

Subjects	Autumn Term 1 Awesome Egyptians	Autumn Term 2 Wet and Wild!	Spring term 1 Rotten Romans	Spring Term 2 Smashing Saxons (and Scots)	Summer Term 1 The World of David Walliams	Summer Term 2 Legendary Lego
Immersion and Trips	Mummification activity	Flushed Away Film Playing with water – focus on the senses.	Meet Boudicca workshop or Roman Day with Peterborough Museum.	Searching for Saxons and Saxon Treasure workshops at Peterborough Cathedral.	Book Day – acting, reading, illustrating.	Lego Party! Watching Lego Movie
Celebrations / Parental engagement	Parents to view canopic jars and listen to instructions on how to mummify a body.	Poetry conference – parents to come in and listen to children perform their water poems.	Roman banquet with parents.	Romans VS Saxons/Scots re-enactment.	Chn to come dressed as their favourite character from a DW book.	Film Festival – showing their comic strips and computer animations
English	Narrative Short stories based in Egypt – The Time Travelling Cat and the Egyptian Goddess Instructions – on Mummification process.	Descriptive writing – Flushed away Poetry – shape poems with a water theme. Explanation Text – water cycle	Non-fiction – information text on Romans. Narrative – based on The time Travelling Cat and the Roman Eagle.	Non-chronological report – Saxon soldiers (comparisons to Romans). Recount – day in the life of a Saxon/ Scot.	Biography – David Walliams Letter – write to DW – what they like and ask questions. Narrative – based around the works of DW	Newspaper report – opening of a new Lego shop. Advert – persuading people to buy Lego (hook that Lego is due to close down). Descriptive writing – use of Lego film.
Maths	Children to focus and develop the following areas: Number and Place Value Addition and subtraction (Mental) Addition and Subtraction (Written) Multiplication (mentally) Multiplication and Division (Written) Measures – Time	Children to focus and develop the following areas: Number and Place Value Addition and Subtraction (Written) Multiplication and Division (Written) Fractions, Decimals and Percentages Geometry – Position and Direction	Children to focus and develop the following areas: Number and Place Value Addition and Subtraction (Written) Multiplication and Division (Written) Fractions, Decimals and Percentages Geometry – Position and Direction	Children to focus and develop the following areas: Fractions, Decimals and Percentages Geometry – Properties of Shape Statistics Measurement – Length and Mass Measurement – Volume and Capacity Four Operations linked to a context	Children to focus and develop the following areas: Statistics Measurement – Money Measurement – Time Geometry – Properties of shapes	Children to focus and develop the following areas: Measurement – Volume and Capacity Four Operations linked to Volume and Capacity Measurement – Length and Mass Four operations linked to Length and Mass Geometry – Properties of shapes Statistics Measurement -Time
Science	Humans and Animals <ul style="list-style-type: none"> To describe the simple functions of the basic parts of the digestive system in humans I can identify the different types of teeth in humans and their simple functions 	States of Matter <ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or 	Living Things <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things 		Sound <ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear 	Electricity <ul style="list-style-type: none"> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including

	<ul style="list-style-type: none"> To construct and interpret a variety of food chains, identifying produced, predators and prey. 	<p>cooled, and measure or research the temperature at which this happens in degrees Celsius (oC)</p> <ul style="list-style-type: none"> To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>in the their local and wider environment</p> <ul style="list-style-type: none"> To recognise that environments can change and that this can sometimes pose dangers to living things 		<ul style="list-style-type: none"> To find patterns between the pitch of a sound and the strength of the vibrations that produced it, To recognise that sounds get fainter as the distance from the sound source increases 	<p>cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> To 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. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.
Computing	<p>Switched on Computing – Unit 4.1 – In this unit they will focus on:</p> <ul style="list-style-type: none"> Exploring educational games Analysing educational games Planning and designing an educational game 	<p>Switch on Computing – Unit 4.6</p> <p>In this unit they will focus on:</p> <ul style="list-style-type: none"> Finding out about ways of measuring weather Recording weather at school Looking at weather data Starting to predict the weather Preparing your own weather forecast Presenting a TV-Style weather forecast 	-	<p>Switched on Computing – Unit 4.3</p> <p>In this unit they will focus on:</p> <ul style="list-style-type: none"> Discussing the types of music they could create Creating music with Isle of Tune Record sound samples Use samples to create a piece of music Editing their work Share their music with an audience 	<p>Switch on Computing – Unit 4.5</p> <p>In this unit they will focus on:</p> <ul style="list-style-type: none"> Planning the content for a wiki Using Wikipedia to find information Editing wiki pages Discussing what went well and what you could improve next time 	<p>Switched on Computing – Unit 4.2</p> <p>In this unit they will focus on:</p> <ul style="list-style-type: none"> Finding out about inputs and outputs Planning a toy Designing a toy in Scratch Programming their toy simulation Testing and improving their toy simulation <p>Presenting their toy idea</p>
History	<p><u>Ancient Egypt</u> I can research what life was like for children in a given period of history. I can explain how historic items and artefacts build a picture of life in the past.</p> <p><u>Exploring:</u> How the pyramids were built? Who the pharaohs were and why they were important. The process and significance of Mummification.</p>		<p><u>Roman Empire in Britain:</u></p> <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army The successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudicca. 	<p><u>Britain’s settlement by Anglo-Saxons and Scots:</u></p> <p>I can explain where the Anglo-Saxons came from. I know at least two famous Anglo-Saxons. I can use a time line to show when the Anglo-Saxons were in England. I know that many Anglo-Saxons were farmers.</p>		

			<p>I can talk about at least three things the Romans did for our country.</p> <p>I understand that Rome was a very important place and many decisions were made there.</p> <p>I know about the lives of at least two famous Romans.</p> <p>I can explain why the Romans needed to build forts in this country.</p> <p>I can talk about the impact this period of history has on the world.</p>	<p>I know that the Anglo-Saxons gave us many of the words that we use today.</p> <p>I can research what life was like for children in a given period of history and present my findings to an audience (comparative between Egyptian, Roman and Anglo-Saxons. Link to lives now.)</p>		
Geography				<p>I can name the areas of origin of the main ethnic groups of the United Kingdom and in our school.</p> <p>(Identify ethnic make-up of the UK. Break it down into our school. Statistics)</p>	<p>I can find at least six cities in the UK on a map.</p> <p>I can locate some main islands that surround the UK.</p> <p>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</p>	<p>I can plan a journey from my town/city to another place in England.</p> <p>I can carry out research to discover features of villages, towns and cities.</p>
D&T	<p>Sculpting canopic jars out of clay.</p> <p>I can sculpt clay.</p> <p>I can use ideas from other people when designing.</p> <p>I can produce a plan and explain it.</p> <p>I can explain how I have improved my original design.</p> <p>I can evaluate and suggest improvements to my designs.</p> <p>I can explain some features of art from historical periods.</p>	Food Technology – making jelly and cookies (science link)		<p>Design and create a tunic suitable for the time period / clothes worn by soldiers at the time.</p> <p>Produce a plan and explain it.</p> <p>Present a product in an interesting way.</p> <p>Measure accurately as part of the design process.</p> <p>Evaluate and suggest improvements for my plan.</p> <p>I can use marks and lines to show texture in my art.</p> <p>I can explain some features of art from historical periods.</p>		
Art & Design		<p>Explore Monet and create in his style:</p> <p>I can experiment with styles used by other artists.</p>	<p>Malibu Artist – panel paintings of Roman Egyptian Mummies.</p> <p>I can explain some features of art from historical periods.</p>		<p>Illustrations for their David Walliams narrative:</p> <p>I can show facial expressions and body language in sketches and paintings. (Sketches for inside narrative, painting for front and back cover.)</p> <p>I can use line, tone, shape and colour to represent figures and forms in movement.</p>	<p>I can integrate my digital images into my art.</p>
Music	Outside Music Tuition – Samba.	Outside Music Tuition – Samba.				

	I can improvise using repeated patterns. I can perform a simple part rhythmically. I can use notation to perform compositions in a small group or on my own. I can explain why silence is needed in music and what effect it has.	I can improvise using repeated patterns. I can perform a simple part rhythmically. I can use notation to perform compositions in a small group or on my own. I can explain why silence is needed in music and what effect it has.				
PE/Games	Cricket Skills I can catch with one hand. I throw and catch accurately. I can hit a ball with control. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. 4AP will be going swimming.	Gymnastics I can work in a controlled way. I can include change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases. 4HK will be going swimming.	Golf and Tag Rugby I can catch with one hand. I throw and catch accurately. I can hit a ball with control. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game.	Basketball. I throw and catch accurately. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game.	OAA and Cricket I can follow a map in a familiar context. I can follow a route within a time limit.	Athletics I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.
RE	Sikhism Children to exploring these key concepts and questions: <ul style="list-style-type: none"> Explore Sikh beliefs about God expressed in the Mool Mantar. How did the Guru Granth Sahib come into being and what is the significance of the Living Guru? How do Sikhs meditate and serve in Gurdwaras and in their own homes? What are the key features of a Gurdwara? How is the Guru Granth Sahib respected in the Gurdwara? How does music and meditation play an important role in ceremonies? Explore how meditation and music can make you feel. How do the 5ks assist a Sikh practice their purpose in life – i.e to connect with the creator. 	Christianity Children to be taught to: <ul style="list-style-type: none"> Understand that the different books all teach something about God and His relationship with humankind. Know that there are four gospels giving ‘good news’ about Jesus. Know how to find a reference in a Bible using chapters and verses. Investigate why and how people pray. Hear and talk about some famous prayers. Find out about Christian weddings in a church and compare with other weddings known to your pupils. Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Advent and Christmas. 	Humanism Children to exploring and answering these key questions: <ul style="list-style-type: none"> How do Humanists decide what to believe? What are Humanists’ views on happiness? What do humanists value in life? 	Christianity Children to be taught to: <ul style="list-style-type: none"> Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. Know the significance of the BC/AD dating system. Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sun-day, Lent, Easter, Ascension Day Pentecost. 	Judaism Children to be taught to: <ul style="list-style-type: none"> Listen to the sound of the Shofar. Find out about Jewish Communities constructing special booths for the Festival of Sukkot. Meet/ask questions of a Rabbi. Know about Shabbat and its traditions. Learn about the Torah scrolls and commandments. Concepts of sin and forgiveness. Bar/Bat Mitzvah ceremony. Bar Mitzvah sermon – reflection on Torah stories. 	Christianity <ul style="list-style-type: none"> Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick) Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.

<p>SMSC / PSHE</p>	<p>Citizenship – Rights, Rules and Responsibilities.</p> <ul style="list-style-type: none"> • What does it mean to be treated and to treat others with respect? • Who are those in positions of authority within our school and communities and how can we show respect? • 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? • 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? 	<p>Myself and My Relationships – Family and Friends.</p> <ul style="list-style-type: none"> • How do good friends behave on and offline and how do I feel as a result? • What is a healthy friendship and how does trust play an essential part of it? • What skills do I need for choosing, making and developing friendships and how effective are they? • How can I help to resolve disagreements positively by listening and compromising? • Can I empathise with other people in a disagreement? • How can I check with my friends that their personal boundaries have not been crossed? • How do my family members help each other to feel safe and secure even when things are tough? • Who is my network of special people now and how do we affect and support each other? <p>Anti-Bullying</p> <ul style="list-style-type: none"> • How are falling out and bullying different? • How do people use power when they bully others? • What are the key characteristics of different types of bullying? • How can lack of respect and empathy towards others lead to bullying? • What is the difference between direct and indirect forms of bullying? 	<p>Economic Wellbeing – Financial Capability</p> <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is “value for money”? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me? 	<p>Healthy and Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> • What medical and legal drugs do I know about, and what are their effects? • Who uses and misuses legal drugs? • Why do some people need medicine and who prescribes it? • What are immunization and have I had any? • What are the safety rules for storing medicine and other risky substances? • What should I do if I find something risky, like a syringe? <p>What do I understand about how friends and the media persuade and influence me?</p>	<p>Healthy and Safer Lifestyles – Personal Safety.</p> <ul style="list-style-type: none"> • How do I recognize my own feelings and communicate them to others? • Which school/classroom rules are about helping people to feel safe? • Can I recognize when my Early Warning Signs are telling me I don’t feel safe? • What qualities do trusted adults and trusted friends have? • Who is on my personal network and how can I ask them for help? • What can I do if I feel worried about a friendship or family relationship? • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? • How can I decide if a secret is safe or unsafe? • How can I keep safe online? <p>Healthy and Safer Lifestyles – Relationships and Sex Education.</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? (Science link.) • How did I begin? • What does it mean to be “grown up”? • What am I responsible for now and how will this change? • How do different caring, stable, adult relationships create a secure environment for children to grow up? 	<p>Myself and My Relationships – Managing Change</p> <ul style="list-style-type: none"> • What changes have I and my peers already experienced and might I experience in the future? • What helps me when I’m experiencing strong emotions due to loss of change? • What strategies help me thrive when my friendships change? • How might I behave when I feel strong emotions linked to loss and change? • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these?
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MFL		<p>Spanish - People, places and objects.</p> <p><u>Spoken language</u> I can name and describe people, places and objects. I can develop accurate pronunciation and intonation of words.</p> <p>Animals</p> <p><u>Spoken language</u> Describe and name animals.</p>	<p>Numbers, birthdays, days of the weeks and the date.</p> <p><u>Spoken language</u> I can have a short conversation saying 3-4 things. I can give a response using a short phrase. I can starting to speak in sentences.</p>		<p><u>Reading</u> I can read and understand a short passage using familiar language. I can explain the main points of a passage (passage in Spanish with questions.). I can use a bilingual dictionary to look up new words.</p> <p><u>Writing</u> I can write phrases from memory. I can write 2-3 short sentences on a familiar topic. I can say what I like/dislike about a particular topic.</p>	
Learning Outdoors	Egyptian Burial ritual – procession with mummified Pharaoh.	Weather station and weather instruments. Collecting rainwater and creating data on rainfall statistics.	Roman battle reenactment. Outdoor banquet with parents.	Saxons VS Romans. Children to prepare and reenact in role.		Lego party