

Subjects	Autumn Term 1 Chocolate	Autumn Term 2 Natural Disasters	Spring Term 1 Fantasy Worlds	Spring Term 2 Stone Age to Iron Age	Summer Term 1 Peter Pan	Summer Term 2 Spectacular Scientists!
Immersion and Visits.	Chocolate masterclass – visiting chef? Watch film ‘Charlie and the Chocolate Factory.’	Natural disaster in the classroom.	Look at fantasy characters. Children create their own.	Trip to Flag Fen.	Simulation of plane ride to destinations across Europe. Food tasting from around Europe. Dressing up in local traditional costume. Watch film ‘Peter Pan’.	Playing with Science.
Celebrations and parental engagement	Chocolate shop/experience for other year group/parents.	Survival pack.	Animation videos of their own fantasy character.	Museum for other year group/ parents.	Read a Bedtime story to Year One.	Wow Science videos for school website.
English	Core Text: Charlie and the Chocolate Factory Fiction: Setting Description Non-Fiction: Poster (persuade)	Core Text: Escape from Pompeii Fiction: Poetry (1 week) Non-Fiction: Recount (inform) Explanation (inform) – about natural disasters	Core Text: The Lion, The Witch and the Wardrobe Fiction: Character Description Non-Fiction: Newspaper report (inform)	Core Text: Stoneage Boy Fiction: Story Non-Fiction: Recount (inform) from a fictional view point	Core Text: Peter Pan Fiction: Story Non-Fiction: Advertising (persuade) linked to topic of Europe	Core Text: Great Woman who changed the World Fiction: Poetry (1 week) Non-Fiction: Biography (inform) Instructions

<p>Maths</p>	<p>Number and place value. Addition and subtraction.</p>	<p>Multiplication and division. Fractions. Addition and subtraction.</p>	<p>Number and place value. Addition and subtraction. Fractions.</p>	<p>Multiplication and division. Fractions. Geometry.</p>	<p>Number and place value. Measures. Time. Addition and subtraction. Statistics.</p>	<p>Multiplication and division. Fractions. Geometry. Mathematical enquiry.</p>
<p>Science</p>	<p>Animals, including humans: Nutrition.</p> <ul style="list-style-type: none"> • I explain the importance of a nutritious, balanced diet. • I explain how nutrients, water and oxygen are transported within animals and humans. • I describe and explain the skeletal system of a human. • I describe and explain the muscular system of a human. <p>I describe the purpose of the skeleton in humans and animals.</p>	<p>Forces and magnets.</p> <ul style="list-style-type: none"> • I explore and describe how objects move on different surfaces. • I explain how some forces require contact and some do not, giving examples. • I explore and explain how objects attract and repel in relation to objects and other magnets. • I predict whether objects will be magnetic and carry out an enquiry to test this out. • I describe how magnets work. • I predict whether magnets will attract or repel and give a reason. 	<p>Light: Sources, shadows and reflection.</p> <ul style="list-style-type: none"> • I describe what dark is (the absence of light). • I explain that light is needed in order to see. • I explain that light is reflected from a surface. • I explain and demonstrate how a shadow is formed. • I can explore shadow size and explain. • I explain the danger of direct sunlight and describe how to keep protected. 	<p>Rocks: Classification and fossilization.</p> <ul style="list-style-type: none"> • I compare and group rocks based on their appearance and physical properties, giving a reason. • I describe how fossils are formed. • I describe how soil is made. • I describe and explain the difference between sedimentary and igneous rock. 	<p>Plants: Their parts, requirements for growth and lifecycle.</p> <ul style="list-style-type: none"> • I describe the function of different parts of flowering plants and trees. • I explore and describe the needs of different plants for survival. • I explore and describe how water is transported within plants. • I describe the plant life cycle, especially the importance of flowers. 	<p>Working scientifically.</p> <ul style="list-style-type: none"> • I ask relevant scientific questions. • I use observations and knowledge to answer scientific questions. • I set up a simple enquiry to explore a scientific question. • I set up a test to compare two things. • I set up a fair test and explain why it is fair. • I make careful and accurate observations, including the use of standard units. • I use equipment, including thermometers and data loggers to make measurements. • I gather, record, classify and present data in different ways to answer scientific questions. • I use diagrams, keys, bar charts and tables; using scientific language.
<p>Working scientifically to underpin all other Science topics.</p>						

						<ul style="list-style-type: none"> • I use findings to report in different ways, including oral and written explanations, presentation. • I draw conclusions and suggest improvements. • I make a prediction with a reason. • I identify differences, similarities and changes related to an enquiry.
Computing	<p>Find out how a TV programme is made.</p> <p>Practice using a video camera.</p> <p>Shoot your video files.</p> <p>Edit your video files.</p> <p>Get feedback on your video. Make changes to your video.</p> <p>Think about what went well and what you would do differently next time.</p>	<p>Find and correct the bugs in the multiplication program.</p> <p>Improve the circle drawing program.</p> <p>Find and correct the bugs in the penguin program.</p> <p>Find the bug in the 'Pong' game and try to correct it.</p> <p>Find and correct the bugs in the division program.</p> <p>Think of ways to improve a car driving program.</p>	<p>Find out about animations.</p> <p>Create a storyboard.</p> <p>Create characters and a background.</p> <p>Animate the characters.</p> <p>Add sounds to your animation.</p> <p>Watch your animation.</p> <p>Talk about how to improve it.</p>	<p>(Link to statistics unit in Maths)</p> <p>Decide on the topic for your survey.</p> <p>Write questions for your survey.</p> <p>Create your survey.</p> <p>Collect the data from your survey.</p> <p>Use your data to create charts and graphs.</p> <p>Present the results of your survey.</p>	<p>Write an email to another class.</p> <p>Learn how email works.</p> <p>Find out how to use email safely.</p> <p>Create a presentation. Email it to your partner.</p> <p>Edit your presentation with your partner.</p> <p>Share your presentation in a video conference.</p>	<p>Find out how computers are connected in school.</p> <p>Find out how data is passed across networks.</p> <p>Test computer connections by 'pinging'.</p> <p>Find out the route that packets of data take.</p> <p>Look up IP addresses.</p> <p>Create a poster on data safety.</p>
History	<p>Origins of chocolate.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one – Aztecs</p> <p>Know and understand significant aspects of the history of the wider world:</p>	<p>Exploration of the events of the volcanic eruption in Pompeii.</p>	<p>Changes in London.</p> <p>British History beyond 1066 and its significance in our locality (railways).</p> <p>A significant turning point in British history – the first railways.</p>	<p>Stone Age –Iron Age</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel.</p>		<p>Important discoveries in Science and their impact upon our lives today.</p> <p>Famous scientists in history.</p>

	<p>the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>			<p>Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <ul style="list-style-type: none"> • I explain how stone age people hunted for their food and what they ate. • I understand some of the differences between the stone, bronze and iron ages. • I know what people learnt from stone aged paintings. • I describe what a typical day would have been like for a stone age man, woman or child. 		
Geography	<p>Food origins from different countries - where are cocoa beans grown?</p> <ul style="list-style-type: none"> • I use maps, atlases and globes to locate countries. • I locate the Tropic of Cancer and Tropic of Capricorn. • I know whether a country is located in the Southern or Northern hemisphere. 	<p>Physical Geography:</p> <ul style="list-style-type: none"> • I locate and name some of the world's most famous volcanoes. • I describe and understand the key aspects of earthquakes. • I describe and understand the key aspects of volcanoes. 	<p>Comparing Peterborough and London.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <ul style="list-style-type: none"> • I explain why people may be attracted to live in cities. • I explain why people may choose to live in one place rather than another. • I use the eight points of a compass to build knowledge of the United Kingdom. 		<p>Locate different countries around the world (Europe) and routes of transport, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <ul style="list-style-type: none"> • I name a number of countries in the northern hemisphere. • I name the capital city of at least six European countries. • I use maps, atlases and globes to locate countries. 	

<p>D&T</p>	<p>Other experiences: Cooking – rocky roads.</p>	<p><u>Create a papier mache volcano- thinking about the materials to use.</u></p> <ul style="list-style-type: none"> • I follow a step-by-step plan, choosing the right equipment and materials. • I choose a material for both its suitability and its appearance. • I select the most appropriate tools and techniques for a given task. <p>Other experiences: Chalk volcano picture</p>			<p>Cooking - Prepare and cook a savory dish – pizza (Italy) and baguette (France).</p> <p>(Immersion day)</p> <ul style="list-style-type: none"> • I design a product and make sure that it looks attractive. • I describe how food ingredients come together. 	<p>Design and make protective equipment for a scientist to wear.</p> <ul style="list-style-type: none"> • I prove that my design meets some set criteria. • I design a product and make sure that it looks attractive. • I choose a material for both its suitability and its appearance. • I work accurately to measure, make cuts and make holes. • I make a product which uses both electrical and mechanical components
<p>Art & Design</p>	<p>Aztec masks – Collage. Artist – Gwen Bennett</p> <ul style="list-style-type: none"> • I show facial expressions in my art. • I recognise when art is from different cultures. • I recognise when art is from different historical periods. 		<p>Drawing a landscape using pencils. Artist – John Constable</p> <p>Improve mastery with pencils – sketch a landscape.</p> <ul style="list-style-type: none"> • I use sketches to produce a final piece of art. • I use different grades of pencil to shade and to show different tones and textures. 	<p>Cave drawings – charcoal.</p> <ul style="list-style-type: none"> • I identify the techniques used by different artists. • I recognise when art is from different historical periods. • Use sketchbooks to collect and record ideas -choose favourite cave drawings and create own using pencils and charcoal. 	<p>Exploration of European artists in history and present day. Durer – first watercolour artist, Klee – abstract, Cecily Brown – modern day. Landscape painting.</p> <ul style="list-style-type: none"> • I create a background using a wash. • I use a range of brushes to create different effects in painting. • I identify the techniques used by different artists. • I compare the work of different artists. • I recognise when art is from different cultures. • I recognise when art is from different historical periods. 	

<p>Music</p>	<p>Appreciate live and recorded music – live and recorded Charlie and the Chocolate factory.</p> <ul style="list-style-type: none"> • I use musical words to describe a piece of music and compositions. • I use musical words to describe what I like and do not like about a piece of music. • I recognise the work of at least one famous composer. 	<p>Improve and compose music. Listen with attention to detail. Listen to sound linked with natural disasters and describe them.</p> <ul style="list-style-type: none"> • I combine different sounds to create a specific mood or feeling. • I use different elements in my composition. • I improve my work; explaining how it has been improved. 	<p>Recreate sound effects in film. Using tuned instruments with accuracy – learn ‘The Lion, the With and the Wardrobe’ theme tune on instruments.</p> <ul style="list-style-type: none"> • I play clear notes on instruments. • I create accompaniments for tunes. 	<p>Composition using percussion instruments. Making sounds from natural materials.</p> <ul style="list-style-type: none"> • I create repeated patterns with different instruments. • I improve my work; explaining how it has been improved. 	<p>Repetition and Contrast</p> <p>Simple structures used to organise musical sound</p>	<p>Non-musical stimulus-poetry</p> <p>Exploring how sounds can be combined and used expressively</p>
<p>PE/Games</p>	<p><u>Cricket</u> Learning to throw overarm and throw towards a cricket stump Hit the ball with a bat Learn the rules of some cricket games</p>	<p><u>Dance</u> Learning a routine to perform to other schools at a festival Copying dance moves and remembering the sequence</p>	<p><u>Gymnastics</u> Making our own gymnastics sequences in small groups and individually Exploring the apparatus and finding different ways of maneuvering around it</p>	<p><u>Basketball</u> Learning the correct techniques used to control a basketball Communicating with others in a team in different basketball games</p>	<p><u>Striking and fielding</u> Strike a ball with a bat Stop a ball and collect it Throwing towards a target</p>	<p><u>Athletics</u> Compete in teams and individually Throw a variety of objects and learn how each one is different to throw Take part in a relay remembering when to run and what to do</p>
<p>RE</p>	<p>Buddhism. Buddha means ‘one who is fully awake to the truth’ or Enlightened Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings</p> <p>Four Noble Truths: • Being greedy and wanting things can’t make you happy; • You can be content without having everything you want;</p>	<p>Christianity. Know the cycle of the Christian year, the meanings of the major festivals Festivals – at the appropriate times, find out how the Chris-tians celebrate some festivals such as Harvest, Christmas</p>	<p>Hinduism. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.</p> <p>If possible, have an opportunity to talk with Hindu believers.</p>	<p>Christianity. Know that the Bible is a ‘library’ of books. Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Know major aspects of teachings of Jesus; the “Two Great Commandments”, some parables and sayings, Kingdom of God</p>	<p>Islam. Know the main features of a mosque and understand the use of it.</p> <p>Link stories- Prophet & the woman who used to throw rubbish. Prophet and how he was given the title of the ‘truthful’. Consider and discuss how Prophet is a role model for Muslims. Discuss the birthdate of the Prophet- MiladunNabi. What do Muslims do in celebration?</p>	<p>Christianity. Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</p> <p>Have an opportunity to talk with believers from the different churches.</p>

	<ul style="list-style-type: none"> You have to learn this through practice; and Peace of mind comes when you are content with having just enough – not too much, not too little. 		<p>Explore the Hindu way of welcoming babies, e.g. Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. The child naming ceremony (Namakarana) and how names are chosen</p> <p>Head shaving is connected to the removal of impurities.</p>		<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text</p> <p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware</p> <p>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer – why and how people pray. Understand some of the actions that form a prayer. Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim? Make your own prayer mats.</p>	
SMSC/PSHE	<p>SUMO</p> <p>Myself and My Relationships.</p> <p>Beginning and Belonging (NB).</p> <ul style="list-style-type: none"> What does it feel like to be new or to start something new? What helps me to feel like I belong and am valued in school? How can I make other people feel welcome? 	<p>SUMO</p> <p>Citizenship.</p> <p>Working Together (GFG).</p> <ul style="list-style-type: none"> What am I good at and what are others good at? What new skills would I like or need to develop? How well can I listen to other people? How do I ask open questions? 	<p>SUMO</p> <p>Myself and My Relationships.</p> <p>Family and Friends (GOFO).</p> <ul style="list-style-type: none"> What does a good friend do? Do I know how to listen to and support my friends? How do I cope when relationships change? 	<p>SUMO</p> <p>Citizenship.</p> <p>Rights, Rules and Responsibilities (NB).</p> <ul style="list-style-type: none"> Why do we need rules at home and at school? What part can I play in making and changing rules? What do we mean by rights and responsibilities? 	<p>SUMO</p> <p>Healthier and Safer Lifestyles.</p> <p>Sex and Relationships education.</p> <ul style="list-style-type: none"> How are males and females different and what are the different parts called? What can my body do and how is it special? 	<p>SUMO</p> <p>Healthier and Safer Lifestyles.</p> <p>Healthy Lifestyles.</p> <ul style="list-style-type: none"> How can I have a healthy lifestyle? How do nutrition and physical activity work together? What does healthy eating and a balanced meal mean?

	<ul style="list-style-type: none"> • What will help us to feel safer and to learn well in our class and school? • What different rules do we sometimes need in different places? • How can I manage my feelings and calm them down if necessary? • Who can I talk to when I need help? 	<ul style="list-style-type: none"> • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? • How can I work well in a group? • What is useful evaluation? • How do I give constructive feedback and receive it from others? 	<ul style="list-style-type: none"> • What are some of the similarities and differences between me and my classmates? • Who is now in my network of special people, and how do we affect each other? 	<ul style="list-style-type: none"> • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? 	<ul style="list-style-type: none"> • Why is it important to keep clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> • How can I plan and prepare simple, healthy food safely? • How can I look after my teeth and why is it important? • Who is responsible for my lifestyle choices and how are they influenced?
	<p>Ongoing throughout the year:</p> <ul style="list-style-type: none"> • Why is it important to keep clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this? 					
MFL (Spanish)	Greetings. Numbers.	Colours. Christmas.	Clothes. Classroom objects.	Food.	Spanish day. Culture and lifestyle.	Sports.
Outdoor learning	Constructing Aztec buildings using various resources.	Weather stations; measuring rainfall and wind speed.	Creating own potions. Create own Quidditch game.	Cooking using the outdoor oven.	Build a shelter for The Lost Boys.	Looking at minibeasts and habitats. Bug hotels.