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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English** | **Own historical narratives**  Character descriptions,  diaries, recounts | **A Fable**  An ode, dialogue, wanted poster, diary entry, song, letter, postcard, new law,  own version fable | **Newspaper reports** Setting descriptions, diaries, letters, thought bubbles | **Own Version narratives**  Descriptive passages, how to guides,  letters,  discussions,  non-chronological reports | **Sequels (mystery narratives)**  Setting descriptions, narrative retellings, non-chronological reports, letters (informal) | **Own version extended narrative Setting** descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue |
| **Focus Texts** | The First Drawing  by Mordicai Gerstein | C:\Users\RLWSANDERSON\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3957FCA1.tmp  Starbird  by  Carol King-Chai | Escape from Pompei  by  Christina Balit | Cinderella of the Nile  by  Beverley Naidoo | Flotsam  by  David Wiesner | The Last Garden  by  Rachel Ip |
| **Class Texts** | **The Owl Who was Afraid of the Dark** by Jill Tomlinson | **The BFG**  by Roald Dahl | **The Firework Maker's Daughter**  by Philip Pullman | **The Pied Piper of Hamelin**  by Robert Browning | **The Lost Spell**  by Robert  MacFarlane | **I am the Seed that Grew the Tree**  by Fiona Waters |
| **Maths**  White Rose: | **Place Value/ Addition and Subtraction** | **Addition/Subtraction**  **Multiplication/Division** | **Multiplication/Division**  **Length & Perimeter** | **Fractions,**  **Mass, Capacity & Temperature** | **Fractions, Money & Time** | **Shape & Statistics** |
| **Science** | **Animals Including Humans** | **Light** | **Forces and Magnets** | **Rocks and soils** | **Plants** | **Science** |
| **History** | **What was life like in Prehistoric Britain?**  Children develop their chronological narrative of Britain |  | **Who were the Romans and what was the Roman Empire’s impact upon Britain?**  Children discover the lasting impact that the Romans had on Britain and explore the collapse of the Roman Empire and why the Roman rule of Britain came to an end. |  | **What was life like on the Home Front during the Second World War?**  Children learn about conflict in WW2. |  |
| **Geography** |  | **Why do people visit Saltburn?**  Children investigate, use maps to investigate the location of Saltburn to |  | **How can we use maps to find out about the countries of the UK?**  Children develop an understanding of the countries that make it up the UK, investigate its physical features. |  | **What do we know about our European neighbours?**  Children investigate the countries that make up Europe & & their capital cities. |
| **French** | Unit 1-Getting to know you  Counting 0-10 | Unit 1-Getting to know you  Counting 0-10 | Unit 2 -All about me  Days of the week | Unit 2 -All about me  Days of the week | Colours  Counting 10- 20 | Colours  Counting 0-20 |
| **Music** | **Let Your Spirit Fly** Children listen and appraise the song’s dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments | **Glockenspiel**  Children develop an understanding of the language of music through playing the glockenspiel. | **Three Little Birds by Bob Marley**  Children listen & appraise the reggae song developing knowledge of music elements singing and playing instruments | **The Dragon Song by Joanna Mangona and Pete Readman**  Children listen, appraise & perform song, investigating music through games & play | **Bringing us Together by Joanna Mangona and Pete Readman** – a disco song  Children listen & appraise, compose and perform | **Reflect, Rewind & Replay**  Years learning consolidated through revisiting - listen & appraise activities, playing instruments and performing own compositions |
| **ICT** | **Using ICT safely, respectfully & responsibly**  Recognise acceptable/  unacceptable behaviour; identify ways to report concerns about content and contact. | **Word Processing Skills**  Becoming familiar with the QUERTY keyboard, format images, effective layout, including bullet points, using text boxes effectively, saving work to folders | **Digital Literacy**  Explore a period in History or Geography topic with research and collaboration | **Making Internal Links**  Storyboard planning, identifying and making links within a document and /or slides | **Coding**  Animation and space | **Computer Programming**  Create and debug algorithms |
| **DT** | **Mechanisms** – design, make and evaluate a moving creature using a **pneumatic system** – (curriculum links: History, English & Art ) |  | **Textiles** – design, make and evaluate a purse/money bag,  considering the need for a  seam allowance, appropriate stitching & decorative techniques. |  | **Food** – design, make and evaluate a pizza - healthy food (curriculum links: History/English ) |  |
| **Art & Design** |  | **Painting & Mixed Media**  Children develop a sense of what it was like to create art thousands of years ago and why art was created. |  | **Drawing**  Children develop an understanding of shading and drawing techniques to create botanical inspired drawings. |  | **Sculpture & 3D: Abstract Shape & Space**  Children explore three dimensional forms. Investigate the work of Anthony Caro and Ruth Asawa before creating own 3D sculpture |
| **RE** | **What do Hindus believe about God?** | **How and why Hindus worship from home?**  **Why is Advent important to Christians?** | **What do miracles tell us about Jesus?** | **What do Christians remember on Palm Sunday?** | **Why are holy books important?** | **How do Jesus’ parables help Christians live their lives?** |
| **PE** | Children develop knowledge and skills associated with i**nvasion games** - focus on basketball.  **Mindfulness:** children gain an awareness of how to apply relaxation techniques support a healthy mind and body | Children develop communication & tactical skills with a focus on **basketball**.  **Witches & Wizards**  Children create motifs with partner developing characterisation. | Children develop knowledge and skills associated with i**nvasion games** - focus on **football**.  **Symmetry & Asymmetry**  Children apply symmetrical & asymmetrical shapes on the floor and on apparatus | Children explore speed & accuracy with a focus on **tennis.**  **Communication & Tactics**  Children investigate & develop effective, collaborative techniques | Throwing and catching skills associated with team games with a focus on **rounders**.  **Throwing & Jumping**  Children explore techniques for throwing with accuracy & distance | Throwing and catching skills with a focus on **cricket**.  **Athletics** children explore running for speed, are introduced to team racing, the standing long jump and throwing for accuracy vs distance |
| **PSHE** | **Families & Friendships**  What makes a family  **Safe Relationships**  Personal boundaries, safely responding to others & the impact of hurtful behaviour | **Respecting Ourselves & Others**  Recognising respectful behaviour, the importance of self-respect, courtesy & being polite | **Belonging to a Community**  Investigating the value of rules & laws- rights, freedoms & responsibilities  **Media Literacy & Digital Resilience**  How the internet is used – accessing information online | **Money & Work**  Different jobs & skills, job stereotypes, setting personal goals | **Physical Health & Mental Wellbeing**  Health choices & habits – what affects feelings, expressing feelings  **Growing & Changing**  Personal strengths & achievements- managing & reframing setbacks | **Keeping Safe**  Risks & hazards – safety in the local environment & unfamiliar places |