



| Aut 1        | Aut 2 | Spr 1          | Spr 2          | Sum 1            | Sum 2                |
|--------------|-------|----------------|----------------|------------------|----------------------|
| Anglo-Saxons | Space | Ancient Greeks | Ancient Greeks | Rivers and Roads | Crime and Punishment |

| Aut 1        | Maths      | English  | Science  | Humanities  | Art/DT   | Music   | PE  | RE  | Computing  | PSHE   | MFL   |
|--------------|------------|--|--|---|--|---|---|---|--|--|---|
| Anglo Saxons | White Rose | <p><b>Writing Stimulus</b></p> <ul style="list-style-type: none"> <li>The Boy at the Back of the Class by Onjali Q. Rauf</li> </ul> <p><b>Written Outcomes</b></p> <ul style="list-style-type: none"> <li>Postcard</li> <li>Scripted News</li> <li>Report</li> <li>Critique</li> <li>Poster</li> <li>School Policy</li> <li>Labels for Art</li> <li>Installation</li> <li>Discussion Notes</li> <li>Free Verse</li> <li>Poetry</li> <li>Scripted Infomercial</li> <li>Persuasive Poster</li> <li>Pamphlet</li> <li>Fact Cards</li> <li>Research Notes</li> </ul> | <p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul> | <p><b>History Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>Where did the early Anglo-Saxons live and how do we know?</li> <li>What was the mystery of the empty Saxon grave?</li> <li>How did people's lives change when Christianity came to Britain and how can we be sure?</li> <li>How did the Vikings try to take over the country and how close did they get?</li> <li>How did things change in 878?</li> <li>Alfred and Guthrum</li> <li>Alfred the Great. How great was he?</li> <li>How effective was Anglo-Saxon justice?</li> <li>Were Saxon times really 'Dark' Ages?</li> </ul> | <p><b>DT Project on a Page: Frame Structures</b></p> <ul style="list-style-type: none"> <li>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul> | <p><b>Brass</b></p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p> | <p><b>Real PE 1</b></p> <p><b>Netball</b></p> <p>Children learn to perform and combine skills, at speed, with confidence and control. Children choose and apply skills that meet the need of the situation such as keeping possession or moving to get away from an opponent.</p> <p>Children improve teamwork skills, follow rules of the game and understand formations and individual roles.</p> | <p><b>Do Muslims need the Qur'an?</b></p> <p>We will explore different ways of showing belief with special reference to Islam</p> | <p><b>Computing systems and networks - Systems and searching</b></p> <p>Children develop their understanding of computer systems and how information is transferred between systems and devices. They explain the input, output, and process aspects of a variety of different real-world systems. Children discover how information is found on the World Wide Web.</p> | <p><b>Family Links</b></p> <ul style="list-style-type: none"> <li><b>Why we are here-</b> understand our class community, establish clear boundaries for behaviour.</li> <li><b>Praise and criticism -</b> recognise the impact of both praise and criticism on feelings and behaviour.</li> <li><b>Personal Power-</b> introduce a common term for inner strength or willpower and encourage children to take responsibility for how they use it.</li> <li><b>The Power to Choose -</b> Recognise how they can use their personal power to make choices and also take responsibility for the consequences of their choices.</li> <li><b>Thinking about feelings -</b> increase awareness of their range of emotions and how they affect their own - and others' - behaviour.</li> </ul> | <p><b>La Jolie Ronde</b></p> <p><i>Il y a + buildings on the high street</i><br/> <i>un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements</i></p> <p>Directions<br/> <i>A gauche, à droite,</i><br/>                 Revision of connectives - <i>et, aussi</i><br/>                 Revision of adjectives - <i>grand, petit</i></p> <p>Asking where places are<br/> <i>Il y a?</i><br/> <i>C'est, au coin</i><br/>                 Pause words<br/> <i>Et alors, voyons, eh bien,</i></p> |

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|-------|------------|--|---|---|----------------------------------|---|---|--|---|--|--|
| Space | White Rose | <p><b>Writing Stimulus</b></p> <p>Curiosity – The Story of the Mars Rover</p> <p><b>Written Outcomes</b></p> <ul style="list-style-type: none"> <li>Job description</li> <li>Research notes</li> <li>Non-chronological texts</li> <li>Eyewitness accounts</li> <li>News piece in a choice of form</li> <li>Job application</li> <li>Exhibition labels</li> <li>Speech</li> <li>Biography</li> </ul> <p><b>Reading Texts</b></p> <ul style="list-style-type: none"> <li>Clockwork by Phillip Pullman</li> </ul> | <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> | <p><b>Geography – Longitude and Latitude</b></p> <p>Children will develop their understanding of the significance of latitude, longitude, time zones and the key aspects of climate types.</p> <p>They will develop their locational knowledge of places in North and South America using maps, atlases, globes and digital/computer mapping.</p> | <p><b>Art focus: Digital</b></p> | <p><b>Brass</b></p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p> | <p><b>Real PE 2</b></p> <p>Real Gym</p> | <p><b>Does God communicate with humans?</b></p> <p>We will understand the Christmas story from a Biblical viewpoint.</p> | <p><b>Creating media - Video production</b></p> <p>Children learn how to create short videos in groups. They will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Children are guided with step-by-step support to take their idea from conception to completion. Children reflect on and assess their progress in creating a video.</p> | <p><b>Family Links</b></p> <ul style="list-style-type: none"> <li><b>Managing difficult feelings</b> - Begin to accept and manage difficult feelings in positive ways.</li> <li><b>Nurturing Ourselves</b> - instil awareness of the need to nurture oneself as part of a healthy lifestyle.</li> <li><b>Peer Power</b> - Recognise that groups have peer power and individuals have personal power.</li> <li><b>Celebrating Differences</b> - Help children understand the positive value of difference.</li> <li><b>Saying Goodbye</b> - Help children identify the term's successes and challenges, as part of moving forward to make a fresh start.</li> </ul> | <p><b>La Jolie Ronde</b></p> <p>Revision of days of the week<br/>                 Times of day<br/> <i>Matin, après-midi, soir, à 10 heures, à 4 heures et demie</i><br/> <i>Très, assez</i></p> <p>Christmas theme<br/> <i>La forêt, il neige, un sapin, je brille, une bougie</i><br/>                 Revision of colours and verb être - <i>je suis/je ne suis pas</i></p> |

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|----------------|------------|---|--|---|---|---|--|---|--|--|--|
| Ancient Greeks | White Rose | <p><b>Writing Stimulus</b></p> <p>Odysseus</p> <p><b>Written Outcomes</b></p> <ul style="list-style-type: none"> <li>Information posters</li> <li>Letters</li> <li>Annotated storyboards</li> <li>Diaries</li> <li>Speeches</li> <li>Notes for a debate</li> <li>Story writing</li> <li>Newspaper articles</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Falling Out of the Sky: Poems about Myths and Monsters, edited by Rachel Piercey and Emma Wright</li> </ul> | <p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul> | <p><b>Geography</b></p> <p>We will be delving into the realm of modern Greece. By examining the physical landscape of Greek and its geography, we will establish a foundation for our subsequent exploration of ancient Greek civilisation.</p> | <p><b>DT Project on a Page: Food – Celebrating culture and seasonality</b></p> <ul style="list-style-type: none"> <li>Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Know and use relevant technical and sensory vocabulary.</li> </ul> | <p><b>Brass</b></p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p> | <p><b>Real PE 3</b></p> <p><b>Tag Rugby</b></p> <p>Children learn to perform and combine skills, at speed, with confidence and control.</p> <p>Children choose and apply skills that meet the need of the situation such as keeping possession or moving to get away from an opponent.</p> <p>Children improve teamwork skills, follow rules of the game and understand formations and individual roles.</p> | <p><b>Does the community of the Mosque help Muslims lead better lives?</b></p> <p>We will explore how the Mosque is viewed and how it influences the life and belief of Muslims</p> | <p><b>Programming A – Selection in physical computing</b></p> <p>Children use physical computing to explore the concept of selection in programming through the Crumble programming environment. They are introduced to a microcontroller and learn how to connect and program components. They are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions.</p> | <p><b>Revisit Family Links</b></p> <ul style="list-style-type: none"> <li><b>Why we are here-</b> understand our class community, establish clear boundaries for behaviour.</li> <li><b>Praise and criticism -</b> recognise the impact of both praise and criticism on feelings and behaviour.</li> <li><b>Personal Power-</b> introduce a common term for inner strength or willpower and encourage children to take responsibility for how they use it.</li> <li><b>The Power to Choose -</b> Recognise how they can use their personal power to make choices and also take responsibility for the consequences of their choices.</li> <li><b>Thinking about feelings -</b> increase awareness of their range of emotions and how they affect their own - and others' - behaviour.</li> </ul> | <p><b>La Jolie Ronde</b></p> <p>Revision of days of the week/<br/>                 hobbies introduced in Y4<br/>                 Simple future tense<br/> <i>Je vais...</i><br/> <i>Encore</i></p> <p>Months of the year (Revision from Y3)</p> <p>Revision of sports/hobbies vocabulary</p> <p>Revision of numbers 0-50</p> <p>Comparisons<br/> <i>...plus que</i><br/> <i>...more than</i><br/>                 Revision of immediate future - <i>je vais + verb</i></p> |



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|----------------|------------|---|---|--|------------------------------------|---|-----------------------------|---|--|--|---|
| Ancient Greeks | White Rose | <p><b>Writing Stimulus</b></p> <p>The sister who ate her brother</p> <p><b>Written Outcomes</b></p> <ul style="list-style-type: none"> <li>• Writing in Role</li> <li>• Narrative episode</li> <li>• Playscript</li> <li>• Original Trickster Tale</li> <li>• Notes of advice</li> <li>• Modernised Traditional Tale</li> </ul> | <p><b>Big Science – Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> | <p><b>History Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>• How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</li> <li>• What can we work out about everyday life in Ancient Athens?</li> <li>• Why was Athens able to be so strong in the 5th and 6th century BC?</li> <li>• Would you have preferred to live in Athens or Sparta?</li> <li>• What can we tell about the Ancient Greeks from a study of their Olympics?</li> <li>• What can we tell about the Ancient Greeks from their interest in the theatre?</li> <li>• What did the Greeks do for us?</li> </ul> | Art focus:<br>Drawing/<br>Painting | Brass<br><br>Whole class ensemble tuition<br><br>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills. | Real PE 4<br><br>Real Dance | <a href="#">Was the death of Jesus a worthwhile sacrifice?</a><br><br>We will explore the significance of death of Jesus at Easter for Christians | <a href="#">Data and information – Flat-file databases</a><br><br>This unit looks at how a flat-file database can be used to organise data in records. Children use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question and present their work to others. | <p><b>Revisit Family Links</b></p> <ul style="list-style-type: none"> <li>• <b>Managing difficult feelings</b><br/>Begin to accept and manage difficult feelings in positive ways.</li> <li>• <b>Nurturing Ourselves</b><br/>Instil awareness of the need to nurture oneself as part of a healthy lifestyle.</li> <li>• <b>Peer Power</b><br/>Recognise that groups have peer power and individuals have personal power.</li> <li>• <b>Celebrating Differences</b><br/>Help children understand the positive value of difference.</li> <li>• <b>Saying Goodbye</b><br/>Help children identify the term's successes and challenges, as part of moving forward to make a fresh start.</li> </ul> | La Jolie Ronde<br><br>Revision of fruit ad Y3 food<br><i>Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petits pois</i><br><br>Revision of connectives: <i>et, mais, aussi</i><br><br>Breakfast<br><i>Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux...?, je voudrais...</i><br><br>Ingredients for a French dessert<br><i>Le beurre, le sucre, des oeufs, le sel</i> |

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|------------------|------------|---|--|---|--|---|--|---|--|--|--|
| Rivers and Roads | White Rose | <p><b>Writing Stimulus</b></p> <p>The Song from Somewhere Else</p> <p><b>Written Outcomes</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Diary</li> <li>• Letter</li> <li>• Character Description</li> <li>• Narrative</li> <li>• Newspaper Article</li> <li>• Extended Narrative</li> </ul> <p><b>Poetry</b></p> <p>Being Me</p> | <p><b>Changes of materials</b></p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their solubility</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> | <p><b>Geography – Rivers</b></p> <p>Children learn about physical processes connected with rivers and the formation of river landscapes, and the interaction between physical and human environments through river flooding.</p> <p>Children undertake river fieldwork activities in our local context.</p> <p>Children have the opportunity to widen their locational knowledge of rivers in the UK, Europe and the world through the use of maps and atlases.</p> | Art focus:<br>sculptures (recycled materials)Art | Brass<br><br>Whole class ensemble tuition<br><br>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills. | Real PE 5<br><br><b>Cricket</b><br><br>Children learn to perform and combine skills, at speed, with confidence and purpose.<br><br>Children will choose and apply skills that meet the needs of the situation such as retrieving, intercepting, bowling and hitting.<br><br>Children will have an opportunity to play competitively, using tactics to outwit their opponents. Through competitive games, children will develop teamwork skills, and understand and apply basic principles for attacking and defending. | <a href="#">Are you inspired?</a><br><br>We will explore the person and work of the Holy Spirit; to find out what inspires Christians in the past and today | <a href="#">Creating media – Introduction to vector graphics</a><br><br>Children start to create vector drawings. They learn how to use different drawing tools to help them create images. Children recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Children layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. | <p><b>LEANS</b></p> <ol style="list-style-type: none"> <li>1. Introduction to neurodiversity <ul style="list-style-type: none"> <li>• Neurodiversity concepts and Terminology</li> </ul> </li> <li>2. Learning and thinking differently <ul style="list-style-type: none"> <li>• Variability of experiences with lessons and the physical school environment</li> </ul> </li> <li>3. Communication and understanding <ul style="list-style-type: none"> <li>• Communication modalities and situations; miscommunication</li> </ul> </li> <li>4. Getting along together at school <ul style="list-style-type: none"> <li>• Understanding differences between needs and wants; conflicting needs</li> <li>• Offering and accepting help</li> </ul> </li> </ol> | La Jolie Ronde<br><br>Revision of days of the week/months of the year<br><i>Aujourd'hui c'est le lundi 10 octobre</i><br><br>Weather<br><i>Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</i> |

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|----------------------|------------|---|---|--|---|---|--|--|---|--|--|
| Crime and Punishment | White Rose | <p><b>Writing Stimulus</b></p> <p>The London Eye Mystery</p> <p><b>Written Outcomes</b></p> <ul style="list-style-type: none"> <li>• Diary/Journal Entries (Ongoing)</li> <li>• Persuasive Speech</li> <li>• Explanatory Booklet</li> <li>• Police Report</li> <li>• Free Verse Poetry</li> <li>• Formal Letter</li> <li>• Newspaper Report</li> <li>• Television News Speech</li> <li>• Restricted Form Poetry: Nonet</li> <li>• Advertisement</li> <li>• Restricted Form Poetry: Haiku</li> <li>• Poetry – Iambic Pentameter / Sonnet</li> <li>• Narrative</li> </ul> | <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> </ul> | <p><b>History Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• How do we know what punishment was like 800 years ago?</li> <li>• How do we know what punishment was like 800 years ago?</li> <li>• How did crimes and punishments change between 1500 and 1750?</li> <li>• Why did punishments become so bloody in the 18th century?</li> <li>• Why did so much change happen in crime and punishment the 19th century?</li> <li>• Has the way we catch and punish criminals improved in the last 100 years?</li> </ul> | DT Project on a <a href="#">Page: 5-6 Pulleys or gears.pdf</a><br><br>• Understand that mechanical and electrical systems have an input, process and an output.<br>• Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.<br>• Know and use technical vocabulary relevant to the project. | Brass<br><br>Whole class ensemble tuition<br><br>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills. | Real PE 6<br><br><b>Athletics (sports day)</b><br><br>Children learn, develop, and refine techniques and actions needed for a range of athletic disciplines. They continue to develop running, jumping, and throwing skills in isolation and combination.<br><br>Children understand what throwing and jumping techniques are required to achieve maximum distance and height, and appropriate pace judgement when running for distance. | <a href="#">What is best for our world? Does religion help people decide?</a><br><br>We will explore how and why believers help others through charity and service | <a href="#">Programming B – Selection in quizzes</a><br><br>Children develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program. | <p><b>LEANS</b></p> <ol style="list-style-type: none"> <li>5. Is that fair? <ul style="list-style-type: none"> <li>• Equality and equity-based concepts of fairness</li> <li>• Applying fairness concepts to classroom supports, treatment at school</li> </ul> </li> <li>6. Different ways to make a friendship <ul style="list-style-type: none"> <li>• Friendship, relationships with Classmates</li> </ul> </li> <li>7. Neurodiversity in our classroom <ul style="list-style-type: none"> <li>• This unit is about review, reflection, and planning toward the future.</li> </ul> </li> </ol> | La Jolie Ronde<br><br>Seasons<br><i>En automne, en hiver, au printemps, en été</i><br><br><i>Normalement, en general</i><br><br>Saying where you live<br><i>J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre</i> |