|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Half term | Autumn 1(6 weeks) | Autumn 2(7 weeks) | Spring 1(6 weeks) | Spring 2(5 weeks) | Summer 1(6 weeks) | Summer 2(7 weeks) |
| Theme | Making Connections | Animals | Famous People | Rainforests | Fantasy | The community |
| Subjects **Fixed**Flexible | Electricity (6 lessons) | Animals including humans (7 lessons) | Sound (6 lessons) | Living things and their habitat (6 lessons) | States of Matter (5 lessons) | Living things and their habitats (6 lessons) |
| Coding crash course (6 lessons)Coding (6 lessons) | Online Safety (4 lessons) | Spreadsheets (5 weeks) | Writing for different audiences (5 weeks) | Logo (4 weeks) | Animation (3 weeks)Effective searching (3 weeks)Hardware investigators (2 weeks) |
| * Locate and describe countries in Europe.
* Locate and describe countries in South America.
* Locate and describe countries in North America.
* Identify the position of the Arctic and Antarctic Circle.
* Discuss the human and physical characteristics of regions in Europe and their major cities.
 | Ancient Rome | Ancient Greece-a study of Greek life and achievements and their influence on the western world. | * Explore the meaning of economic activity.
* Describe the key aspects of economic activity.
* Describe the key aspects of settlements and land use.
* Permanent settlements such as Isolated place, Hamlet, Village, Small Town, Large Town, City, Metropolis.
* Temporary settlements such as refugee camps,
* Discuss what services a large settlement may have and compare to a small settlement.
* Investigate settlements (Have looked at this in Yr 4)
* Explore the famous people who researched settlements them e.g. John Smith, Thomas Dale, John Rolfe etc.
* Links to Pocahontas and the native americans.
* Describe trade links: what countries have high economic activity? What would they trade eg food, gold, clothing etc.
* What direction would trade travel on a map?
 | * Confidentially identify the 8 compass points- they should know this from Yr3.
* Use four figure grid referencing
* Measure and record in different ways during field work to compare the human and physical features of the local area eg How to get to Morrisons. Labelling the route. How many different ways? travel route etc. Could half the class pick out human feature and half pick out physical features? Is there more of one than the other? Why?
* Introduce keys from the Ordnance Survey eg Motorway, A road, library, Post office
 | Tudor Kings and Queens: Local Study of Ordsall Hall |
| Welcome to school | Jungle animals and parts of the body | Family tree and faces | Celebrating carnival | Local Area  | Summer time |
|  | Religious and non-religious celebrations.Why is Diwali significant to Hindus. Make links between the story of Rama and Sita and the idea of overcoming evil in life today.Why do Muslims celebrate at the end of Ramadan? Look for similarities and differences between sacrifice at Easter and Eid as the end of a time of sacrifice.Explain what the story of Divali/Easter/Pesach/Eid might men to a believer today. | Hinduism WorshipDescribe Hindu beliefs about God.To give simple reasons for the different aspects of Puja and how they reflect Hindu belief.Describe two of the four aims in Hindu life; Dharma and MokshaDescribe the Hindu belief in Karma. Think of reasons why Ghandi behaved in the way he did. How does this show Hindu beliefs?Describe how the life of Gandhi shows Hindu belief in action.Describe how vibrant British Hindu life is. Describe examples of where the life of Hindu can be seen in Britain.  | Judaism/ChristianityTo understand that the golden rule can be found in the thinking of many different groups of people.To know how the ten commandments might affect the way a Jewish/Christian person lives their life.To identify some values that matter to humanists. To understand how humanists come to decisions about how to act.To understand what temptation is and how it affects people’s behaviour. What Christian/Jewish stories are there about temptation?To learn about the life and work of at least one religious figure (Desmond Tutu) | Christianity - Jesus To make connections between the concept of inspiration and the teaching of Jesus.To learn about Jesus’ life story. Is his story inspiring for some people? (Holy week/Easter)To describe one of Jesus’ parables and understand the meaning.To reflect upon what makes me happy. Describe the importance of Jesus’ teachings on the sermon on the mount for Christians. (The beatitudes)To explain the importance of Jesus to Christians. ( reflect upon the meaning of the statements he made about himself)To create an image of Jesus for the 21st century. (stain glass window) To retell a story of someone who has been inspiring to me in my life. (Describe what makes their special person inspiring, relating their understanding to Christian belief about Jesus. | Religious ceremoniesDescribe how life is seen as a journey by some people.Describe two different Christian celebrations of belonging/initiation.Describe what happens at a Jewish Bar/Bat Mitzvah ceremony.Describe the significance of the Hindu sacred thread ceremony. | Wedding ceremony differencesLook for similarities and differences between wedding ceremonies for two different communities. |
|  | Monitor and control: Using circuits and switches. Crumbles. (Knowledge from science lessons applied) | DrawingArtist focus: David Hockney.  leading into painting with watercolours   | 3D work and SculptureArtist focus: Diana Beltran Herrera | Textiles: 2D shape to 3D product. Create money containers | Collage: Digital Art Landscapes Artist focus: David Hockney Textiles: Block printing  | Cooking and nutrition: Healthy and varied diet. |
|  | PSHEWhat strengths, skills and interests do we have? | PSHEHow can we manage our feelings?  | PSHEHow do we treat each other with respect? | PSHEHow can we manage risk in different places | PSHEHow can our choices make a difference to others and the environment? | PSHEHow will we grow and change? |
|  |  | MusicMamma Mia (6 lessons) | MusicStop! Rap about Bullying(6 Lessons) |  | MusicBlackbird (6 lessons) |  |
| English / Writing | Twisted NarrativePersuasive letterPoetry (List) | Setting descriptionNewspaper reportInvention narrativeBiography | Letter writingChronological reportBiographyExplanation writing | Outsider narrativeInformation report | Myth narrative Instructional guide | Refugee narrativeDiary entryPoetry (Personification, Haiku) |
| Texts | The lost happy endings - Carol Ann Duffy (Read to Write scheme) | The whale – Vita Murrow (Read to write scheme)Man Fish – Jennifer Berne (Read to write scheme) | Henry's Freedom Box – Levine EWho Was Rosa Parks? - Zeldis McDonoughEinstein Link to Inventions by Wallace and Gromit | Leaf – Sandra Dieckmann (Read to Write scheme) | Arthur and the golden rope – Joe Todd Stanton (Read to Write scheme) | The Journey - Francesca Sanna (Read to write scheme) |
| Reading | Class read - Kensuke’s Kingdom – Michael Morpurgo | Class read - The Butterfly Lion – Michael Morpurgo | Class read - The shadow of the minotaur – Alan Gibbons | Class read - The jungle book | Class read - The Wizard of Oz – L Frank Baum | Class read - Little House in the Big Woods – Laura Ingalls Wilder |

Coverage

|  |  |  |  |
| --- | --- | --- | --- |
| French |  | Music |  |
| History |  | Computing |  |
| Geography |  | RE  |  |
| Art |  | Science |  |
| DT |  | PSHE |  |