

Autumn term

	1	2	3	4	5	6	7	8	9	10	11	12	13	
Reading	TLTW&TW/Butler Bot/Robin Hood/The Witches Chant/Thomas Wood: I remember													
Key text	Narnia/ Children find a magic wardrobe						Cobbler of Krakow and the smoke dragon/How a dragon's fire works							
Writing	Portal story: focus – setting	Portal story	Portal story	Newspaper report	Newspaper report	Newspaper report	Ending of the story: Building suspense	Ending of the story: Building suspense	Ending of the story: Building suspense	Explanation text	Explanation text	Explanation text	Poetry	
GAPS	Description Sentence types Conjunctions Prepositions Sentences openers Speech				Layout – Commands Organising themes around a paragraph		Layout of devices – headings and subheadings Organising themes around a paragraph Using varied vocabulary			Organising themes around a paragraph Using time conjunctions		Writing for different purposes Participate in performance and rehearsal		
History - Stone Age	Can I investigate and interpret the past? What was the Stone Age? (exploring sources/research) WOW opportunity: cave paintings	Can I understand chronology? Label a timeline with significant dates	Can I investigate and interpret the past? Begin to use sources to explore: how they were hunter-gatherers, the tools they used and how they migrated?				Can I build an overview of world history? Impact they had on today							
Geography	Maps of the world – Countries within UK, Continents, Map work What is a globe, map, atlas, satellite image. Labelling images of compasses and of Earth. Physical and human geographical characteristics of a location Name and locate counties and cities of UK Locate equator and the tropics, climate, prime meridian and the lines used to describe any place on Earth.						Landscapes: weathering Describe the physical process of weathering, what are the two types? What is a landform? How do these types of weathering affect landforms. What are some human processes that contribute to chemical weathering? What is a fossil fuel/pollution? Where can chemical weathering be seen? Explain how a change in human processes may lead to a reduction in chemical weathering.							
Science (Links to Iron Man, Mrs Armitage: Queen of the Road) Light and sight:	Forces and Magnets Compare how things move on different surfaces. Observe how magnets attract and repel	Forces and Magnets Compare and group together materials based on if they are	Forces and Magnets Describe magnets have 2 poles	Forces and Magnets Predict whether two magnets attract or repel	Forces and Magnets Experiment: How does the mass of an objects affect how much force	Forces and Magnets Experiment: How does the mass of an objects affect how much force	Light and Sight Organising lights sources in natural and artificial light sources	Light and Sight Notice that light is reflected from surfaces	Light and Sight Recognise that light from the sun can be dangerous	Light and Sight How does the sun make light?	Light and Sight What is a shadow? Finding patterns when the size of the patterns change.	Light and Sight Practical: shadow puppet	Light and Sight Practical: shadow puppet	

The Owl Who Was Afraid of the Dark, The Dark, The Firework-Maker's Daughter		attracted or not.			is need to make it move? Which magnet is strongest?	is need to make it move? Which magnet is strongest?									
Outdoor Learning	<u>Forces</u> How things move on different surfaces including surfaces outside						<u>Light and Sight</u> Sun as a light source and safety Solid objects causing shadows (SOuL file <i>Shadow Play</i> p188)								
RE 'God and being good'	God - Hinduism						God - Islam								
	Can I develop an understanding of RE?	Do I understand key beliefs: Ultimate reality?	Do I understand key beliefs: Human beings?	Do I understand key beliefs: Dharma?	Can I understand symbols in Hinduism?	Can I summarise Hinduism?	Can I reflect on Islam key beliefs?	Can I understand what an Iman and ibadha is: Shahadah and Salah?	Can I understand what an Iman and ibadha is: Zakat?	Can I understand what an Iman and ibadha is: sawm and Ramadan?	Can I understand what an Iman and ibadha is: hajj?				
PSHE	Tobacco is a drug Pupils learn about: • The definition of a drug and that drugs (including medicines) can be harmful to people. • About the effects and risks of smoking and second-hand smoke. • About the free help available for people to remain smoke free or stop smoking Asthma Lesson That medicines can be used to manage and treat medical conditions such as asthma and that it is important to follow instructions for their use.						Bullying – see it, say it, stop it Pupils learn about: • To recognise bullying and how it can make people feel. • About different types of bullying and how to respond to incidents of bullying. • About what to do if they witness bullying.								
Computing	Computing Systems and Networks: How a digital device works?	Computing Systems and Networks: What parts make up a digital device?	Computing Systems and Networks: How do digital devices help us?	Computing Systems and Networks: How am I connected?	Computing Systems and Networks: How are computers connected?	Computing Systems and Networks: What does our school network look like?	Programming – Sequence in Music Introduction to Scratch	Programming – Sequence in Music Programming Sprites	Programming – Sequence in Music Sequences	Programming – Sequence in Music Ordering Commands	Programming – Sequence in Music Looking Good	Programming – Sequence in Music Making an instrument			
Art	Animals (lions) • Albrecht Duer • George Stubbs • Rosa Bonheur • Megan Coyle Drawing 1 • Use different hardnesses of pencils to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes). • Annotate sketches to explain and elaborate ideas.														
DT							Construction	Construction	Construction	Mechanics	Mechanics	Mechanics			

							Identify designers and improving upon existing products.	Choose suitable techniques to construct products or repair items. Strengthen materials using suitable techniques.	Design with a purpose and evaluate.	Identify designers and improving upon existing products.	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (levers or winding mechanisms).	Design make and evaluate. Make products by working efficiently.	
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
MFL	Greetings and French Culture	Classroom instructions	Animals vocabulary	Animals vocabulary	Numbers and Plurals	Numbers and Plurals	Connectives and Simple Sentences	Connectives and Simple Sentences	Gender	Memorisation and Storytelling	Memorisation and Storytelling	Saying my name	Christmas
PE	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby

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Spring term

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Reading	Iron Man/Esio Trot/ Angry Earth/ The Wave/ Little Red Riding and the Wolf/ The Daffodil													
Writing	Hansel and Gretel – Narrative: Dialogic	Hansel and Gretel – Narrative: Dialogic	Hansel and Gretel – Narrative: Dialogic	Explanation: How to build a gingerbread house	Explanation: How to build a gingerbread house	Explanation: How to build a gingerbread house	Description: Magic Brush	Description: Magic Brush	Description: Magic Brush	Instruction: How to paint a magical storm	Instruction: How to paint a magical storm			
GAPS	Using the possessive and plural possession accurately. Increase a range of sentence structure Create settings, characters and plot. Using and punctuating direct speech			Organising paragraphs around a theme Use simple organisational devices: headings and sub-headings. Use conjunctions to express time and cause			Increase a range of sentence structure Create settings, characters and plot. Choosing nouns or pronouns appropriately to avoid repetition.			Organising paragraphs around a theme Use simple organisational devices: headings and sub-headings. Use conjunctions to express time and cause				
History	Can I investigate and interpret the past? Ancient Egypt – Where? Why were they so influential?	Can I understand chronology? Ancient Egypt – How do the ancient Egyptians fit within the timeline?	Can I investigate and interpret the past? Ancient Egypt – Looking at clues from the past which tell us about them. Past vs present Egypt	Can I build an overview of world history? Ancient Egypt – Achievements – pyramids that they built.	Can I build an overview of world history? Ancient Egypt – beliefs and burials	Can I build an overview of world history? Who reigned during this period of time?	Can I build an overview of world history? How has this changed to now?							
Geography	Europe: population Explore: where Europe is? Which oceans border Europe? Exploring the countries and population of Europe? Discover the 3 main types of languages spoken? Which countries have the largest and smallest population. Comparing and contrasting the location of Europe with Africa.						Europe: rivers and mountains Explore the 5 primary rivers in Europe: the Volga, Danube, Rhine, Elbe and Loire. Where are they? How long? What are they used for? Using maps to find them on a map, label them and the length. Discover what is a source and the body of water they flow into. What is a source? What is a landlocked sea? Locate and label the landlocked seas in Europe. Mountains: What is a mountain range? Naming the tops of a mountain and how you measure the height? Locate and label 11 mountain ranges. Organise information about the 11 mountain ranges of the knowledge web.							
Science Rocks and Soils: The Pebble in My Pocket, Stone Girl, Bone Girl, The Street	Rocks and Soils: Compare and group together different kinds of rocks	Rocks and Soils: Recognise that soils are made from organic matter	Rocks and Soils: How soils and rock change over time?	Rocks and Soils: Flooding Which soil absorbs the most water? (adding different amounts of sand)			Fossils: What are fossils? How are they formed? (dual coding)	Fossils: Identifying different types of fossils?	Fossils: Why do fossils help us find out about historical events?					

MFL	French names	French names	Colours	opinions	Word order of adjectives	A traditional story: the Enormous Turnip	Numbers 1-10 Maths: addition and subtraction	J'ai (I have)	J'ai (I have)	Age	Easter	Easter	
PE	Gym/OAA	Gym/OAA	Gym/OAA	Gym/OAA	Gym/OAA	Gym/OAA	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	

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Summer term

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Reading	Charlie and the Chocolate Factory, Bill's New Frock, How to be a Superhero, Research in Geography and History/Chocolate Cake/Revolting Rhymes												
Writing	Charlie and the Chocolate Factory: Opening and Endings	Charlie and the Chocolate Factory: Opening and Endings	Charlie and the Chocolate Factory: Opening and Endings	Fairtrade chocolate: discussion	Fairtrade chocolate: discussion	Fairtrade chocolate: discussion	Legend of the green children: journey – character	Legend of the green children: journey – character	Legend of the green children: journey – character	Letter to the king asking him to travel and settle in the land: persuasive letter	Letter to the king asking him to travel and settle in the land: persuasive letter	Letter to the king asking him to travel and settle in the land: persuasive letter	
GAPS	Creating settings and plot Using fronted adverbials Using a wide range of conjunctions Using and punctuating speech Organising paragraphs around a theme			Read their writing aloud to a group or the whole class, using appropriate intonation. Participate in discussion Discussing and recording ideas Organising paragraphs around a theme			Using a wide range of sentences and conjunctions Create character descriptions			Using persuasive language Using conjunctions to express time and cause Organising paragraphs around a theme			
History	Can I understand chronology? Bronze age: What is the Bronze Age? Label timeline.	Can I build an overview of world history? Bronze Age: How does this compare to Stone age?	Can I build an overview of world history? Bronze Age: Bronze age around the world.	Can I investigate and interpret the past? Bronze Age: Using clues from the past	Can I investigate and interpret the past? Bronze Age: What was it like to live in that period of history?		Can I understand chronology? Iron Age: What is the Iron Age? Label timeline.	Can I build an overview of world history? Iron Age: How does this compare to Stone and Bronze Age?	Can I build an overview of world history? Iron Age: Famous dates or significant people.	Can I investigate and interpret the past? Iron Age: Looking at clues from the past and what it tells us about that period of history? (tools and weapons)	Can I investigate and interpret the past? Iron Age: What it was like to live during the iron age period?		
Geography	Water Cycle: Where does the water cycle take place? Illustrate and describe the five steps of water cycle. Compare and contrast the physical process of the water cycle.						Landscapes: rivers and mountains What is a watercourse, describe the physical process of what happens to water in a river. Draw and label the parts of a river and a meander and locate/name some of the longest rivers in the world. Explore river safety, how to cross a river safely and the bridges. Mountains: What is a mountain and landform? Explore the mountains in the UK and compare and contrast them. Describe the physical process of plate tectonics, volcanoes and fold/block mountains.						
Science Plants: The Hidden Forest and George and	Plants: Identify and describe the functions of different parts of the	Plants: Plant life cycle including: pollination, seed	Plants: Requirements of plants for life and growth	Plants: Water transportation between plants – practical	Plants: Water transportation between plants – practical	Plants:	Animals: Identify that animals, including humans,	Animals: Practical, WOW, Different food groups	Animals: Know how nutrients and water are transported	Animals: Importance of a balanced diet –	Animals: Importance of the skeleton	Animals: Importance of muscles	

Flora's Secret Garden	flowering plant	formation and dispersal		celery experiment	celery experiment		need the right types and amount of nutrition		within animals and humans	cause and affect			
Animals, including humans: I Will Never Not Eat a Tomato, Goldilocks and the Three Bears													
Outdoor Learning	<u>Plants</u> Function of different parts of a plant including seeds Importance of flowers in a plant's life cycle What plants need to grow (greater detail)						Water cycle (some ideas here) Landscape - weathering - looking for evidence of weathering in the local area (SOuL file <i>River Running</i> p96)						
RE	Can I reflect on what good is?	Can I understand what Judaism is?	Can I explore how Jewish people live the teachings of Judaism?	Can I develop an understanding of what a Christian perceives to be a 'good life'.			Can I develop an understanding of how Muslims perceive a 'good life'?		Can I develop an understanding of how Hindus perceive a 'good life'?				
PSHE	Saving Spending and Budgeting Pupils learn about: • What influences people's about spending and saving money. • How people can keep track of their money. • About the world of work.						What helps me chose: Pupils learn about: • Making healthy choices about food and drinks] • How branding can affect what foods people choose to buy • Keeping active and some of the challenges of this.						
Computing	Animation Can a picture move?	Animation Frame by frame	Animation What's the story?	Animation Picture perfect	Animation Evaluate and make it great!	Animation Lights, camera, action!	Events and Actions Moving a sprite	Events and Actions Maze movement	Events and Actions Drawing lines	Events and Actions Adding features	Events and Actions Debugging movement	Events and Actions Making a project	
Art							The Renaissance-Portraits <ul style="list-style-type: none"> Leonardo Da Vinci Heronymus Bosch Michelangelo Raphael Collage <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Digital media 1 Create images, video and sound recordings and explain why they were created.						
DT	Textiles: Identify some of the great designers. Improve	Textiles: Introduce seam allowance. Explore ways of	Textiles: Design, make, evaluate and improve product.	Cooking Developing knowledge around healthy eating	Cooking Learning about the different food groups	Cooking Preparing, cooking and evaluating foods.							

	upon existing designs.	joining materials using different stitching techniques.		and the impact Have a go at tasting some different foods	Have a go at preparing and cooking foods								
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Music
MFL	Definite (le, la, les)	Indefinite (un, une, des) articles	Je voudrais (I Would like)	Je voudrais (I would like)	Extending sentences with mais	Extending sentences with mais	C'est	C'est	Extending sentences with aussi	Numbers 1-15	Days of the week	Assessments	Paris Project
PE	Dance	Dance	Dance	Dance	Dance	Dance	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

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