

Subjects	Autumn Term 1 Chocolate	Autumn Term 2 Natural Disasters	Spring 1 Would you rather live in the Stone Age, Bronze Age or Iron Age?	Spring 2	Summer Term 1 Peter Pan	Summer Term 2 Spectacular Scientists!
<b>Immersion and Visits.</b>	Trip to Cadbury World  Watch film 'Charlie and the Chocolate Factory.'	Natural disaster in the classroom.	Trip to Flag Fen.	(Link to English unit)  Look at fantasy characters.  Children create their own.	Food tasting.  Dressing up in local traditional costume.  Watch film 'Peter Pan'.	Playing with Science.
<b>Celebrations and parental engagement</b>	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.
<b>English</b>	<b>Core Text: Charlie and the Chocolate Factory</b>  Fiction: <b>Setting Description</b>  Non-Fiction: <b>Poster (persuade)</b>	<b>Core Text: Escape from Pompeii</b>  Fiction: <b>Poetry (1 week)</b>  Non-Fiction: <b>Recount (inform)</b>  <b>Explanation (inform) – about natural disasters</b>	<b>Core Text: Stoneage Boy</b>  Fiction: <b>Story</b>  Non-Fiction: <b>Recount (inform) from a fictional view point</b>	<b>Core Text: The Lion, The Witch and the Wardrobe</b>  Fiction: <b>Character Description</b>  Non-Fiction: <b>Newspaper report (inform)</b>	<b>Core Text: Peter Pan</b>  Fiction: <b>Story</b>  Non-Fiction: <b>Advertising (persuade) linked to a part of the UK.</b>	<b>Core Text: Great Woman who changed the World</b>  Fiction: <b>Poetry (1 week)</b>  Non-Fiction: <b>Biography (inform)</b>  <b>Instructions</b>

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

						<ul style="list-style-type: none"> <li>• I use findings to report in different ways, including oral and written explanations, presentation.</li> <li>• I draw conclusions and suggest improvements.</li> <li>• I make a prediction with a reason.</li> <li>• I identify differences, similarities and changes related to an enquiry.</li> </ul>
<b>Computing</b>	<u>Computing systems and networks</u>  <u>Connecting computers</u>  Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	<u>Creating media</u>  <u>Stop-frame animation</u>  Capturing and editing digital still images to produce a stop-frame animation that tells a story.	<u>Programming A</u>  <u>Sequencing sounds</u>  Creating sequences in a block-based programming language to make music.	<u>Data and information</u>  <u>Branching databases</u>  Building and using branching databases to group objects using yes/no questions.	<u>Creating media</u>  <u>Desktop publishing</u>  Creating documents by modifying text, images, and page layouts for a specified purpose.	<u>Programming B</u>  <u>Events and actions in programs</u>  Writing algorithms and programs that use a range of events to trigger sequences of actions.
<b>History</b>	<u>How has transport changed?</u> <ul style="list-style-type: none"> <li>• Local links to Peterborough – how this has developed as a city due to its travel capacities.</li> <li>• Nene Valley Railway.</li> <li>• Industry development in Peterborough.</li> <li>• Changes in cars and airplanes over time. Link back to the first flight in 1903.</li> </ul>		<u>Would you rather live in the Stone Age, Bronze Age or Iron Age?</u>  Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  Bronze Age religion, technology and travel.  Iron Age hill forts: tribal kingdoms, farming, art and culture. <ul style="list-style-type: none"> <li>• I explain how stone age people hunted for their food and what they ate.</li> <li>• I understand some of the differences between the stone, bronze and iron ages.</li> <li>• I know what people learnt from stone aged paintings.</li> <li>• I describe what a typical day would have been like for a stone age man, woman or child.</li> </ul>			

<p><b>Geography</b></p>		<p><b><u>What's the significance of volcanoes?</u></b></p> <ul style="list-style-type: none"> <li>• As a Geographer, I can describe what is underneath my feet.</li> <li>• As a Geographer, I can explain what a volcano is and how it is formed.</li> <li>• As a Geographer, I can locate some of the most famous volcanoes in the world.</li> <li>• As a Geographer, I can explain how volcanoes effect people's lives.</li> <li>• As a Geographer, I understand the key aspects of physical geography in the context of earthquakes.</li> </ul>		<p><b><u>Where do I live?</u></b></p> <ul style="list-style-type: none"> <li>• I can find at least six cities in the UK on a map.</li> <li>• I can name and locate some main islands that surround the UK.</li> <li>• I can explain the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>• I use the eight points of a compass to build knowledge of the United Kingdom.</li> </ul>	<p><b><u>What makes up Lincolnshire?</u></b></p> <ul style="list-style-type: none"> <li>• Similarities and differences of physical and human geography of Lincolnshire. (Linked to Sir Isaac Newton.)</li> </ul>	
<p><b>D&amp;T</b></p>	<p><b>(food)</b></p> <p><b><u>Chocolate dish (chn choose what eg rocky roads, truffle )</u></b></p> <ul style="list-style-type: none"> <li>• I design a product and make sure that it looks attractive.</li> <li>• I describe how food ingredients come together.</li> <li>• I select the most appropriate tools and techniques for a given task.</li> </ul> <p><b>User - ?</b>  <b>Product</b> – something from chocolate  <b>Purpose</b> - ?</p>			<p><b>(workshop mechanisms)</b></p> <p><b>Light – What will help me to see when it is dark?</b>  (torch, nightlight, lamp)  Linked to science – light</p> <ul style="list-style-type: none"> <li>• I make a product which uses both electrical and mechanical components</li> <li>• I follow a step-by-step plan, choosing the right equipment.</li> <li>• I select the most appropriate tools and techniques for a given task.</li> </ul>	<p><b>Other experiences:</b>  <a href="#">food from round the world</a></p>	<p><b>(Textiles).</b></p> <p><b>Design and make protective equipment for a scientist to wear</b></p> <ul style="list-style-type: none"> <li>• I prove that my design meets some set criteria.</li> <li>• I design a product and make sure that it looks attractive.</li> <li>• I choose a material for both its suitability and its appearance.</li> <li>• I work accurately to measure, make cuts and make holes.</li> <li>• I make a product which uses both electrical and mechanical components</li> </ul>

				<p><b>User</b> – child to see in dark  <b>Product</b> – choose something to see  <b>Purpose</b> – to see in the dark</p>		<p><b>User</b> – scientist (children conduct an experiment wearing item)  <b>Product</b> – protective equipment  <b>Purpose</b> – protection for a scientist</p>
Art & Design		<p><b>Painting and sewing</b></p> <ul style="list-style-type: none"> <li>I have explored how artists combine media and use them in unusual ways to make art.</li> <li>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</li> <li>I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</li> <li>I can take photographs of my work, thinking about lighting and focus.</li> </ul>	<p><b>Drawing a landscape using pencils. Artist – John Constable</b></p> <p>Improve mastery with pencils – sketch a landscape.</p> <ul style="list-style-type: none"> <li>I use sketches to produce a final piece of art.</li> <li>I use different grades of pencil to shade and to show different tones and textures.</li> </ul>		<p><b>Exploration of European artists in history and present day.</b></p> <p><b>Durer – first watercolour artist, Klee – abstract, Cecily Brown – modern day.</b></p> <p><b>Landscape painting.</b></p> <ul style="list-style-type: none"> <li>I create a background using a wash.</li> <li>I use a range of brushes to create different effects in painting.</li> <li>I identify the techniques used by different artists.</li> <li>I compare the work of different artists.</li> <li>I recognise when art is from different cultures.</li> <li>I recognise when art is from different historical periods.</li> </ul>	
Music	<p>Appreciate live and recorded music – live and recorded ‘Charlie and the Chocolate Factory’.</p> <ul style="list-style-type: none"> <li>I use musical words to describe a piece of music and compositions.</li> </ul>	<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"> <li>I combine different sounds to create a specific mood or feeling.</li> </ul>	<p>Composition using percussion instruments. Making sounds from natural materials.</p> <ul style="list-style-type: none"> <li>I create repeated patterns with different instruments.</li> </ul>	<p>. Recreate sound effects in film. Using tuned instruments with accuracy – learn ‘The Lion, the Witch and the Wardrobe’ theme tune on instruments.</p> <ul style="list-style-type: none"> <li>I play clear notes on instruments.</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>I use musical words to describe what I like and do not like about a piece of music.</li> <li>I recognise the work of at least one famous composer.</li> </ul>	<ul style="list-style-type: none"> <li>I use different elements in my composition.</li> <li>I improve my work; explaining how it has been improved.</li> </ul>	I improve my work; explaining how it has been improved.	<ul style="list-style-type: none"> <li>I create accompaniments for tunes.</li> </ul>		
<b>PE/Games</b>	<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	<u>Dance</u> Learning a routine to perform to other schools at a festival Copying dance moves and remembering the sequence	<u>Gymnastics</u> Making our own gymnastics sequences in small groups and individually Exploring the apparatus and finding different ways of maneuvering around it	<u>Basketball</u> Learning the correct techniques used to control a basketball Communicating with others in a team in different basketball games	<u>Striking and fielding</u> Strike a ball with a bat Stop a ball and collect it Throwing towards a target	<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
<b>RE</b>	Buddhism. <b>What does it mean to be a Buddhist?</b>  Meaning of the word Buddha Know that Buddha means 'one who is fully awake to the truth' or Enlightened and through his own efforts, the Buddha overcame greed, hatred and ignorance.  Art work Explore works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened Know the Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the	Christianity. <b>How do Christians celebrate festivals throughout the year?</b>  Know the cycle of the Christian year, the meanings of the major festivals Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Christmas	Hinduism. <b>How do Hindus worship and what ceremonies do they perform?</b>  Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. Understand that it is not compulsory to worship at a mandir. Find out what worshipers do when they enter the mandir. 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.	Christianity. <b>What will I find in the Bible?</b>  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	Islam. <b>What is it like to be a Muslim?</b>  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 Muhammed - Milad un Nabi. What do Muslims do in celebration?  Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship  Understand the significance of Makkah. I	Christianity. <b>Are all churches the same?</b>  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).  Have an opportunity to talk with believers from the different churches.

	<p>Buddha became enlightened</p> <p>Buddhist Community (sangha) - made up of lay people and ordained</p> <p>Features of Buddhist Centres including temples, shrines, artefacts and offerings</p>		<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>If possible, have an opportunity to talk with Hindu believers.</p>		<p>can discuss the life of Prophet Muhammad. I know the major teachings of Prophet Muhammad.</p>	
<b>SMSC/PSHE</b>	<p>SUMO</p> <p>Myself and My Relationships.</p> <p>Beginning and Belonging (NB).</p> <ul style="list-style-type: none"> <li>• What does it feel like to be new or to start something new?</li> <li>• What helps me to feel like I belong and am valued in school?</li> <li>• How can I make other people feel welcome?</li> <li>• What will help us to feel safer and to learn well in our class and school?</li> <li>• What different rules do we sometimes need in different places?</li> <li>• How can I manage my feelings and calm them down if necessary?</li> </ul>	<p>SUMO</p> <p>Citizenship.</p> <p>Working Together (GFG).</p> <ul style="list-style-type: none"> <li>• What am I good at and what are others good at?</li> <li>• What new skills would I like or need to develop?</li> <li>• How well can I listen to other people?</li> <li>• How do I ask open questions?</li> <li>• How can I share my views and opinions effectively?</li> <li>• How can different people contribute to a group task?</li> <li>• How can I persevere and overcome obstacles to my learning?</li> <li>• How can I work well in a group?</li> <li>• What is useful evaluation?</li> </ul>	<p>SUMO</p> <p>Myself and My Relationships.</p> <p>Family and Friends (GOFO).</p> <ul style="list-style-type: none"> <li>• What does a good friend do?</li> <li>• Do I know how to listen to and support my friends?</li> <li>• How do I cope when relationships change?</li> <li>• What are some of the similarities and differences between me and my classmates?</li> <li>• Who is now in my network of special people, and how do we affect each other?</li> </ul>	<p>SUMO</p> <p>Citizenship.</p> <p>Rights, Rules and Responsibilities (NB).</p> <ul style="list-style-type: none"> <li>• Why do we need rules at home and at school?</li> <li>• What part can I play in making and changing rules?</li> <li>• What do we mean by rights and responsibilities?</li> <li>• What are my responsibilities at home and at school?</li> <li>• How do we make democratic decisions in school?</li> <li>• What is a representative and how do we elect them?</li> </ul>	<p>SUMO</p> <p>Healthier and Safer Lifestyles.</p> <p>Sex and Relationships education.</p> <ul style="list-style-type: none"> <li>• How are males and females different and what are the different parts called?</li> <li>• What can my body do and how is it special?</li> <li>• Why is it important to keep clean?</li> <li>• What can I do for myself to stay clean and how will this change in the future?</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>	<p>SUMO</p> <p>Healthier and Safer Lifestyles.</p> <p>Healthy Lifestyles.</p> <ul style="list-style-type: none"> <li>• How can I have a healthy lifestyle?</li> <li>• How do nutrition and physical activity work together?</li> <li>• What does healthy eating and a balanced meal mean?</li> <li>• How can I plan and prepare simple, healthy food safely?</li> <li>• How can I look after my teeth and why is it important?</li> <li>• Who is responsible for my lifestyle choices and how are they influenced?</li> </ul>

	<ul style="list-style-type: none"> <li>• Who can I talk to when I need help?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I give constructive feedback and receive it from others?</li> </ul>				
	<p>Ongoing throughout the year:</p> <ul style="list-style-type: none"> <li>• Why is it important to keep clean?</li> <li>• What can I do for myself to stay clean and how will this change in the future?</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>					
<b>MFL (Spanish)</b>	Greetings. Numbers.	Colours. Christmas.	Clothes. Classroom objects.	Food.	Spanish day. Culture and lifestyle.	Sports.
<b>Outdoor learning</b>	Constructing Aztec buildings using various resources.	Weather stations; measuring rainfall and wind speed.	Cooking using the outdoor oven.	Cooking using the outdoor oven.	Build a shelter for The Lost Boys.	Looking at minibeasts and habitats. Bug hotels.