

Subjects	Autumn Term 1 Space Invaders	Autumn Term 2 When the Mountains Roared.	Spring Term 1 Why did Romans want to add Britain to their empire?	Spring Term 2 Who got what in the struggle for the Kingdom of England?	Summer Term 1	Summer Term 2 Do all lives matter?
<b>Immersion and Trips</b>	-Space Centre -Inflatable Planetarium	-Lion King Musical	Meet Boudicca workshop or Roman Day with Peterborough Museum	Romans VS Saxons/Scots re-enactment.	Possible trip to Jorvik Viking Centre  Viking experience day.	
<b>Celebrations / Parental engagement</b>	Parents Evening	Sharing English work. Breakfast with parents.	Design a Roman catapult afternoon.	Art show of designs.	Parents come to view / decorate bird boxes with the children.	Celebration assembly – what have I enjoyed the most? Create presentation.
<b>English</b>	<b>Core Text: War of the Worlds</b>  Fiction: <b>Setting Description</b> ( <i>show not tell</i> )  Non-Fiction: <b>Newspaper Report (inform)</b>	<b>Core Text: When the Mountains Roared</b>  Fiction: <b>Poetry (1 week)</b>  <b>Adventure Story</b>  Non-Fiction: <b>Persuasive Campaign (persuade)</b> <i>animal focus</i>	<b>Core Text: Roman Myths</b>  Fiction: <b>Myths</b>  Non-Fiction: <b>Recount</b>	<b>Core Text: Beowulf</b>  Fiction: <b>Story</b> (conflict/resolution)  Non-Fiction: <b>Newspaper Report</b>	<b>Core Text: How to Train a Dragon</b>  Fiction: <b>Dialogue through narrative</b>  Non-Fiction: <b>Instructions (inform)</b>	<b>Core Text: Freedom</b>  Fiction: <b>Poetry (101 Poems for Children)</b>  Non-Fiction: <b>Balanced Argument (Discuss)</b>  <b>Recount (Inform)</b>
<b>Maths</b>	<b>Number and place value</b> <b>Addition and Subtraction</b> <b>Multiplying and dividing by 10, 100 and 1000</b>	<b>Multiplication and Division</b> <b>Fractions, Decimals and Percentages</b>  <b>Measurement (length and mass)</b>  <b>Measurement (volume and capacity)</b>  <b>Four operations (context volume, capacity, length and mass)</b>	<b>Number and place value</b> <b>Addition and Subtraction</b> <b>Multiplication and Division</b>  <b>Fractions, Decimals and Percentages</b>  <b>Measurement – Time</b>	<b>Measurement – Money</b>  <b>Four operations (context money)</b>  <b>Measurement – Time</b>  <b>Geometry - position and direction</b>  <b>Geometry – Properties of shape</b>	<b>Number and Place value</b>  <b>Addition and Subtraction</b>  <b>Multiplication and Division</b> <b>Fractions, Decimals, Percentages</b>  <b>Statistics</b>	<b>Statistics</b>  <b>Geometry - position and direction</b>  <b>Geometry – Properties of shape</b>  <b>Measurement – Volume and Capacity</b>  <b>Measurement – Length and Mass</b>  <b>Measurement – Money</b>  <b>Four operations (context – measurement)</b>
<b>Science</b>	<b><u>What is the solar system?</u></b> Describe the movement of the Earth and other planets relative to the Sun in the solar system Describe the Moon relative to the Earth.	<b><u>What would happen if things didn't die?</u></b>  Describe the differences in the life cycles in an amphibian, mammal, insect and bird.		<b><u>How and why do materials change state?</u></b>  Compare and group together everyday materials based on their properties	<b><u>What is a force?</u></b>  Explain that unsupported objects fall to earth because of the force of gravity acting between the earth and the falling object.	

	Describe the Sun, Earth and Moon as approximately spherical bodies.  <b><u>Why does it get dark?</u></b> Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age		Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible. Give reasons based on evidence from comparative and fair tests of everyday materials.	Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	
<b>Computing</b>	E-Safety: Understand that you have to make choices when using technology and that not everything is true and/or safe.  Identify ways to report concerns about content. Use technology safely, respectfully and responsibly Recognise acceptable and unacceptable behavior.	Creating media – vector drawing.	I can edit a film (iMovie)  (Creating media, video editing.)	Data and information – flat file database. J2data.	Programming A – selection in physical computing.	Programming B – selection in quizzes.
<b>History</b>			<b><u>Why did the Romans want to add Britain to their Empire?</u></b>  Impact of Roman invasion in Britain. Appeal of Britain. Link to wider Roman empire – what they had and were lacking.  Comparing concurrent civilisations or historical periods.	<b><u>Who got what in the struggle for the Kingdom of England?</u></b>  Spring 2 – Anglo-Saxons and Scots  Summer 1 – Viking struggle for the Kingdom of England up to the time of Edward the Confessor.  Analysing the legacy of a historical period. Comparing concurrent civilisations or historical periods.	<b><u>Do all lives matter?</u></b>  Investigate segregation across the globe and across different time periods.  I can begin to identify factors contributing to change or continuity. I use this to explain how changes were viewed in the past. I can make inferences through interpreting and comparing information from more than one source. I can devise questions related to historical concepts.	
<b>Geography</b>	<b><u>How can I find and record information about my local area?</u></b>  <ul style="list-style-type: none"> <li>I can use field work to observe present and</li> </ul>	<b><u>How can you compare mountain ranges?</u></b>  <ul style="list-style-type: none"> <li>Understand similarities and differences through the study of human and</li> </ul>	<b><u>What is the significance of rivers?</u></b>  Recognise the importance of ports and the role they play in distributing goods around the world.  I can name and locate many of the world's most famous rivers.			

	record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.	<p>physical geography of a region in a European country.</p> <ul style="list-style-type: none"> <li>Name and locate the world's most famous mountainous regions.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>I can explain why most cities are situated by rivers.</p> <p>I can explain the course of a river.</p> <p>I can describe and understand the distribution of natural resources including energy, food, minerals and water.</p> <p>I know the countries that make up the European union.</p> <p>(Across the term, linked to key ideas within History.)</p>			
<b>D&amp;T</b>		<p><b>Workshop – Mechanisms (pulleys/gears)</b> 'How will your beast open its mouth?'</p> <ul style="list-style-type: none"> <li>I can come up with a range of ideas after collecting information from a range of sources.</li> <li>I explain how a product will appeal to a specific audience</li> <li>I evaluate appearance and function against original criteria</li> <li>I use a range of tools and equipment competently</li> </ul> <p><b>User</b> – Year 1 children <b>Product</b> – a toy animal <b>Purpose</b> – to create a moving toy to show year 1 children for their toy topic</p>	<p><b>Food – focaccia</b></p> <ul style="list-style-type: none"> <li>I produce a detailed, step-by-step plan</li> <li>I explain how a product will appeal to a specific audience</li> <li>I use a range of tools and equipment competently</li> <li>I show that I can be both hygienic and safe in the kitchen</li> </ul> <p><b>User</b> – children/families <b>Product</b> – focaccia <b>Purpose</b> – to create food from roman times for a roman banquet with parents</p> <p><b>Other experiences:</b> <a href="#">Roman catapult</a></p>		<p><b>Workshop – Structures</b></p> <p>Bird boxes/bird tables/bug hotels</p> <ul style="list-style-type: none"> <li>I suggest alternative plans; outlining the positive features and draw backs</li> <li>I evaluate appearance and function against original criteria</li> <li>I use a range of tools and equipment competently</li> <li>I make a prototype before making a final version</li> </ul> <p><b>User</b>-eco club/birds/bugs <b>Product</b> – choice <b>Purpose</b> – to help support the school's biodiversity</p>	
<b>Art &amp; Design</b>	<p><b>Painting and print, abstract Jackson Pollock</b> Drip painting, splashing, dragging paint across – background</p> <p>I create an accurate print design following criteria I research the work of an artist and use their work to replicate a style</p>			<p><b>Fashion, painting, collage – fashion design.</b> Artist inspiration: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla.</p> <p>I can explore the work of contemporary fashion designers. I can see how their interests influence their work. I can share my response to art – expressing what I do and do not like. I can create visual notes to capture the ideas I like from designers. I can test colour, lines, shapes and pattern in response to a given brief.</p>		<p><b>Drawing – sketches of black people class collage – mood feeling emotion of Black history</b> I successfully use shading to create mood and feeling I organize line, tone, shape and colour to represent figures and forms in movement I use shading to create mood and feeling I express emotion in my art I use images which I have created, scanned and found; altering them where necessary to create art</p>

				I can share my designs with my classmates and articulate my journey. I can listen to feedback from others about my work. I can appreciate the work of others and share my response to their work.		
<b>Music</b>	<p><b>Singing:</b> Understand <b>warm up</b> importance, demonstrate application of <b>posture, breath, diction</b>. Develop awareness of <b>vocal health</b>. Develop singing confidence through varied styles- both independently and within a group Sing in a 3 parts round Show awareness of <b>phrasing, melody, dynamics</b> and <b>structure</b>. Rehearse and refine a performance with stagecraft.</p>					
	<p><b>Playing:</b> Play Chords- C, F, Am (G) Play as part of a group and as a solo performer- Follow a leader. Perform a piece of music using notation. Play with a sense of <b>pulse,rhythm.(Duration)</b> and <b>Tempo</b>.-Copy back - by ear. Sustain <b>melodic ostinato accompaniment</b> . Perform with an understanding of expression and context Rehearse and refine a performance with stagecraft.</p>					
	<p><b>Exploring:</b> <b>Improvisation</b> <b>Timbre</b> and sound used to affect composition. Conventional and graphic <b>notation</b> for composing. <b>Chords and clusters</b>. <b>Texture</b> layering tuned and untuned <b>ostinatos</b>. <b>Pitch</b> through <b>scale</b>. <b>Texture</b> and layering ICT Movement <b>Collaboration</b>.</p>					
	<p><b>Composing:</b> Create a 3 <b>chord ostinato</b>. With a given intention write <b>lyrics</b> to match <b>chord sequence</b> Use conventional, <b>chord notation</b> to record compositions. Compose using a recognised <b>structure</b>. <b>Arrange</b> a song using voices and instruments. Refine after discussion</p>					
	<p><b>Reflecting:</b> Listen and recognise music from varied genres- key elements and features Compare Recognise <b>chords</b> with Discuss relationship between <b>lyrics</b> and <b>melody</b>. Recognise key features of <b>structure</b> Identify features of expression. Develop an <b>aural recognition</b> of instruments. Develop an understanding and recognise <b>musical history</b> and context</p>					
<p><b>Reflecting and appraising:</b> Participate in appropriate peer feedback Recognise layers of sound and effect Talk about differences in musical styles - reflect and articulate differences and similarities. Talk about the music heard using appropriate advanced musical language and <b>interrelated dimensions</b></p>						
<b>PE/Games</b> <b>To be covered throughout the year using the units outlined above.</b>	<b>Games</b> I gain possession by working a team. I pass in different ways. I choose a tactic for defending and attacking.	<b>Netball</b> I gain possession by working a team. I pass in different ways. I choose a tactic for defending and attacking.	<b>Outdoor and adventurous</b> I follow a map into an unknown location. I use clues and a compass to navigate a route. I change my route to overcome	<b>Striking and Fielding</b> I can throw and catch accurately. I can field. I can strike a ball.	<b>Athletics</b> I controlled when taking off and landing. I throw with accuracy. I combine running and jumping.	

	I use a number of techniques to pass, dribble and shoot.	I use a number of techniques to pass, dribble and shoot.	a problem. I use new information to change my route.	I can follow the rules of a game.		
<b>RE</b>	<p><b>The Story of Creation (Bible creation stories) alongside Scientific Theories</b></p> <p>Explore new testament teachings on living Christian life. Read some of Jesus's miracle stories and find out what a miracle is.</p>	<p><b>Islam</b></p> <p>Know the main features of a mosque and understand the use of it. Understand the significance of Makkah. I can discuss the life of Prophet Muhammad. I know the major teachings of Prophet Muhammad.</p> <p>I know the Qur'an is the Islamic holy book.</p> <p>Know the five pillars of Islam and their meanings.</p> <p>Explore the Muslim calendar and understand how it is different.</p> <p>Know that there is diversity in Islam by visiting/researching/virtual visiting at least two different mosques and explore different practice and beliefs behind them.</p> <p>Know how to find a reference in the Qu'ran</p> <p>Listen to a Qu'ran verse and chapter in Arabic. Find its meaning.</p> <p>Understand why Muslims show respect for the Qu'ran and its significance as a guide today in their lives.</p>	<p><b>Hinduism</b></p> <p><b>Places of worship</b></p> <p>Understand that it is not compulsory to worship at a mandir.</p> <p>Find out what worshipers do when they enter the mandir</p> <p>Discover how a mandir acts as a community centre</p> <p><b>Deities and Scriptures</b></p> <p>Understand most Hindus believe in supreme spirit and Braham</p> <p>Different deities reflect different aspects of god.</p> <p>Ultimately Hindus worship 'The One' but do this through through different representations of god.</p> <p><b>Dharma – Law of Karma</b></p> <p>Explore the idea of Karma and how this influences Hindu life.</p> <p>Understand how this relates to reincarnation</p> <p>Understand that it is possible for the soul to break free from the cycle of reincarnation and return to a state of bliss.</p> <p><b>Life as a Hindu</b></p> <p>Discover how a mandir also acts as a community centre</p> <p>Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion.</p>	<p><b>Christianity</b></p> <p><b>Christian life</b></p> <p>Explore baptism and confirmation</p> <p>Explore how Jesus' teachings help Christians make moral decisions and lifestyle choices.</p> <p>Ministry of Chaplains in hospitals and prisons</p> <p>Beliefs about death and life after death</p> <p><b>Easter</b></p> <p>Explore stories told during Easter</p> <p>Understand how these relate to Christian beliefs about God, Jesus Christ and the Holy Spirit.</p>	<p><b>Buddhism</b></p> <p><b>Meaning of the word Buddha</b></p> <p>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.</p> <p><b>Art work</b></p> <p>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</p> <p><b>Stories about and by the Buddha</b></p> <p>Understand stories told about and by the Buddha, Jataka Tales and how Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy</p> <p><b>Symbols</b></p> <p>Explore Symbols – lotus flower, prayer wheel</p> <p><b>Buddhist way of life</b></p> <p>Know that Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives</p> <p>Understand that Buddhists aspire to fearlessness, contentment, kindness, meditation</p> <p>Understand Samsara - continual cycle of birth and death</p> <p>Explore the Key festivals: • Wesak - Buddha's birthday • Dharma Day</p> <p>Know the Sacred place of pilgrimage Bodhi tree at Bodhi Gaya where the Buddha became enlightened</p>	<p><b>Christianity</b></p> <p><b>Important people in Christian church</b></p> <p>Find out about the different ministries in church</p> <p><b>Lord's Prayer</b></p> <p>Explore the origin and meaning in the lord's prayer and how it is used in worship today</p> <p>Make connections between different belief and practices of all religions.</p> <p>Compare stories, beliefs and practices from different religions including differences and similarities.</p>
<b>SMSC / PSHE</b>	<b>Myself and my relationships:</b> Beginning and belonging	<b>Myself and my relationships:</b> My emotions	<b>Citizenship:</b> Working together	<b>Citizenship:</b> Diversity and communities	<b>Healthy and Safer Lifestyles:</b> Relationships and sex education	<p><b>Healthy and Safer Lifestyles:</b> Managing Safety and Risk</p> <p><b>E-Safety:</b> Me and My Online Identity.</p>

<b>MFL</b>	<ul style="list-style-type: none"> <li>Recite a short text with accurate pronunciation</li> <li>Say what buildings can be found on the high street</li> <li>Recognise similarities and differences in the high street, at home and in Spain</li> <li>Identify the position of adjectives in a sentence</li> <li>Understand the function of words in a sentence</li> <li>Memorise and present two or three sentences describing the high street</li> <li>Know how Christmas and New Year are celebrated in Spain</li> <li>Learn and join in singing Christmas songs in Spanish</li> </ul> <b>(5AP AT 1: 5CS AT2)</b>		<ul style="list-style-type: none"> <li>Understand key information from a short exchange</li> <li>Be able to ask for a place in Spanish</li> <li>Be able to give basic directions in Spanish</li> <li>Take part in a simple conversation</li> <li>Know how to add expression and authenticity to a short dialogue</li> <li>Appreciate how activity on the high street changes at different times, and be able to express this in Spanish</li> <li>Substitute adjectives and quantifiers into a sentence</li> <li>Collect and record evidence and express it in simple terms in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Express likes/dislikes of different sporting activities in Spanish</li> <li>Know how to say numbers 1 – 50 in Spanish</li> <li>Join in a playground game, reciting Spanish with accurate pronunciation</li> <li>Be able to discuss in simple Spanish which activities are more energetic and make comparative statements</li> </ul>	<ul style="list-style-type: none"> <li>Be able to say ten food items in Spanish with accurate pronunciation</li> <li>Demonstrate understanding of others expressing likes/dislikes</li> <li>Locate words in a bilingual dictionary</li> <li>Take part in a conversation expressing likes/dislikes of different foods, using stalling strategies as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Extend basic sentence by introducing connectives: y, pero, también</li> <li>Understand the importance of healthy eating and design a balanced meal, with food items labelled in Spanish</li> <li>Identify similarities and differences in eating habits and customs between the UK and Spain</li> <li>Know what is eaten at breakfast time in Spain</li> <li>Be able to say the name of six breakfast food/drink items in Spanish</li> <li>Take part in a breakfast role-play situation, offering/asking for/accepting/refusing items in Spanish</li> </ul>
<b>Outdoor Learning</b>	Alien landing on the school field, go outside and investigate what has happened and report on it, taking photographs of the crash site.	Test out DT products on the playground. All children try each others.	Outdoor cinema to watch animations created.  Testing catapults on the playground.	Reading in the outdoor classroom.	Orienteering using maps and finding somewhere to settle as the Vikings did. Building a shelter to stay under to experience Life as a Viking.	Sports day.