

Autumn 1a – The Mystical Shang Dynasty		Autumn 1b – Crime and Punishment	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: Myst revelation</p> <p>History: Shang Dynasty</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>Science: Evolution and Inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Art: Printing with Chinese patterns</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials <p>Trip: Chinese culture day</p>	<p>RE: Role of the Mosque (Islam – Belonging) Trip – visit a Mosque</p> <p>Computing: Prezi– E-Safety</p> <ul style="list-style-type: none"> use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data recognise that the internet may contain material that is irrelevant, bias and inappropriate. <p>Understand how issues of copyright apply to their own work</p> <p>PSHE – new beginnings</p> <p>French/Spanish – Planned and delivered by A Crawford</p> <p>Music – Charanga – Classroom Jazz 2</p> <p>PE – planned and delivered by D. Dowse</p>	<p>Literacy: The Highwayman</p> <ol style="list-style-type: none"> Persuasion Bias in newspaper reports (formal v informal) Description Narrative poetry Play scripts <p>Science: Animals including humans</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. <p>DT: Moving vehicles- highway carriage</p> <p><u>Design</u></p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p><u>Evaluate</u></p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>History- Crime and Punishment</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century) <p>Trip: Church Visit (Christmas Cracked) Tower of London/London Dungeons PCSO visit- modern policing</p>	<p>RE: How do people express their religion through the arts? (Christianity – Behaving) Humanism</p> <p>Programming – Scratch, E-safety</p> <ul style="list-style-type: none"> explore, and begin to write in, other coding languages (C++, HTML) use conditional statements to create unique algorithms Use variables to add variation to algorithms <p>PSHE – Getting on and Falling Out</p> <p>French/Spanish – Planned and delivered by A Crawford</p> <p>Music – Charanga – living on a prayer</p>

Spring 2a – Climate Detectives		Spring 2b – Shakespeare	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: Holes</p> <ol style="list-style-type: none"> Diary entry Letter – home to parents Character description – The Warden Persuasive writing – Is Stanley right to lie? NCR – Yellow spotted lizard Biography – Kissin’ Kate Barlow Newspaper report – Zero/Zeroni (formal v informal) <p>Science: Living things and their habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics – local walk <p>Geography: Climates, biomes, vegetation belts</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts <p>Art: Plants and Leaves- Hapa Zome and India Flint</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials about great artists, architects and designers in history <p>DT link to holes- making water caddy/pillows</p> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more <p>Trip: Parks Trust/Junior Rangers</p>	<p>RE: Comparison of Christian and Islamic Pilgrimage (Christianity and Islam – Belonging)</p> <p>PSHE – Going for Goals</p> <p>Computing – Advanced Word Processing – Excel/Sheets</p> <ul style="list-style-type: none"> Use technology to present their work, showing an increasing degree of skill and using advanced software Understand the different type of copyright pertaining to digital medias <p>French/Spanish – Planned and delivered by A Crawford</p> <p>Music – Charanga The Fresh Prince of Bel Air</p>	<p>Literacy: Shakespeare</p> <ol style="list-style-type: none"> William Shakespeare biography Letter from Romeo to Juliet describing initial feelings (formal v informal) Description on fight scene Playscript (Romeo and Juliet) Blurb for R and J Persuasive text - persuading other schools to visit Stratford-Upon-Avon <p>Science- Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. <p>History- Tudors</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Geography- Stratford Upon Avon Study on trip</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Art- Tudor Portraits</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials <p>Trip: Stratford Upon Avon</p>	<p>RE: Sacred personal Muslim occasions (Islam – Belonging)</p> <p>Computing - Programming -Animated Stories (Scratch)</p> <ul style="list-style-type: none"> develop understanding of how technology works; how computers process instructions and commands, including the use of coding languages. to plan a video or animation by drawing a storyboard to use a range of sound effects, music and voice-overs to create mood/ atmosphere <p>to select and edit sounds, text, movie clips and other effects to suit purpose and audience</p> <p>PSHE– Good to Be Me</p> <p>French/Spanish – Planned and delivered by A Crawford</p> <p>Music –Charanga – make you feel my love</p>

Summer 3a – Imaginary Worlds		Summer 3b – Benin	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: The Wonderful Wizard of Oz</p> <ol style="list-style-type: none"> Narrative – story including dialogue (formal v informal) Tornado explanation Persuasion - Toto Mocks Tornado poetry (imagery) SATs NCR - lions <p>Science- Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects & then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Geography- Natural disasters Volcanoes, earthquakes, tsunamis, tornadoes <u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography including: volcanoes and earthquakes <p><u>Geographical skills & fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Art- Andy Warhol study</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials about great artists, architects and designers in history <p>Trip: Volcanologist talk</p>	<p>RE: Sacred personal Christian celebrations (Christianity – Belonging)</p> <p>PSHE– Relationships</p> <p><i>French/Spanish – Planned and delivered by A Crawford (DP)</i></p> <p>Music – Charanga – Classroom Jazz 2</p> <p>Computing- Game Designers</p> <ul style="list-style-type: none"> to design their own game including sprites, backgrounds, scoring and/or timers. to program start and ends to games involving wins, losses and draws 	<p>Literacy: performance linked</p> <p>History- Benin Dynasty</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history <p>Art/DT- Props and costumes for Production</p> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more <p>Trip: Willen lake</p>	<p>Science: Living and Growing</p> <ul style="list-style-type: none"> They should learn about the changes experienced in puberty. <p>RE: Inspirational Christians (Christianity – Belonging)</p> <p>Computing: Film Making</p> <ul style="list-style-type: none"> to use different filming techniques and camera angles e.g. zoom, panning, wide shot etc. to create different mood/perspective to plan a video or animation by drawing a storyboard (Storyboard It) to use a range of sound effects, music and voice-overs to create mood/ atmosphere to select and edit sounds, text, movie clips and other effects to suit purpose and audience <p>PSHE: Changes</p> <p>French/Spanish: Planned and delivered by A Crawford</p> <p>Music: linked to performance</p>