

Autumn term

	1	2	3	4	5	6	7	8	9	10	11	12	13
Reading	Iron Man						Bills new Frock						
Key text	The Chronicles of Narnia – The Lion, The Witch and The 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? Begin to use sources to explore: how they were hunter-gatherers, the tools they used and how they migrated? Can I understand chronology? Label a timeline with significant dates Can I investigate and interpret the past? What was the Stone Age? (exploring sources/research) WOW opportunity: cave paintings												
Geography	<b>Maps of the world –</b> 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. Map of the world 1 & 2												
Science  (Links to Iron Man, Mrs Armitage: Queen of the Road)  Light and sight:  The Owl Who Was Afraid of the Dark, The Dark, The Firework-Maker’s Daughter	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 attracted or not.	Forces and Magnets  Describe magnets have 2 poles	Forces and Magnets  Predict whether two magnets attract or repel	Forces and Magnets  <b>Experiment:</b> How does the mass of an objects affect how much force is need to make it move? Which magnet is strongest?	Forces and Magnets  <b>Experiment:</b> How does the mass of an objects affect how much force is need to make it move? Which magnet is strongest?	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  <b>Practical: shadow puppet</b>	Light and Sight  <b>Practical: shadow puppet</b>

Outdoor Learning	<u>Forces</u> How things move on different surfaces including surfaces outside						<u>Den building</u> Tying knots, using flint to make a spark, cooking outdoors on an open fire					
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	<p style="text-align: center;">Tobacco is a drug</p> <p>Pupils learn about:</p> <ul style="list-style-type: none"> <li>• The definition of a drug and that drugs (including medicines) can be harmful to people.</li> <li>• About the effects and risks of smoking and second-hand smoke.</li> <li>• About the free help available for people to remain smoke free or stop smoking</li> </ul> <p>Asthma Lesson</p> <p>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.</p>						<p>Bullying – see it, say it, stop it</p> <p>Pupils learn about:</p> <ul style="list-style-type: none"> <li>· To recognise bullying and how it can make people feel.</li> <li>· About different types of bullying and how to respond to incidents of bullying.</li> <li>· About what to do if they witness bullying.</li> </ul>					
Computing	<b>Computing Systems and Networks:</b> How a digital device works?	<b>Computing Systems and Networks:</b> What parts make up a digital device?	<b>Computing Systems and Networks:</b> How do digital devices help us?	<b>Computing Systems and Networks:</b> How am I connected?	<b>Computing Systems and Networks:</b> How are computers connected?	<b>Computing Systems and Networks:</b> What does our school network look like?	<b>Programming – Sequence in Music</b> Introduction to Scratch	<b>Programming – Sequence in Music</b> Programming Sprites	<b>Programming – Sequence in Music</b> Sequences	<b>Programming – Sequence in Music</b> Ordering Commands	<b>Programming – Sequence in Music</b> Looking Good	<b>Programming – Sequence in Music</b> Making an instrument
Art	<p><b>Animals (lions)</b></p> <ul style="list-style-type: none"> <li>• Albrecht Duer</li> <li>• George Stubbs</li> <li>• Rosa Bonheur</li> <li>• Megan Coyle</li> </ul> <p><b>Drawing 1</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Annotate sketches to explain and elaborate ideas.</li> </ul>											
DT							<b>Construction</b> Identify designers and improving upon existing products.	<b>Construction</b> Choose suitable techniques to construct products or repair items. Strengthen materials using suitable techniques.	<b>Construction</b> Design with a purpose and evaluate.	<b>Mechanics</b> Identify designers and improving upon existing products.	<b>Mechanics</b> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (levers or winding mechanisms).	<b>Mechanics</b> Design make and evaluate. Make products by working efficiently.
Music	Ukulele											

<b>MFL</b>	<b>Greetings and French Culture</b>	<b>Classroom instructions</b>	<b>Animals vocabulary</b>	<b>Animals vocabulary</b>	<b>Numbers and Plurals</b>	<b>Numbers and Plurals</b>	<b>Connectives and Simple Sentences</b>	<b>Connectives and Simple Sentences</b>	<b>Gender</b>	<b>Memorisation and Storytelling</b>	<b>Memorisation and Storytelling</b>	<b>Saying my name</b>	<b>Christmas</b>
<b>PE</b>	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	Non-fiction Focus: Ancient Egypt, Under the Sea, Creation stories from around the world & a range of poetry												
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	<b>Water Cycle:</b>  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.						<b>Rivers and mountains:</b>  What is a river / mountain? How are they formed? Identifying key rivers and mountains.						
Science Rocks and Soils: The Pebble in My Pocket, Stone Girl, Bone Girl, The Street Beneath My Feet  Fossils:	<b>Rocks and Soils:</b>  Compare and group together different kinds of rocks based on physical properties	<b>Rocks and Soils:</b>  Recognise that soils are made from organic matter (layers of soil practical)	<b>Rocks and Soils:</b>  How soils and rock change over time?	<b>Rocks and Soils: Flooding</b>  Which soil absorbs the most water? (adding different amounts of sand)			<b>Fossils:</b>  What are fossils? How are they formed? (dual coding)	<b>Fossils:</b>  Identifying different types of fossils?	<b>Fossils:</b>  Why do fossils help us find out about historical events?				

RE	<b>God - Christianity</b>															
	<b>Do I understand Christian beliefs about God?</b>			<b>Can I understand Trinity?</b>		<b>Can I understand Trinity?</b>		<b>Can I understand Trinity?</b>		<b>Can I understand Trinity?</b>		<b>Can I understand Trinity?</b>		<b>Can I understand what Holy Communion is?</b>		<b>Can I summarise Christianity?</b>
PSHE	Strengths and Challenges							Celebrating Difference								
	Pupils learn about: <ul style="list-style-type: none"> <li>• About celebrating achievements and setting personal goals.</li> <li>• About dealing with put downs</li> <li>• About positive ways to deal with set backs.</li> </ul>							Pupils learn about: <ul style="list-style-type: none"> <li>• About valuing the similarities and differences between themselves and others.</li> <li>• What is meant by community.</li> <li>• Pupils learn about belonging to groups.</li> </ul>								
Computing	<b>Creating Media – Desktop Publishing</b>	<b>Creating Media – Desktop Publishing</b>	<b>Creating Media – Desktop Publishing</b>	<b>Creating Media – Desktop Publishing</b>	<b>Creating Media – Desktop Publishing</b>	<b>Creating Media – Desktop Publishing</b>	<b>Creating Media – Desktop Publishing</b>	<b>Databases –</b>	<b>Databases –</b>	<b>Databases –</b>	<b>Databases –</b>	<b>Databases –</b>	<b>Databases –</b>	<b>Databases –</b>	<b>Databases –</b>	
	Words and pictures	Can you edit it?	Great template	Adding content	Laying it out	Using desktop publishing		Yes or No questions	Making groups	Creating a branching database	Structuring a branching database	Using a branching database	Presenting information			
Art								<b>Figures</b>								
								<ul style="list-style-type: none"> <li>• Alberto Giacometti (various figures)</li> </ul> Sculpture Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). <ul style="list-style-type: none"> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>								
DT	<b>Materials</b>	<b>Materials</b>	<b>Materials</b>	<b>Cooking</b>	<b>Cooking</b>	<b>Cooking</b>										
	Identify designers and improving upon existing products.	Cut materials and selecting appropriate tools. Exploring cutting and joining techniques.	Design make and evaluate.	Beginning to disassemble existing products and understanding product value.	Preparing ingredients hygienically using appropriate tools.	Design, make and evaluate product.										
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	
MFL	<b>French names</b>	<b>French names</b>	<b>Colours</b>	<b>opinions</b>	<b>Word order of adjectives</b>	<b>A traditional story: the Enormous Turnip</b>	<b>Numbers 1-10 Maths: addition and subtraction</b>	<b>J'ai (I have)</b>	<b>J'ai (I have)</b>	<b>Age</b>	<b>Easter</b>	<b>Easter</b>				
PE	Gym/OAA	Gym/OAA	Gym/OAA	Gym/OAA	Gym/OAA	Gym/OAA	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket			

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Summer term

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<b>Reading</b>	<b>Charlie and the Chocolate Factory, Research in Geography and History/Chocolate Cake/Revolt Rhymes</b>												
<b>Writing</b>	<b>Charlie and the Chocolate Factory: Opening and Endings</b>	<b>Charlie and the Chocolate Factory: Opening and Endings</b>	<b>Charlie and the Chocolate Factory: Opening and Endings</b>	<b>Chocolate Non-fiction text</b>	<b>Chocolate Non-fiction text</b>	<b>Chocolate Non-fiction text</b>	<b>Legend of the green children: journey – character</b>	<b>Legend of the green children: journey – character</b>	<b>Legend of the green children: journey – character</b>	<b>Letter to the king asking him to travel and settle in the land: persuasive letter</b>	<b>Letter to the king asking him to travel and settle in the land: persuasive letter</b>	<b>Letter to the king asking him to travel and settle in the land: persuasive letter</b>	
<b>GAPS</b>	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			
<b>History</b>	Can I understand chronology?  <b>Bronze age:</b>  <b>What is the Bronze Age? Label timeline.</b>	Can I build an overview of world history?  <b>Bronze Age:</b>  <b>How does this compare to Stone age?</b>	Can I build an overview of world history?  <b>Bronze Age:</b>  <b>Bronze age around the world.</b>	Can I investigate and interpret the past?  <b>Bronze Age:</b> <b>Using clues from the past</b>	Can I investigate and interpret the past?  <b>Bronze Age:</b> <b>What was it like to live in that period of history?</b>		Can I understand chronology?  <b>Iron Age:</b> <b>What is the Iron Age?</b>  <b>Label timeline.</b>	Can I build an overview of world history?  <b>Iron Age:</b> <b>How does this compare to Stone and Bronze Age?</b>	Can I build an overview of world history?  <b>Iron Age:</b> <b>Famous dates or significant people.</b>	Can I investigate and interpret the past?  <b>Iron Age:</b> <b>Looking at clues from the past and what it tells us about that period of history? (tools and weapons)</b>	Can I investigate and interpret the past?  <b>Iron Age:</b> <b>What it was like to live during the iron age period?</b>		
<b>Geography</b>	<b>Europe: rivers and mountains</b> 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. <b>Mountains:</b> 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. <b>Europe Population</b>												
<b>Science</b> <b>Plants:</b>	<b>Plants:</b> Identify and describe the	<b>Plants:</b> Plant life cycle	<b>Plants:</b> Requirements of plants for	<b>Plants:</b> Water transportation	<b>Plants:</b> Water transportation	<b>Plants:</b>	<b>Animals:</b> Identify that	<b>Animals:</b> Practical, WOW,	<b>Animals:</b> Know how nutrients	<b>Animals:</b> Importance of a	<b>Animals:</b>	<b>Animals:</b> Importance of muscles	

<p><b>The Hidden Forest and George and Flora's Secret Garden</b></p> <p><b>Animals, including humans: I Will Never Not Eat a Tomato, Goldilocks and the Three Bears</b></p>	<p>functions of different parts of the flowering plant</p>	<p>including: pollination, seed formation and dispersal</p>	<p>life and growth</p>	<p>between plants – practical celery experiment</p>	<p>between plants – practical celery experiment</p>		<p>animals, including humans, need the right types and amount of nutrition</p>	<p>Different food groups</p>	<p>and water are transported within animals and humans</p>	<p>balanced diet – cause and affect</p>	<p>Importance of the skeleton</p>		
<p><b>Outdoor Learning</b></p>	<p><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)</p>												
<p><b>RE</b></p>	<p>Can I reflect on what good is?</p>	<p>Can I understand what Judaism is?</p>	<p>Can I explore how Jewish people live the teachings of Judaism?</p>	<p>Can I develop an understanding of what a Christian perceives to be a 'good life'.</p>	<p><b>Can I develop an understanding of how Muslims perceive a 'good life'?</b></p>	<p><b>Can I develop an understanding of how Hindus perceive a 'good life'?</b></p>							
<p><b>PSHE</b></p>	<p>Saving Spending and Budgeting</p> <p>Pupils learn about:</p> <ul style="list-style-type: none"> <li>• What influences people's about spending and saving money.</li> <li>• How people can keep track of their money.</li> <li>• About the world of work.</li> </ul>						<p>What helps me chose:</p> <p>Pupils learn about:</p> <ul style="list-style-type: none"> <li>• Making healthy choices about food and drinks]</li> <li>• How branding can affect what foods people choose to buy</li> <li>• Keeping active and some of the challenges of this.</li> </ul>						
<p><b>Computing</b></p>	<p><b>Animation</b> Can a picture move?</p>	<p><b>Animation</b> Frame by frame</p>	<p><b>Animation</b> What's the story?</p>	<p><b>Animation</b> Picture perfect</p>	<p><b>Animation</b> Evaluate and make it great!</p>	<p><b>Animation</b> Lights, camera, action!</p>	<p><b>Events and Actions</b> Moving a sprite</p>	<p><b>Events and Actions</b> Maze movement</p>	<p><b>Events and Actions</b> Drawing lines</p>	<p><b>Events and Actions</b> Adding features</p>	<p><b>Events and Actions</b> Debugging movement</p>		<p><b>Events and Actions</b> Making a project</p>
<p><b>Art</b></p>							<p><b>The Renaissance-Portraits</b></p> <ul style="list-style-type: none"> <li>• Leonardo Da Vinci</li> <li>• Heronymus Bosch</li> <li>• Michelangelo</li> <li>• Raphael</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b>Digital media 1</b> Create images, video and sound recordings and explain why they were created.</p>						
<p><b>DT</b></p>	<p><b>Textiles:</b> Identify some of the</p>	<p><b>Textiles:</b> Introduce seam</p>	<p><b>Textiles:</b> Design, make, evaluate and</p>	<p><b>Cooking</b> Developing knowledge</p>	<p><b>Cooking</b> Learning about the</p>	<p><b>Cooking</b> Preparing, cooking</p>							

	great designers. Improve upon existing designs.	allowance. Explore ways of joining materials using different stitching techniques.	improve product.	around healthy eating and the impact  Have a go at tasting some different foods	different food groups  Have a go at preparing and cooking foods	and evaluating foods.							
<b>Music</b>	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	<b>Music</b>
<b>MFL</b>	<b>Definite (le, la, les)</b>	<b>Indefinite (un, une, des) articles</b>	<b>Je voudrais (I Would like)</b>	<b>Je voudrais (I would like)</b>	<b>Extending sentences with mais</b>	<b>Extending sentences with mais</b>	<b>C'est</b>	<b>C'est</b>	<b>Extending sentences with aussi</b>	<b>Numbers 1-15</b>	<b>Days of the week</b>	<b>Assessments</b>	<b>Paris Project</b>
<b>PE</b>	Dance	Dance	Dance	Dance	Dance	Dance	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

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