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| Subject/Term | English | Science | History | Geography | DT | Computing | PSHE | Art | RE | Music | PE | Spanish |
| Autumn 1 | **Non-narrative**  **Describe**  **Non-chronological report**  Can produce work which is organised, imaginative and clear (e.g. simple opening and ending  Can use full stops and capital letters to end and start sentences.  Can use CL for proper nouns.  Can use adjectives and adverbs for description Can usually join their handwriting | Classification  **Using and making keys**  **Classification of animals – vertebrates**  **Classification of animals – invertebrates**  **Plants and animals in the locality**  **Classification of plants** | Romans  Julius Caesar’s attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall ♣ British resistance, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity |  |  | Develop an educational game | A1 - Focus on feelings/ Feeling good | **Romans - Sketching**  **Using pencils**  **Line and texture**  **Shape, form, pattern &**  **Perspective**  **Write an artist profile**  **observational sketch using pencils**  **Using other means** | What is the Bible?  How is it different  from other books?  What can be found in  the Bible?  Who uses the Bible?  How is the Bible  used?  How did the Bible  come to us? | Mamma Mia | Football  **Games**  Kick a ball with accuracy and control  • Choose appropriate tactics to cause problems for the opposition.  • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  • Pass to team mates at appropriate times.  • Lead others and act as a respectful team member. | Describing a monster.  Colours  Numbers 1-30  Body parts  Create and describe your monster in Spanish. |
| Autumn 2 | **Narrative**  **Describe focus**  **Quest story**  Is beginning to use paragraphs  Can sometimes use interesting and ambitious words  Can use question mark to identify questions and exclamation marks to express exclamation or a demand.  Can develop and extend ideas logically in sequenced sentences  Can usually use correct grammatical structures in sentences (nouns and verbs generally agree)) | Digestion   * describe the simple functions of the basic parts of the digestive system in humans * 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. |  | Rivers – natural resources / trade / settlement  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Mechanisms  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. | Prototyping an interactive toy | * Keeping healthy   . | **Rivers – Painting**  **Colour mixing**  **Brushes, sponge, finger painting. Zentangles**  **Observational drawings landscape**  **Painting portraits - Van gogh**  **Study of artists**  **Artist profile**  **Gallery visit** | Who are what are angels?  Are there angels?  Where do we read about angels?  What do they look like?  What sort of picture of angels do  you have in your head?  What do angels do?  Why do artists all over | 5 Gold rings | Gymnastics  • Travel in a variety of ways, including flight, by transferring weight to generate power in movements.  • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). | Mi familia |
| Spring 1 | **Non-narrative**  **Persuade**  **Advertise**  Can use commas in a list  Can use pronouns appropriately to avoid the awkward repetition of nouns  Can extend sentences using a wider range of connectives (e.g. when, because, if, after, also, as well as, while)  Can develop characters and describe settings, feelings and/or emotions etc…  Can link and relate events, including past, present, and future, sensibly (afterwards, before, also, after a while, eventually) | 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. | Saxons  Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne |  |  | **Producing digital music** | * Making friends/ Ups and downs in relationships | **Saxons - Sculpture**  **Research famous designers/**  **Architects – present findings**  **Buildings**  **Card**  **Wire**  **Natural materials**  **Clay** | Shepherd’s story  When was Jesus born?  Where was Jesus born?  Revise whole story.  What were these times  like?  The life of a shepherd:  What was it like? | Glockenspeil 2 | **Dance**  • Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner  • Refine movements into sequences.  • Create dances and movements that convey a definite idea. | ¿Qué tiempo hace? |
| Spring 2 | **Narrative**  **Character focus**  **Rags to Riches**  Can structure and organise work clearly (beginning, middle, end)  Is beginning to develop a sense of pace (writing is lively and interesting) | 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. |  | European river location study – compare to Merseyside | Mechanisms with electricity  ] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. | Editing and writing HTML | * Keeping safe in school/ Keeping safe outside school | **Respecting our environment-Other art**  **Tie dye**  **Paper Mache**  **Printing (Andy Warhol)**  **Photography**  **Mosaic** | Buddhism  Who was Buddha?  Why did he search for  enlightenment? | Cuckoo | **Athletics**  • Sprint over a short distance up to 60 metres.  • Run over a longer distance, conserving energy in order to sustain performance.  • Use a range of throwing techniques (such as under arm, over arm).  • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate.  • Compete with others and aim to improve personal best performances. | ¿Qué te gusta hacer? |
| Summer 1 | **Non-narrative**  **Inform**  **Recount**  Can use a range of chosen forms appropriately and consistently (If a narrative, simple report or recount of a known story, no tick)  Can adapt their chosen form to the audience (e.g. provide info about characters/setting, make a series of points, use () for asides  Can adapt form and style for purpose | Respecting our environment   * Identify where humans have had an impact on an environment * Identify ways that humans can damage an environment * Identify ways in which humans can protect and improve environments * Present their ideas and evidence in appropriate ways * Use simple scientific vocabulary to describe their ideas and observations   Draw simple conclusions about what they see | Viking  Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066 |  |  | Producing a Wiki | * In someone else’s shoes/ Changes in families | **Vikings - Craft**  **Research famous craft makers**  **Using different materials**  **Sewing and stitching**  **Weaving** | Dharma and Sanga  What are the four noble truths?  What is the Noble Eightfold Path?  How do the above link to Buddhist  lifestyle and values? | Lean on me | Tennis  • Throw and catch with control and accuracy.  • Strike a ball and field with control | Raúl viaja en el tiempo |
| Summer 2 | **Narrative**  **Overcoming the monster**  Can attempt to give opinion, interest or humour through detail  Can use generalising words for style (e.g. sometimes, never, always) and/or modal verbs/conditional tense (might, may, could) | 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. |  | The World (link to ports / trade/ settlement / resources  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Cooking  understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | Presenting the weather | People and their work/ Looking ahead | **Research Project**  **Research artist**  **Project book**  **Present research findings**  **Plan Art**  **Practice techniques**  **Produce Final piece**  **Review and analyse**  **Display and share** | Easter  What is forgiveness?  Why is this important?  What did Jesus teach  about forgiveness?  What does The Lord’s  Prayer say about | Learning to play an instrument Ukulele | **OAA**  • Arrive properly equipped for outdoor and adventurous activity.  • Understand the need to show accomplishment in managing risks.  • Show an ability to both lead and form part of a team.  • Support others and seek support if required when the situation dictates.  • Show resilience when plans do not work and initiative to try new support if required when the situation dictates.  • Show resilience when plans do not work and initiative to try new ways of working | Healthy lifestyles |