

| Subjects                                  | Autumn Term 1<br>Egyptians  | Autumn Term 2<br>Aladdin  | Spring Term 1<br>Rotten Romans   | Spring Term 2<br>Around the World   | Summer Term 1<br>Flushed Away  | Summer Term 2<br>Lego  |
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| <b>Immersion and Trips</b>                | Mummification activity<br>Food tasting  | Dress up day<br>Watch Aladdin Film  | Gladiator school<br>Camping (during the day)<br>Roman banquet  | Travel Agent exploration  | Flushed Away Film  | Watching Lego Movie<br><br>Legoland  |
| <b>Celebrations / Parental engagement</b> | Parents in to watch 'Walk like an Egyptian dance'   | Aladdin sing along afternoon<br>Sharing story afternoon   | Roman banquet with parents   | Food tasting – Food around the world  |  | Film Festival – showing their Lego films.  |
| <b>English</b>                            | Narrative<br>Short stories based in Egypt – Egyptian Cinderella and another text.<br><br>Instructions (mummification)   | Narrative<br><br>Play script  | Adventure stories based in Rome<br><br>Diary<br>Day in the life of a Roman Soldier<br><br>Non-fiction<br>Explanation   | Non fiction<br>Information text<br>North and South America<br><br>Short Stories from other cultures (SMSC link)   | Narrative – Flushed away<br><br>Poetry<br><br>Explanation Text   | Narrative – based on the Lego Movie<br><br>Diary entry "A visit to Legoland"<br><br>Comic Strip (linked to Computing animation)  |
| <b>Maths</b>                              | Children to focus and develop the following areas: <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and subtraction (Mental)</li> <li>Addition and Subtraction (Written)</li> <li>Multiplication (mentally)</li> <li>Multiplication and Division (Written)</li> <li>Measures – Time</li> </ul> | Children to focus and develop the following areas: <ul style="list-style-type: none"> <li>Fractions, Decimals and Percentages</li> <li>Geometry – Properties of Shape</li> <li>Statistics</li> <li>Measurement – Length and Mass</li> <li>Measurement – Volume and Capacity</li> <li>Four Operations linked to a context</li> </ul> | Children to focus and develop the following areas: <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction (Written)</li> <li>Multiplication and Division (Written)</li> <li>Fractions, Decimals and Percentages</li> <li>Geometry – Position and Direction</li> </ul> | Children to focus and develop the following areas: <ul style="list-style-type: none"> <li>Statistics</li> <li>Measurement – Money</li> <li>Measurement – Time</li> <li>Geometry – Properties of shapes</li> </ul> | Children to focus and develop the following areas: <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction (Written)</li> <li>Multiplication and Division (Written)</li> <li>Fractions, Decimals and Percentages</li> <li>Geometry – Position and Direction</li> </ul> | Children to focus and develop the following areas: <ul style="list-style-type: none"> <li>Measurement – Volume and Capacity</li> <li>Four Operations linked to Volume and Capacity</li> <li>Measurement – Length and Mass</li> <li>Four operations linked to Length and Mass</li> <li>Geometry – Properties of shapes</li> <li>Statistics</li> <li>Measurement - Time</li> </ul> |
| <b>Science</b>                            | Inspirational science to get the children excited about experiments.  | <b>Electricity</b> <ul style="list-style-type: none"> <li>Construct a series circuit and recognising its parts</li> <li>Recognising complete loops and how switches affect these</li> <li>Conductors and insulators.</li> </ul>   | <b>Humans and Animals</b> <ul style="list-style-type: none"> <li>Identify and describe the functions of the digestive system, including teeth</li> <li>Food chains including producers, predators and prey.</li> </ul>   | <b>Living Things</b> <ul style="list-style-type: none"> <li>Group and classify living things in the local area</li> <li>Recognise how a change in the environment can affect the living things.</li> </ul>        | <b>States of Matter</b> <ul style="list-style-type: none"> <li>Solids, liquids and gases</li> <li>How materials changes when it is heated or cooled</li> <li>Evaporation and condensation in the water cycle</li> </ul>  | <b>Sound</b> <ul style="list-style-type: none"> <li>How sounds are made and how they travel</li> <li>Find patterns in pitch and volume.</li> </ul>   |

| Computing        | Switched on Computing – Unit 4.1  | Switched on Computing – Unit 4.3  | Switch on Computing – Unit 4.4  | Switch on Computing – Unit 4.5  | Switch on Computing – Unit 4.6   | Switched on Computing – Unit 4.2 |
|------------------|---|---|---|---|--|----------------------------------|
| <b>History</b>   | Children to learn about the achievements of the earliest civilizations focusing on Ancient Egypt providing an overview of where and when. |   | Children to learn about the Roman Empire and its impact on Britain focusing on <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> <li>- The Roman Empire by AD 42 and the power of its army</li> <li>- The successful invasion by Caudius and conquest, including Hadrian's Wall</li> <li>- British resistance, for example, Boudica</li> <li>- 'Romanisation' of Britian: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul> |   |  |                                  |
| <b>Geography</b> |   | Children to develop their place knowledge by understanding the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and another country. |   | Children to develop their locational knowledge by focusing on: <ul style="list-style-type: none"> <li>- Locating the world's countries, using maps to focus on North and South America.</li> <li>- Identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> | Children to focus on two areas<br><b>Human and Physical Geography</b><br>Children to develop and understand key aspects of: <ul style="list-style-type: none"> <li>- Rivers</li> <li>- The water cycle</li> </ul> <b>Locational Knowledge</b><br>Children to name and locate cities of the United Kingdom. |                                  |

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|                          |   |   |  | Children to also develop their geographical skills and fieldwork y:<br>- Using the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. |   |   |
| <b>D&amp;T</b>           | Children to improve their mastery of art and design techniques by sculpting Canopic jars using clay. Children will be developing their control and their use of materials to experiment.                |   | Children to continue to develop their mastery of art and design techniques by using a range of materials to make mosaics and shields and swords.<br><br>Food technology – bread making and vegetable soup making   | Food Technology – balance savory meal  | Food Technology – making jelly and cookies (science link)   | Food Technology – FFL menu cards.   |
| <b>Art &amp; Design</b>  |   | Children to be taught about artists who draw animated characters and then to imitate the methods they use.  |  |  | Children to be taught about the great artist Monet and to improve their mastery of using water colours.                   |   |
| <b>Music</b>             | Children to be taught to:<br>- Develop an understanding of the history of music – research music in Ancient Egypt.<br>- Listen with attention to detail and recall sounds with increasing aural memory. | Children to be taught to:<br>- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression – children to learn the songs in the Disney film Aladdin to perform to their parents. | <b>Outside Music Tuition</b><br>Children to be taught to:<br>- Play and perform in solo and ensemble contexts by playing musical instruments with increasing accuracy, fluency, control and expression.<br>- Use and understand staff and other musical notations. |  | Children to be taught to:<br>- Develop an understanding of the history of music – focusing on music from around the world | Children to be taught to:<br>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – children to use these in their Lego movie remakes. |
| <b>PE/Games</b>          | Swimming<br>Indoor – Dance<br>Outdoor - Cricket   | Swimming<br>Indoor – Dance<br>Outdoor - Tennis  | Swimming<br>Indoor – Gymnastics<br>Outdoor - Basketball  | Swimming<br>Indoor – Gymnastics<br>Outdoor – Tag Rugby   | Swimming<br>Indoor – Athletics<br>Outdoor – Athletics/OAA   | Indoor – Athletics<br>Outdoor - Athletics   |
| <b>RE</b>                | Sikhism   | Christianity  | Judaism  | Christianity   | Humanism  |   |
| <b>SMSC / PSHE</b>       | Myself and My Relationships<br>10 – My emotions   | Myself and My Relationships<br>12 – Anti-bullying   | Citizenship 7 – Diversity and Communities  | Economic Wellbeing 2 – Financial Capability  | Healthy and Safer Lifestyles<br>15 – Drug Education   | Myself and My Relationships<br>13 – Managing Change   |
| <b>MFL</b><br>-          | Spanish - Colours and Numbers   | Spanish – Days of the weeks and the date  | Spanish – Numbers and birthdays  | Spanish – Ages and months  | Spanish - Animals   | Spanish – Family and Pets   |
| <b>Learning Outdoors</b> | Archeological Dig   |   |  | PGL  | Weather station and weather instruments   |   |

