme	Volcanoes and earthquakes	Stone age to Iron Age	Mining in Percy Main	Cities and counties in the UK	Growing plants	Egyptians
Outcome	Classroom Gallery	Stone age Living Museum	Pit disaster News Report	Refugee welcome box	Assembly - Plant sale raise money for charity	Local Storytelling - pyramid podcasts
Science	LIGHT AND DARK 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	ROCKS Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	FORCES, MAGNETS AND ELECTRICITY 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	ANIMALS INCLUDING HUMANS 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,	PLANTS 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	



	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	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.	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.	protection and movement.	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
RE	Hinduism Worship at home and in the mandir to include puja, Arti/Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship. • How beliefs and feelings are expressed through the communal celebrations of Diwali, Holi. • The importance of music, dance, drama, artefacts, mantras, food, stories, customs in celebrations and worship. • The role of pilgrimage, how beliefs are expressed through visits to sacred sites e.g. Varanasi on the River Ganges.		Christianity <ul style="list-style-type: none"> • The role of clergy in local and national churches e.g. vicar/minister/pastor/priest/bishop/ Archbishop/Pope. • The significance of rituals/objects/symbols associated with Christian worship. • How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths. • Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer. 		Hinduism <ul style="list-style-type: none"> • Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms: o the Trimurti (Brahma, Vishnu, Shiva) o male, female and animal deities as representations of God o the concept of avatars e.g. Rama, Krishna. • The nature of God as expressed in murtis (images), pictures, symbols, Aum. • Introduction to belief in atman, karma, ahimsa, reincarnation. • Introduction to sacred texts e.g. Vedas, Bhagavad Gita, Ramayana and how they are used by Hindus. • Traditional Hindu stories with a moral and their significance for Hindus e.g. the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love).
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 example, Skara Brae ⇒ Bronze Age religion, technology and travel example, Stonehenge ⇒ Iron Age hill forts: tribal kingdoms, farming 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 China 1300.
Geography	Human and physical geography Describe and understand key aspects of: <ul style="list-style-type: none"> • volcanoes and earthquakes 			Place knowledge 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	Geographical skills and fieldwork 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 their knowledge of the United Kingdom and the wider world 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.



<p>Art and Design</p>	<p>National Curriculum across Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p>Printing</p> <ul style="list-style-type: none"> Experiment with layered printing using 2 colours or more Understand how printing can be used to make numerous designs Transfer a drawing into a print Explore a variety of printing techniques Create an accurate print design Use printmaking as a tool with other media to develop a final outcome To investigate stone age printmaking. To explore and develop designs using sketchbooks. To transpose designs into monoprints, identify what they might change in monoprints or develop in their future work. To transpose design onto Press Print relief blocks. To make collograph blocks using established style as a starting point for designs. To investigate surface printing collograph blocks onto different surfaces. To investigate different monoprinting techniques. To produce and print onto a range of surfaces. 	<p>Collage</p> <ul style="list-style-type: none"> Overlap materials Use collage as a tool to develop a piece in mixed media Use collage to create a mood boards of ideas Use collage to create a mood boards of ideas Use coiling, overlapping, tessellation, mosaic and montage To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work. 	<p>Drawing</p> <ul style="list-style-type: none"> Use sketches to develop a final piece of work Use drawing as a tool to express an idea Use different shading techniques to give depth to a drawing Apply different shading techniques to create texture in a drawing Experiment with drawing techniques to support their observations Create a sense of distance and proportion in a drawing Use experimental drawing techniques to create atmosphere in a drawing Explain choice of specific materials to draw with To apply their experience of drawing materials and processes. To use a viewfinder to select and record observations of patterning in natural objects. To select from and use own drawings to develop work. To use landscape as a starting point for artwork. To use fine control with a pencil to make detailed, analytical observational drawings
<p>DT</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</p>	<p>Textile Design – (use of variety of materials and techniques)</p>	<p>Understand and use mechanical systems in their products Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>



	grown, reared, caught and processed.					
Music	Let your spirit fly	Glockenspiel	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect Rewind Replay
Computing	Unit 3.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate	Unit 3.4 Touch-Typing Weeks – 4 Programs – 2Type	Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email	Unit 3.6 Branching Databases Weeks – 4 Programs – 2Question Unit 3.7 Simulations Weeks – 3 Programs – 2Simulate, Writing Templates	Unit 3.8 Graphing Weeks – 3 Programs – 2Graph Writing Templates 2Blog (Bloggng)
	<u>Health and Wellbeing</u> <u>Aiming High</u>	<u>Health and Wellbeing</u> <u>It's My Body</u>	<u>Relationships</u> <u>Be Yourself</u>	<u>Living in the Wider World</u> <u>Britain</u>	<u>Living in the Wider World</u> <u>Money Matters</u>	<u>Relationships</u> <u>Team</u>
PE	<u>Bat and Ball Skills</u> <u>Dance - (Pathways)</u>	<u>Ball Skills</u> <u>Gymnastics</u> (Stretching, Curling and Arching)	<u>Dance and Movement</u> <u>Outdoor: Tennis</u>	<u>Invasion Games</u> <u>Gymnastics</u> (symmetry and asymmetry)	<u>Running and Athletics</u> <u>QAA</u> <u>Striking and Fielding</u>	
MFL	Getting to know you	All about me	Food Glorious Food	Family and Friends	Our School	Time