

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Wings	Stone Age	Romans	Romans	Rainforests	Rainforests
Science	<p>Light Sources of light; shadows and reflections</p> <ul style="list-style-type: none"> Need light to see things and dark is the absence of light Light is reflected from surfaces Ways to protect our eyes from the sun How shadows are formed, why the size of shadows change 	<p>Forces and magnets Simple forces; including magnetism</p> <ul style="list-style-type: none"> How things move on different surfaces Some forces need contact between two objects, but magnetic forces can act a distance Identify materials attracted to a magnet Magnets have two poles, predict whether magnets will attract or repel 	<p>Rocks Classification of rock types</p> <ul style="list-style-type: none"> Group rocks based on their appearance and simple physical properties How fossils are formed Recognise soils are made from rocks and organic matter 		<p>Plants</p> <ul style="list-style-type: none"> Functions of different parts of flowering plants Requirements of plants for life and growth and how they vary How water is transplanted within plants Life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Animals including humans</p> <ul style="list-style-type: none"> Animals, including humans need the right types of nutrition and where they get it from Skeletons and muscles are for support, protection and movement
Geography	<p>Wings/Journeys</p> <ul style="list-style-type: none"> Locate and name continents and oceans Migration: animals and humans. 8 compass points. 	<ul style="list-style-type: none"> Capital cities of GB Locate and name the countries making up GB. 		<ul style="list-style-type: none"> Locate and label main countries that make up Europe and their capitals. 	<ul style="list-style-type: none"> On a world map locate areas of similar environmental regions (rainforests) Study of the Amazon region of South America. Physical geography: climate zones, biomes and vegetation belts. 	
History		<p>Earliest ancient civilisations</p> <ul style="list-style-type: none"> Find out about early humans and the Palaeolithic, Mesolithic and Neolithic period. Compare how people lived in the iron, stone and bronze age. Including religion, technology and travel. Know the three ages history is divided into (Bronze, Stone and Iron) 	<p>Invasions, settlements & kingdoms</p> <ul style="list-style-type: none"> Know why the Romans invaded and settled. Place Roman and Celtic events on a timeline. Compare the lifestyles of the Romans and the Celts. Study Boudicca The invasion of Hadrian's Wall (Claudius) 			
Music	<p>Harvest Songs</p> <ul style="list-style-type: none"> Learn seasonal songs and raps. Add actions to songs to help remember lyrics and to tell the story of the song. Perform raps and songs to a audience. 	<p>Animal Magic</p> <ul style="list-style-type: none"> Explore descriptive sounds based on animals. Listen to traditional music from other cultures. Identify differences in pitch, pace and tone. 	<p>Play it again</p> <ul style="list-style-type: none"> Explore rhythmic patterns. Follow and continue patterns in music. Use percussion instruments. Click and tap in a steady beat. 	<p>Class Orchestra</p> <ul style="list-style-type: none"> Exploring arrangements. Learn about accompaniments. Identify instruments within a piece of music. Use call and response. 	<p>Dragon Scales</p> <ul style="list-style-type: none"> Exploring pentatonic scales. Perform and evaluate songs. Improvise one line of a tune from a pentatonic scale. 	<p>Painting with sounds</p> <ul style="list-style-type: none"> Listen and respond to music.. Identify how images can be created in a piece of music. Create music for a picture.
Art	<p>Wings</p> <ul style="list-style-type: none"> Make detailed observations of feathers and wings. Draw using chalks, pencil and pastels for accuracy and effect. Use shading to create shadows. 		<p>Roman Mosaics</p> <ul style="list-style-type: none"> Use potato printing to create a Roman pattern. Develop cutting and sticking skills to create a Roman mosaic. 		<p>Henri Rousseau</p> <ul style="list-style-type: none"> Learn about the work and life of Henri Rousseau. Create mixed media collages to create Rousseau style paintings. Use ICT to create layered landscapes. 	

DT		Cave Paintings <ul style="list-style-type: none"> Use clay and texture to create rock walls. Create a narrative through painting. Paint stories on to clay thinking about authentic colours. Investigate how colours are made. 		Make Roman Temples <ul style="list-style-type: none"> Investigate the use of shape in structures. Develop measuring, cutting and sticking skills to create paper/card temples. 		Make fruit cocktails <ul style="list-style-type: none"> Look at fruits grown overseas and locally. Understand seasonality and the principles of a healthy and varied diet. Make a healthy fruit cocktail developing knife skills. 	
PE	Gymnastics <ul style="list-style-type: none"> Jumping (star jumps, pike, tuck) Invasion Games <ul style="list-style-type: none"> Travelling with a ball (carrying, bouncing, sticks, feet) 	Invasion Games <ul style="list-style-type: none"> Maintain possession Dribbling and short passes Communication with ball carrier. Fundamentals <ul style="list-style-type: none"> Hand dribbling (basketball) 	Net and wall games <ul style="list-style-type: none"> Forehand ground strokes and volley. Dance <ul style="list-style-type: none"> Explore actions to create a roman dance. 	Athletics <ul style="list-style-type: none"> Throw from different positions (sit, kneel, stand) Gymnastics <ul style="list-style-type: none"> Rolling (log roll, teddy bear roll) Jumping (twisting and turning) 	Striking and fielding <ul style="list-style-type: none"> Strike a bowled ball. Catching Dance <ul style="list-style-type: none"> Dance inspired by animals and rainforest. 	Athletics <ul style="list-style-type: none"> Accelerate and decelerate Change of speed Multi skills <ul style="list-style-type: none"> Throwing Catching Dodging 	
French	<ul style="list-style-type: none"> Register classroom instructions songs picture books greetings 	<ul style="list-style-type: none"> Classroom instructions Greetings Numbers to 10 Quel age a tu? Family . 	<ul style="list-style-type: none"> Classroom instructions Colours Combien de.. Revise numbers Domestic animals preferer 	<ul style="list-style-type: none"> Classroom instructions Numbers in 20 Ou habites-tu? 	<ul style="list-style-type: none"> Classroom instructions Weather Days of the week Food Aimer/Adorer/detestar 	<ul style="list-style-type: none"> Classroom instructions Colours A la ferne/etre 	
Listen & engage , ask & answer questions , develop appropriate pronunciation , show understanding of words & phrases , appreciate stories, songs, poems & rhymes and broaden vocabulary							
Computing	E-mail/e-safety and learning platform <ul style="list-style-type: none"> Use search engines to find a range of media. Navigate to view a blog or class page. Recognise online behaviours that would be unfair. Think before sending meassges 	<ul style="list-style-type: none"> . 	Combining pictures and text <ul style="list-style-type: none"> Acquire, store and combine images from the internet. Resize, rotate images Create a non-fiction text based on Romans. Use different font sizes, colours and effects. 	Data <ul style="list-style-type: none"> Design a questionnaire to collect information Sort and organise information. Choose information to put into table/graphs 	Programming <ul style="list-style-type: none"> Write a simple program in scratch. Use pen up or pen down functions. Write a program to reproduce a defined geometric shape/pattern. 	Programming <ul style="list-style-type: none"> Use the repeat function (loops). Use 'if...then' statements (conditional). Create sprites and backgrounds. 	
RE	Hindu Worship (QCA 3b) <ul style="list-style-type: none"> How do Hindu's celebrate Diwali. Why do Hindu's celebrate Diwali. To learn the story of Rama and Sita. 	What do signs and symbols mean (QCA 3a) <ul style="list-style-type: none"> Learn about Christmas signs and symbols and their meanings. How do symbols help us remember the past? 	What is faith? (QCA 3e) <ul style="list-style-type: none"> To know about the life of Abraham. Understand the differences faith can make to a person's life. 	What do we know about Jesus (QCA 3c) <ul style="list-style-type: none"> To know what people in the gospels say about Jesus. To see how Jesus has been represented in art. 		What is the bible and how it is important to Christians (QCA3d) <ul style="list-style-type: none"> How is the bible different to other books? What makes a book special? What are the old and new testaments? 	
P S H E	Values	Value: Teamwork <ul style="list-style-type: none"> Working with my team Not being selfish Letting everyone take a turn Sharing Team spirit Encouraging everyone Celebrating success and with not winning 	Value: Self Belief <ul style="list-style-type: none"> Being brave New challenges Confidence Confidence to try when it's difficult Trying new things Taking risks 	Value: Honesty <ul style="list-style-type: none"> Always telling the truth Truth and dishonesty Never cheating Admitting mistakes Taking responsibility Honesty and tact 	Value: Energy <ul style="list-style-type: none"> Being positive Enjoying taking part Trying our best Being 'good enough' Keep trying 	Value: Respect <ul style="list-style-type: none"> Being polite Keeping our temper Sportsmanship Listening to others Supporting the efforts of everyone 	Value: Determination <ul style="list-style-type: none"> Never giving up on myself Never giving up on my team Always trying my best Always helping others Trying again if something goes wrong
	Nurturing	Family Links	Family Links	Family Links	Family Links	Family Links	Family Links

P S H E	Health, Well-being	NOSSP events: <ul style="list-style-type: none"> High Five Netball Y5/6 (Teamwork) Whole school cross country (Determination) Y3/4 football (respect) 	NOSSP events: <ul style="list-style-type: none"> Y5/6 Tag rugby (Teamwork) Year 5/6 Quick Sticks (respect) Y2 Multi-skills (determination) 	NOSSP events <ul style="list-style-type: none"> G&T indoor athletics (energy) Inclusion athletics (energy) Y1 Multi-skills (self-belief) 	NOSSP events: <ul style="list-style-type: none"> Y3/4 Quick sticks (respect) Y3/4 inclusion (self-belief) Something to chew on healthy eating/rugby coaching Y3 Whole school celebration day 	NOSSP events <ul style="list-style-type: none"> Y3/4 Tennis (Honesty) Y5/6 Quick cricket (Teamwork) 	NOSSP events: <ul style="list-style-type: none"> Y3,4,5,6 Quad kids (determination) Y5/6 rounders Whole school sports day
	Prevent	<ul style="list-style-type: none"> Belonging to our class/school community 	<ul style="list-style-type: none"> What does it mean to be British? 	<ul style="list-style-type: none"> Immigration and impact on Britain 	<ul style="list-style-type: none"> Human Rights/Freedom of Speech 	<ul style="list-style-type: none"> Stereotyping & Racism 	<ul style="list-style-type: none"> Extremism & Radicalisation
	Phase 1	Me and my class	What is Britain and who lives here?	What is immigration? Where have we come from?	What does freedom mean?	What do you think when you see...?	Respecting the values and opinions of other people
	Phase 2	My impact on other children in my class and school	Brainstorming different views about what being British means	Impact of immigration	Why are freedoms limited?	What do stereotyping & racism mean? Where might we encounter them?	What do extremism and radicalisation mean? How can we express views in a way which doesn't offend others?
	British Values	<ul style="list-style-type: none"> Rule of Law 	<ul style="list-style-type: none"> Tolerance (linked to anti-bullying) 	<ul style="list-style-type: none"> Rule of Law (Link to Honesty value) 	<ul style="list-style-type: none"> Freedom 	<ul style="list-style-type: none"> Respect 	<ul style="list-style-type: none"> Respect
	Phase 1	Developing class rules	What does bullying mean? Being a good friend.	Understanding the consequences of our actions	What does it mean to be free?	Respecting the roles of people who help us.	Being a good sport
	Phase 2	Developing class rules	Defining bullying and exploring examples. E safety focus.	Why do we have/need laws?	Having freedom of speech whilst showing respect for other people	Respecting the cultures, beliefs, opinions and values of others	Supporting the efforts made by everyone
Celebrating Diversity	<ul style="list-style-type: none"> Harvest Whole school celebration/diversity day 	<ul style="list-style-type: none"> Bonfire Night Remembrance day Hanukkah Advent and Christmas Diwali St Andrew's Day 	<ul style="list-style-type: none"> New Year Chinese New Year Shrove Tuesday Mother's Day 	<ul style="list-style-type: none"> Lent Easter St David's Day St Patrick's Day 	<ul style="list-style-type: none"> May Day St George's Day 	<ul style="list-style-type: none"> Ramadan Eid Bastille Day 	
People who inspire	<ul style="list-style-type: none"> Thomas Cook 	<ul style="list-style-type: none"> Omar Khayyam Gustavo Dudamel 	<ul style="list-style-type: none"> Lorraine Pascale Arthur Conan-Doyle 	<ul style="list-style-type: none"> Mike Golding Evelyn Glenny 	<ul style="list-style-type: none"> Eric Liddell/ Harold Abrahams Maggie Aderin-Pocock 	<ul style="list-style-type: none"> Shakira Christian Barnard 	