



Term	Maths	English	Science	History	Geog	Art	DT	RE	Computing	Music	PE	PHSE JIGSAW
Autumn	<p>Unit 1 number and place value - 4 digit numbers (8 lessons)</p> <p>Unit 2 place value - 4 digit numbers (8 lessons)</p> <p>Unit 3- addition and subtraction (16 lessons)</p> <p>Unit 4 - measure area (5 lessons)</p> <p>Unit 5 multiplication and division (12 lessons)</p>	<p>Writing Autumn 1: Odd and the Frost Giants (15 sessions 3 weeks) Outcome - Letter in character FaRther (15 sessions 3 weeks) Outcome - Instructions on how to use a flying machine</p> <p>Autumn 2: Shackleton's Journey (15 sessions 3 weeks) Outcome - Diary entry Winter's Child (15 sessions 3 weeks) Outcome - Sequel on the following season</p> <p>Reading Autumn 1: A literacy leaf for Norse Myths A literacy leaf for Viking Voyagers</p> <p>Autumn 2 A Literary Leaf for Poems from a Green and Blue Planet A Literary Leaf for Two Weeks with the Queen</p>	<p>Sound -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases</p> <p>Animals including Humans -describe the simple functions of the basic parts of the digestive system in human -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>The Vikings Label a timeline with significant Viking events. Where did they come from? Investigate the Viking sunstone. How did the Vikings navigate on their expeditions? What did they trade and why were they such good traders? What made the Vikings good warriors? Explain what made the Viking longboat such an important feature of battle. Describe what is meant by the term 'Danegeld' Why were churches and monasteries targeted by the Vikings? Investigate the raid on the monastery at Lindesfarne. How were their beliefs different from Christianity? Key vocabulary - Scandinavia, explorers, raid, colonise, navigation, descendant.</p>	<p>Describing Maps of the World 1, 2 and 3 (pg 88-91)</p> <p>Possible activities: Locate and label the equator and the tropics. Describe the climate in the tropics. Locate and label the prime meridian. What is the prime meridian? Label the western and eastern hemispheres. What are the names of the lines used to describe any place on Earth? - Label these lines on a diagram of the Earth</p>	<p>Animals (science link) Q2 Rosa Bonheur - Artist Collage - Layering, cutting colours, textures shapes. Working precisely. Miss Neal - animal art project</p>	<p>Design Use inspiration from others when designing Communicate ideas Making Strong knowledge of handling tools and which tools to use Good choice of materials Measure accurately Evaluating Evaluate and suggest improvements Explain how original design has been improved Use electrical systems to enhance quality DT - Food Technology Hygiene and safety when using food Creativity</p>	<p>Community - Hinduism How is Hindu belief expressed collectively? ow does Hindu worship and celebration build a sense of community? Worship and celebration engage with/affect the natural world: ways in which this relates to beliefs about creation and natural world Community - Islam How is Muslim belief expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world: ways in which this relates to beliefs about creation and natural world</p>	<p>The internet - To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content Audio editing - To identify that sound can be digitally recorded: To use a digital device to record sound: To explain that a digital recording is stored as a file: To explain that audio can be changed through editing: To show that different types of audio can be combined and played together: To evaluate editing choices made:</p>	<p>Ongoing skills - Singing - exploring pitch, pulse and rhythm. Environment - Looking a how composers have been inspired. Sounds - Using voices to make beatbox sounds. Recycling - Make own instruments from junk and use to play music.</p>	<p>Invasion Games -Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p>
Spring We will rock you	<p>Unit 6 - Multiplication and division (16 lessons)</p> <p>Unit 7 - length and perimeter (6 lessons)</p> <p>Unit 8 - Fractions 1 (9 lessons)</p> <p>Unit 9 - Fractions 2 (8 lessons)</p> <p>Unit 10 - Decimals (12 lessons)</p>	<p>Writing Spring 1: Escape from Pompeii can be swapped for Weslandia so that they can still write a non-chronological report on their own civilization. The Lion the Witch and the Wardrobe (20 sessions 4 weeks) Narrative set in a new world</p> <p>Spring 2: Iron Man (20 sessions 4 weeks) Outcome - Newspaper report Until I met Dudley (10 sessions 2 weeks) Outcome - Explanation text</p> <p>Reading Spring 1: A Literary Leaf for The Humans A Literary Leaf for The Undefeated</p> <p>Spring 2: A Literary Leaf for Tamarind and the Star of Ishtha A Literary Leaf for The Poet's Dog</p>	<p>Electricity -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -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 -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>States of Matter -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>The Stone Age Identify when the Stone Age was using timeline and historical language, such as chronology. Describe what is meant by the term 'ancestors'. Describe how people found food during the Stone Age. List foods that were eaten and why. Explain the difference between scavenging and hunting. Explain the change from hunter-gatherer to permanent settlers. Name a Stone Age settlement - when did they become more permanent? Learn about the settlement at Skara Brae. Look at sources of evidence, such as cave paintings. What is the role of an archeologist? Key vocabulary - ancestors, historical sources, archaeologists, scavenging, predators.</p>	<p>Erosion and deposition (pg 106-111) (rivers, coasts and the management of)</p> <p>Possible activities: What are erosion, transportation and deposition? What are the three stages of a river (youthful, middle-aged, mature)? Describe and identify these including meanders and ox-bow lakes. What is a coast? Draw and label the main physical features of a coast. How are these formed? (e.g. stacks and arches) What causes erosion at a coast? What can we do to slow this down? sea walls, groynes, rock armour (incl. advantages and disadvantages)</p> <p>Vocabulary: erosion, transportation, deposition, youthful, middle-aged, mature, meanders, ox-bow lakes, delta, tourist destinations, natural physical processes, artificial structures, advantages, disadvantages, prevent, promenade, boulders, maintain</p>	<p>Stone age (topic link) Stephen Morris - Artist Cave sketching/shadows Shading to show light and shadows</p>		<p>Community - Christianity How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration engage with/affect the natural world: ways in which this relates to beliefs about creation and natural world</p>	<p>Photo editing - To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image Data logging - To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions</p>	<p>Building - Exploring musical structure. Around the world - Explore pentatonic melodies and syncopation. Ancient worlds - Arranging and performing music inspired by ancient times. Singing Spanish - Exploring part singing and accompaniments.</p>	<p>Dance and Gymnastics develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming</p>	<p>DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy</p>
Summer Fragile Earth	<p>Unit 11 - Decimals (7 lessons)</p> <p>Unit 12 - Money (6 lessons)</p> <p>Unit 13 - Time (5 lessons)</p>	<p>Writing Sum 1: Varmints (17 sessions 4 weeks) Outcome - Explanation text on life cycles The Jabberwocky - (10 sessions 2 weeks) Outcome - Nonsense poem</p> <p>Sum 2: John Swift's Gulliver to write a narrative in their own setting The</p>	<p>Living things and their habitat -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>The Iron Age Give an overview of the key changes from Stone Age to the Iron Age. Label a timeline with important Iron Age dates. Explain key features of an Iron Age settlement. Why did settlements need to be fortified? Why is a hill a good place for a fort?</p>	<p>Earthquakes and volcanoes (124-129) (plate tectonics, the Pacific Ring of Fire, impact)</p> <p>Possible activities: Introduce tectonic plates - What are they? Where are they? Recap structure of the Earth. Look at the main plate boundaries. How do the fault</p>	<p>Abstract Art (topic link) Q2 Wassily Kandinsky - Artist Technique - Painting with no brushes. Experiment with creating mood with colour. Shapes, colours.</p>		<p>Pilgrimage What is a pilgrimage? What does pilgrimage involve? - E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage</p>	<p>Repetition in shapes - To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a program into parts To create a program that uses count-controlled loops to produce a given outcome</p>	<p>Communication - Using songs and raps in a news programme. Time - Develop understanding of rhythm and syncopation. In the past - Using notation to build performances from different periods.</p>	<p>Striking and fielding Games / Athletics Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change</p>



<p>Unit 14 geometry - angles and 2d shapes. (8 lessons)</p> <p>Unit 15 - Statistics (6 lessons)</p> <p>Unit 16 - geometry - position and direction (6 lessons)</p>	<p>Selfish Giant (15 sessions 3 weeks) Information poster on kindness</p> <p>Reading Summer 1: A Literary Leaf for Skygazing A Literary Leaf for The Wild Robot</p> <p>Summer 2: A Literary Leaf for Zombierella: Fairytales Gone Bad A Literary Leaf for The Story of Flight</p>	<p>-recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>States of Matter 2 -continuation of objectives not covered in Spring term</p>	<p>Iron Age farming - why is it significant that they grew surplus food? How did they farm/preserve their food? What types of weapons did Iron Age warriors use? Why did iron weapons make fighting between tribes more common? What is a blacksmith? Why were they important? What were the lives of the rich and the poor like in the Iron Age?</p> <p>Key vocabulary - conquest, fortified, civilisation, ore, blacksmith, surplus, dominant.</p>	<p>lines move? What is the effect of the movement? (Earthquakes, volcanoes, mountain ranges etc)</p> <p>What is the Pacific Ring of Fire? Identify and show it on a map. Describe its location in terms hemispheres, equator, longitude and latitude lines. Explore how the Pacific Ring of Fire was formed.</p> <p>Volcanoes- Locate areas of high volcanic activity. Explore the impact of natural disasters caused by earthquakes and volcanoes - 2004 earthquake which led to 30m tsunami / 1906 San Francisco earthquake etc.</p> <p>Vocabulary: earthquakes, volcanoes, erupt, volcano, dormant, collision, magnitude, meteoric, intensity, tsunami</p>					<p>Repetition in games - To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design which includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition</p>	<p>Food and drink - Performance songs.</p>		
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