Subject	Autumn 1	Autumn 2
English- genres/ texts (note linked science / topic writing for this half term)	**Fiction text - Iron Man** • Newspaper report • Describing a setting • Poetry **Science Writing** Non-fiction writing on the dangers of the sun	**Fiction Text - Stone Age Boy & Non Fiction texts** • Narrative writing • Non-chronological report of the stone age **Topic Writing** Diary Entry from the stone age **Science Writing** Write a recount of Mary Anning finding the fossils
Maths	Following Power Maths for appropriate year group: Number and place value Addition and subtraction Multiplication and division	
Science (include working scientifically/ investigation focus)	**Light** *Learn that:* • Light is the absence of dark • Light from the sun can be dangerous • Shadows are made by blocking light. Investigation (s) • Making shadows • Opaque, translucent and transparent	**Rocks and Soils** *Be able to:* • Group rocks • Understand how fossils are made • Know what soil is made of Investigation (s) • Classifying and grouping rocks • Testing the uses of rocks
PHSE <mark>Core Theme 1: Health and Wellbeing</mark>	Healthy Lifestyles Growing and Changing Keeping Safe	
Computing	**Big Robots** • **CS4** - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • **CS5** - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • **CS6** - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • **DL5** - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Get Blogging/We are publishers** • **IT3** -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • **DL5** - Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
History (include direct enquiry opportunities using primary or secondary sources)	**Stone Age** • Learn how and where people lived, what they ate and what they did. • Compare life in the Stone Age with living today. Resources Books Weapons	

Geography (include fieldwork opportunity)		
PE / Games	Netball Football	Dance Tag Rugby
Art (include focus artist)	**Robots** *Terry Collier*	**Cave Paintings** *Stone Age paintings*
D&T	**Designing and Making a robot** • *Use knowledge of existing products to design a functional product* • *Create designs using annotated sketches, cross sectional diagrams and simple computer programs* • *Measure, mark out, cut and join with some accuracy* • *Make suitable choices from a range of tools and materials* • *Strengthen frames using diagonal struts*	**Stone age tool/ weapon.** • *Use knowledge of existing products to design a functional product* • *Create designs using annotated sketches, cross sectional diagrams and simple computer programs* • *Measure, mark out, cut and join with some accuracy* • *Make suitable choices from a range of tools and materials*
Music (Music curriculum to be taught in class at least twice a year (two units)	Weekly violin lessons. Weekly singing.	
Languages	Following CGP appropriate to year group or prior knowledge No prior knowledge. Greetings, numbers, colours and animals. Vocabulary, pronunciation and basic sentence structure.	
RE	**Places of worship** Compare Hindu and Christian places of worship.	

Subject	Spring 1	Spring 2
English-genres/ texts (note linked science / topic writing for this half term)	***Fiction Text* - The Tin Forest** • Character Description • Diary Entry **Topic Writing** Letter writing from an animals point of view **Science Writing**	**Myths and Legends texts** • Writing a myth • **Topic Writing** Instructions on how to be a Greek
Maths	Following Power Maths for appropriate year group: Multiplication and division Measurement Statistics Fractions	
Science (include working scientifically/ investigation focus)	**Forces and Magnets** • Compare how things move on different surfaces • Know that magnetic forces can act at a distance • Know that some materials are magnetic and others are not. **Investigation(s)** Car on a ramp or alternative friction investigation… Magnetic materials	
PHSE <mark>Core Theme 2:</mark> <mark>Relationships</mark>	Feelings and Emotions Healthy Relationships Valuing Difference	
Computing	**We Love Games** • **CS4** - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • **CS5** - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • **IT3** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**My First Program** • **CS4 -** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • **CS5 -** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • **IT 3 –** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
History (include direct enquiry		**Ancient Greece** • Learn how and where people lived, what they ate and what they did.

opportunities using primary or secondary sources)		• Compare life in Ancient Greece with living today.
Geography (include fieldwork opportunity)	**Sustainability and Pollution** • What is pollution • How can we be sustainable • What methods of renewable energy are there	**Greece** Geographical features of Greece
PE / Games	**Fitness** **Gymnastics**	**Hockey** **Basketball**
Art (include focus artist)	**Junk Art** *Michelle Reader*	**Greek Art?** Clay statues
D&T	Design and make a sustainable house/ island • *Use knowledge of existing products to design a functional product* • *Create designs using annotated sketches, cross sectional diagrams and simple computer programs* • *Measure, mark out, cut and join with some accuracy* • *Make suitable choices from a range of tools and materials* *Strengthen frames using diagonal struts*	
Music (Music curriculum to be taught in class at least twice a year (two units)	**Junk Music Plan** ● To understand that pulse is a regular beat in music ● To develop understanding of pulse using kinaesthetic learning ● To understand that the 1st beat of the bar is the 'strong' beat ● To further consolidate understanding of duration (pulse) using kinaesthetic learning to internalise ● To understand that rhythm is a pattern made of notes of different lengths ● To understand that rests are beats of silence ● To play and compose rhythms that use rests ● To compose and play rhythms including rests. ● To understand how rests are notated. ● To begin to notate rhythms including rests. To explore timbre using everyday items as instruments ● To listen to and repeat a variety of rhythms using instruments ● To explore timbre, texture and rhythm using everyday items as instruments ● To listen to and repeat a variety of rhythms using instruments ● To play in an ensemble and develop ensemble and listening skills ● To explore experimental music by composing rhythms	
Languages knowledge	Following CGP appropriate to year group or prior knowledge Revision and talking about food. Vocabulary, pronunciation and basic sentence structure.	
RE	**Symbolism** What symbols do different religions use? What are their meanings? Why are these symbols important to believers?	

Subject	Summer 1	Summer 2
English- genres/ texts (note linked science / topic writing for this half term)	*Fiction text* - **The Boy who Biked the World** • Persuasive Advert → Persuasive Letters • Newspaper Articles • Play scripts **Topic Writing** Writing a postcard from a country they have studied **Science Writing** Non-chronological report about skeletons	
Maths	Following Power Maths for appropriate year group	Following Power Maths for appropriate year group
Science (include working scientifically/ investigation focus)		**Animals & Humans** • *Skeletons* • *Nutrition* **Investigation(s)** *How length of bones/ height influences jumping distance* *Sugar in foods* **Plants** • *Features of a plant* • *Water transportation through a plant* **Investigation(s)** *Celery investigation*
PHSE Core Theme 3: Living in the Wider World	Rights and Responsibilities Taking care of the environment Money	
Computing	**Young Coders** • **CS4** - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • **CS5** - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • **IT 3** – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create	**Going for Gold** • **IT3** - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • **DL5** - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

	a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
History (include direct enquiry opportunities using primary or secondary sources)	**Explorers** • *What/ who were explorers* • *What did an explorer do*	**Pirates** • *What/ who were pirates* • *How are they different to explorers*
Geography (include fieldwork opportunity)	**Local Area** • *Human and physical geography in the local area* **Where in the world** • *Locating continents, countries and cities* • *Locating rivers and mountains* • *Comparing countries*	
PE / Games	**Tennis** **Cricket**	**Athletics** **Striking and Fielding**
Art (include focus artist)	**World Art** *Indian* *Australian* *African – African fabric printing- With embroidery*	
D&T	Design a bike that has different features to get them across the world. • *Use knowledge of existing products to design a functional product* • *Create designs using annotated sketches, cross sectional diagrams and simple computer programs* • *Measure, mark out, cut and join with some accuracy* • *Make suitable choices from a range of tools and materials* • *Strengthen frames using diagonal struts*	• *Talk about different food groups and name food from each group* • *Understand that food has to be grown, farmed or caught* • *Use a wide variety of ingredients to prepare and combine ingredients safely.*
Music (Music curriculum to be taught in class at least twice a year (two units)	**Indian Music Plan** To develop understanding of reading staff notation To explore notating rhythms To develop understanding of reading staff notation To explore notating rhythms	

	To develop understanding of reading staff notation To explore notating rhythms To memorise and perform rhythms with increasing aural memory To perform as part of an ensemble	
Languages	Following CGP appropriate to year group or prior knowledge Revision and talking about life at home.	
RE	**Festivals** How do festivals express important beliefs? What do these festivals mean to believers? What beliefs do different religions share? Would it be better if we all believed the same thing in the same way?	