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| **2019-2020** | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Values** | 7Cs  Compassion  Kindness  Forgiveness  Integrity  Peace  Laudato Si | | 7Cs  Compassion  Kindness  Forgiveness  Courage  Laudato Si | 7Cs  Humility  Kindness  Integrity  Laudato Si | 7Cs  Kindness  Justice  Forgiveness  Peace  Courage  Laudato Si | 7Cs  Humility  Compassion  Justice  Integrity  Peace  Laudato Si | 7Cs  Compassion  Kindness  Forgiveness  Integrity  Courage  Laudato Si |
| **Religious Education** | Creation  Sacraments (assess)  Using religious vocabulary; making links between stories & beliefs.  Comparing our ideas and answers about difficult questions. | | ISLAM Week  Prayers, Saints & Feasts  Advent  Give reasons for certain acts and symbols.  Make links how feelings and beliefs affect behaviours. | Christmas  Revelation (assess)  Judaism  Make links how feelings and beliefs affect behaviours. | Lent  Holy Week  Give reasons for actions by believers.  Compare our ideas and answers about difficult questions. | Easter (assess)  Pentecost  Give reasons for actions by believers.  Make links how feelings and beliefs affect behaviors. | Mission  Judaism Week  Hinduism/ Sikhism Week  Prayers, Saints & Feasts  Describe ways in which religion is lived out by believers.  Make links how feelings and beliefs affect behaviours. |
| **Personal, Social & Health Education** | **Well-being**: Trick box  Caring for the Environment  Rights and Responsibilities  Class Charter 7Cs | | **Well-being**: Trick box and Anti-bullying  Health and Wellbeing- Healthy Lifestyles | **Well-being**: Trick box and E safety  Keeping Safe (medicines)  [Medicines: check the label](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/medicines-check-the-label) | **Well-being**: Trick box  Growing and changing | **Well-being**: Trick box  Healthy relationships | **Well-being**: Trick box  Living in the Wider World- |
| **Class Text** | Bear Grylls Adventures – The Jungle Challenge | The Christmasaurus and the Winter witch- Tom Fletcher | | Alice in Wonderland | Tilly and The Time Machine | Romans on the Rampage Jeremy Strong | Where the river runs gold? Once upon a river? |
| **English skills:**  **Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar & punctuation** | Writing to Persuade: letter  Writing to entertain: Narrative and setting  Rainforest poetry | Writing to Inform: Recount of trip  Writing to persuade: Hooke court advert  Writing to entertain: Christmas Poetry | | Writing to Inform:  Instructions  Writing to persuade: poster/advert  Writing to entertain: narrative about a magical potion | Writing to Inform and discuss: Newspaper report | Writing to inform:  Diary entry of a Roman  Writing to entertain: narrative about time travelling to Rome | Writing to inform:  Non chronological report on Water Cycle |
| **Maths** | Block 1 Place Value weeks 1-5  Block 2 Number- Addition and Subtraction weeks 6-8 | Block 3 Measurement - Length and Perimeter week 9-10  Block 4 Number- Multiplication and Division weeks 10-12  Consolidation week 12 | | Block 5 Number- Multiplication and Division weeks 1-5  Block 6 Measurement - Area week 6 | Block 7 Fractions Weeks 5-8  Block 8 Number- Multiplication and Division  Block 9 Decimals weeks 9-11  Consolidation week 12 | Block 10 Decimals week 1 and 2  Block 11 Measure and money week 3 and 4  Block 12 Time week 5 | Block 13 Statistics week 6 and 7  Block 14 Geometry-properties of shape weeks 8-10  Block 15 Geometry- position and direction weeks 11  Consolidation week 12 |
| **Science** | Habitats, classification and food chains  Recognise that living things can be grouped in a variety of ways  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things.  Construct and interpret a variety of food chains, identifying producers, predators and prey. | Sounds  Exploring sounds through Music (Tudors). What can we find out about Tudor instruments? What did they look like and how were the sounds made? How are they similar to instruments we play today? Can we make a table to compare how to make sounds louder or quieter in different instruments? How would we change an instrument’s pitch?  Identify how sounds are made, associating some of them with something vibrating,.  Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases. | | States of Matter  Compare and group materials together, according to whether they are solids, liquids or gases  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | Electricity  Identify common appliances that run on electricity  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  Recognise some common conductors and insulators, and associate metals with being good conductors. | The Digestive system and Teeth  What food did the Romans eat? Design a Healthy Roman Banquet. Link to Geography-food settlements and trade links.  Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions | The Water Cycle  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. |
| **History** | **Focus on Geography** | **The Tudors**  Find out about everyday lives of people in time studied. Compare with our life today.  Identify reasons for and results of people's actions.  Place events from period studied on time line.  Use terms related to the period and begin to date events. Use evidence to reconstruct life in time studied.  Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.  Choose relevant material to present a picture of one aspect of life in time past. Use the library and internet for research.  **A local history study-carried over from Year 3** | | **Find out why potions were used in the past for medical and magical reasons.**  Find out about everyday lives of people in time studied.  Compare with our life today.  Identify reasons for and results of people's actions.  Understand why people may have wanted to do things. | **What was life like before electricity?**  **What do we use electricity for now? Research transport…electric cars? Talk about pollution?**  **Research inventors Thomas Eddison, Benjamin Franklin and Graham Bell**  Identify reasons for and results of people's actions. Offer a reasonable explanation for some events.  Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Use the library and internet for research. | **The Roman Empire and its impact on Britain.**  Find out about everyday lives of people in time studied. Compare with our life today.  Identify reasons for and results of people's actions. Understand why people may have wanted to do things.  Place events from period studied on time line. Use terms related to the period and begin to date events.  Use evidence to reconstruct life in time studied.  Identify key features and events of time studied.  Look for links and effects in time studied. Offer a reasonable explanation for some events.  Choose relevant material to present a picture of one aspect of life in time past.  Use the library and internet for research. | **Focus on Geography** |
| **Geography** | locate rainforests on a map and google Earth • locate equator • use atlas to find information • find out about layers of a rainforest • who lives in a rainforest? • what do we get from a rainforest? • problems facing rainforests / deforestation etc.  **Look at layers of the rainforest**  Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere  **Research how people live in/near rainforests compare to rural areas.**  Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. | **Focus on Tudor living in England**  Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. | | **Focus on History** | **Discuss countries/areas that do not have electricity-links to PHSE understanding that people are not as fortunate.**  Describe and understand key aspects of:  Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water | **Focus on Italy**  Locate the world’s countries, using maps **to focus on Europe** concentrating on their environmental regions and key physical and human characteristics, countries and major cities. **Rome**  Describe and understand key aspects of:  Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water | **Focus on France**  Locate the world’s countries, using maps **to focus on Europe** concentrating on their environmental regions and key physical and human characteristics, countries and major cities. **Paris**  Describe and understand key aspects of:  \*Physical geography, including: **rivers and the water cycle.**  \*Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water |
| **Design Technology** |  |  | | **Design potion bottles using clay and paint**  Make and select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  Select from and use a wider range of materials and component, according to their functional properties and aesthetic qualities  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world | **Design a game that needs to be run by electricity.**  Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups .  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,  D&T understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  | **Create a 3D moving Water Cycle** |
| **Art and Design** | Use Henri Rousseau ‘Tiger in a Tropical Storm’ painting. Children to create their own collage based on the picture. Paint pictures of animals and plants from the rainforest. Forest picture using different techniques – printing, blow painting etc  Can use ripping as a technique for collage.  Papier Mache Earth  Mixing colours | Tudor portraits | | Observe a range of perfume bottles to sketch to develop ideas about shape. We will also look at the painting ‘The Love potion’ by Evelyn de Morgan and discuss the story the artist is trying to tell us.  Draw whole sketches with detail of surrounds (i.e including the background.)  Solidify infill shapes with coloured pencils and can produce a range of tones with each.   |  | | --- | | Express different feelings through drawing. | |  | Research Italian Artist Modigliani and recreate portraits in his style. | Research French Artists and recreate cubist and impressionist art. |
| **Computing**  **E-safety** | We are Software developers  The children will develop a simple educational game | We are toy designers  The children will create a prototype of an educational toy | | We are musicians  The children will produce digital music | We are HTML editors  The children will edit and write a HTML | We are co authors  The children will produce a wiki | We are meteorologists  The children will become weather presenters |
| **Music** | Children will learn to recognise and understand Pentatonic Scales. They will use Pentatonic scales for composition. | Children will learn and perform music for the Christmas period. They will also learn about the life and Music of **Handel.** They will also improve their General Musicianship Skills. | | Wider Opportunities Whole Class instrument Playing. | Wider Opportunities Whole Class instrument Playing. | Children will learn and perform music for a Summer Show. They will increase their General Musicianship Skills. They will also study Music from around the world, focussing especially on **China.**  They will also learn about the life and Music of **John Williams.** | |
| **Physical Education** | Indoor athletics and invasion games | Gymnastics and invasion games | | Net and wall games | Dance | Athletics  Striking and fielding games | Swimming |
| **Spanish** | Listen & engage.  Engage in conversations. Expressing opinions | | | Speak in simple language & be understood. Develop appropriate pronunciation.  Present ideas & information orally | | Show understanding in simple reading. | Adapt known language to create new ideas. Describe people, places & things. Understand basic grammar, e.g. gender |
| **Additional Enrichment** | Laudato Si | | |  | | D day Anniversary |  |

The themes/topics shown may change according to the children’s needs and interests. Pease read the class newsletters with the attached guide to your child’s learning each half term.