



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	Arthur and the golden rope. Journey Tale. Instructions - making a fort.	Song of the dolphin boy. One plastic bag. Defeating the monster. Explanation text.	Rose Campion and the stolen secret. Losing tale. Police report.	Jumbo Rudyard Kipling Just so stories. Discussion text - animal cruelty Warning tale	Greek Myths - Jason and the Argonauts. Meeting tale Information text - class book	Worst Holiday Ever ???? Wishing tale/character flaw (need to investigate the text???) Persuasion - advert for tourism.
Question	What did the Romans leave behind?	How do we protect our planet?	How were people treated in Victorian Britain?	Should animals live in zoos?	What have the Ancient Greeks done for us?	What can you eat in Italy?
Toolkit	Characterisation	Dialogue	Description	Opening	Endings	Dilemma
Driver/T heme	History	Recycling and the water cycle	Victorian Britain	Animals and their habitats Science.	History	Geography
Outcome	Taking over the museum day???(Segedunum)	Recycled art project. Blog/explanation on how it was made.	Assembly	Video Diary/newsround type report.	Class book	Charity event, Italian restaurant experience.



<p>Science</p>	<p>SOUND Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between pitch and features of the object that produced it Find patterns between volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>MATERIALS AND STATES OF MATTER Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>ELECTRICITY Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>LIVING THINGS AND THEIR HABITATS Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>ANIMALS INCLUDING HUMANS Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<p>RE</p>	<p>Christianity What do we know about the Bible and why it is important to Christians? Advent traditions around the world</p>		<p>Christianity What do Christians believe about Jesus? Why is Lent such an important period for Christians?</p>		<p>Interfaith How and why do people care for others? Why do people visit Durham Cathedral today?</p>
<p>History</p>	<p>Combine overview and in depth studies: The Roman Empire and its impact on Britain</p> <p>This could include: ⇒ Julius Caesar’s attempted invasion in 55-54 BC ⇒ the Roman Empire by AD 42 and the power of its army ⇒ successful invasion by Claudius and conquest, including Hadrian’s Wall ⇒ British resistance, for example, Boudica ⇒ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (?Victorians)</p> <p>This could include: ⇒ the changing power of monarchs using case studies such as John, Anne and Victoria ⇒ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ⇒ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ⇒ a significant turning point in British history, for example, the first railways or the Battle of Britain</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<p>Geography</p>		<p>Human and physical geography Describe and understand key aspects of: the water cycle</p>		<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Place knowledge - Modern Italy Understand geographical similarities and differences through the study of human and physical geography of a region of the European country and the United Kingdom</p>



<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: 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>3D</p> <ul style="list-style-type: none"> • Create texture and shape through adding layers • Work collaboratively to create a large sculptural form • Experiment with and combine materials and processes to design and make 3D form • Transform a 2D drawing into a 3D form • Create different shapes using a variety of moldable materials • 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. <ul style="list-style-type: none"> • To transpose 2D viewfinder pencil drawings of natural forms into clay slab designs <ul style="list-style-type: none"> • using different coloured clays. <ul style="list-style-type: none"> • To use paper forms to produce a 3D relief surface. <ul style="list-style-type: none"> • To develop forming and sticking techniques 		<ul style="list-style-type: none"> • .Painting • Mix a range of colours in the colour wheel • Identify what colours work well together • Create a background using a wash • Use a range of brushes to create different effects • Understand the different properties of different paints • Create different moods in a painting • Use shade to create depth in a 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 use direct observation as a starting point for work. • To experiment with the techniques of 'tonking' and 'sgraffito'. <p>A Victorian artefact/art work.</p>	<p>Textiles</p> <ul style="list-style-type: none"> • 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. • Add detail to a piece of work • Add texture to a piece of work • Identify and name a range of materials and show how to use them • Explore a range of textures using textiles • Transfer a drawing into a textile design • Use artists to influence their textile designs 		
<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 grown, reared, caught and processed.</p>		<p>Technical knowledge Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Textiles Design: 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 Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate : evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		
<p>Music</p>	<p>Mamma Mia</p>	<p>Glockenspiel Stage 2</p>	<p>Stop!</p>	<p>Lean on Me</p>	<p>Blackbird</p>	<p>Reflect Rewind and Replay</p>
<p>Computing</p>	<p>Unit 4.1 Coding Number of Weeks – 6 Main Programs – 2Code</p>	<p>Unit 4.3 Spreadsheets Weeks – 5 Programs – 2Calculate</p>	<p>Unit 4.4 Writing for Different Audiences Weeks – 5 Programs – Writing Templates 2Simulate 2Connect (Mind Map) 2Publish Plus</p>	<p>Unit 4.7 Effective Searching Weeks – 3 Programs – Browser 2Quiz 2Connect (Mind Map) Unit 4.6 Animation Weeks – 3 Programs – 2Animate</p>	<p>Unit 4.8 Hardware Investigators Weeks – 2 Programs – 2Quiz 2Connect (Mind Map) Writing Templates</p>	<p>Unit 4.9 Making Music Weeks – 4 Programs –</p>



PSHRE	<u>Health and Wellbeing</u> <u>Think Positive</u>	<u>Living in the Wider World</u> <u>One World</u>	<u>Living in the Wider World</u> <u>Respecting Rights</u>	<u>Relationships</u> <u>VIPS</u>	<u>Health and Wellbeing</u> <u>Safety First</u>	<u>Relationships</u> <u>Team</u>
PE	<u>Ball Skills</u> <u>Uni-hoc</u>	<u>Invasion Games</u> <u>Dance</u>	<u>Dance and Movement</u> <u>Gymnastics</u>	<u>Invasion Games (Techniques)</u> <u>Striking and Fielding Games</u>	<u>Balls and Feet</u> <u>Swimming</u>	<u>Athletics</u> <u>Swimming</u>
MFL	<u>All Around Town</u>	<u>On the Move</u>	<u>Going Shopping</u>	<u>Where in the world</u>	<u>What's the Time</u>	<u>Holidays and Hobbies</u>