

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>	<b>Block 6</b>
<b>When?</b>	Autumn 1 <sup>st</sup> Half	Autumn 2 <sup>nd</sup> Half	Spring 1 <sup>st</sup> Half	Spring 1 <sup>st</sup> Half	Spring 2 <sup>nd</sup> Half	Summer 2 <sup>nd</sup> Half
<b>Christian Value</b>	Responsibility	Peace	Humility	Hope	Justice	Service
<b>Cornerstone Title</b>	<b>Road Trip USA!</b>	<b>Potions</b>	<b>Playlist</b>	<b>I Am Warrior!</b>	<b>Misty Mountain Sierra</b>	<b>Traders and Raiders</b>
<b>WOW! (Visits/ stimuli)</b>	Find the 50 states	Harry Potter Day	Different genres disco	Roman Mosaic	Making a mountain range	Making an Anglo Saxon settlement

Science	Living things and their habitats - Help Our Habitats	States of Matter - States of Matter Scientists	Sound - Listen Up!	Electricity – Its Electric	Animals Including Humans - Excuse me, are these your teeth?	Living things and their habitats - Name That Living Thing
	<p>recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Take a walk around their school environment and consider how and why changes have happened <b>(exploring)</b></p> <p>Consider natural and manmade changes to the environment <b>(exploring)</b></p> <p>Look in more detail at climate change <b>(exploring, analysing)</b></p> <p>Look at some on the impacts to living things if an environment changes <b>(analysing)</b></p> <p>Plan how to make a positive change to a small local area considering the impact on people and other living things <b>(classifying, identifying)</b></p>	<p>Identify misconceptions and classify materials into solids, liquids and gases <b>(sorting and classifying)</b>.</p> <p>Investigate the presence of gases <b>(exploring)</b>.</p> <p>Understand the behaviour of particles in the different states and use a thermometer to observe temperature changes of water <b>(observing over time/exploring)</b>.</p> <p>Investigate evaporation and condensation <b>(fair testing/exploring)</b>.</p> <p>Understand and explain the water cycle using scientific language <b>(exploring)</b>.</p> <p>Demonstrate an understanding of states of matter by recreating a range of simple practical enquiries <b>(exploring)</b></p>	<p>Go on a 'sound walk' through the school and begin to think about how sound is made <b>(exploring)</b>).</p> <p>Explore sound further and investigate vibrations and how sound travels <b>(exploring, problem solving)</b>.</p> <p>Investigate pitch and volume by exploring instruments and the different sounds they make <b>(exploring, pattern seeking)</b>.</p> <p>Understand how we hear sounds and begin the consider ways to reduce what we can hear <b>(exploring, pattern seeking, problem solving)</b>.</p> <p>Plan and conduct an investigation into which material best reduces the sounds we hear <b>(pattern seeking, fair testing, exploring over time, problem solving)</b>.</p> <p>Present your ear defenders design, and explain your findings</p>	<p>Explore electricity and understand what you already know <b>(exploring)</b>.</p> <p>Understand electricity and the dangers it poses <b>(exploring)</b>.</p> <p>Identify electrical components and explore electrical circuits <b>(problem solving and exploring)</b>.</p> <p>Sort materials into conductors and insulators by testing them within a circuit <b>(sorting and classifying)</b>.</p> <p>Using knowledge of electrical circuits, build a buzz-wire game <b>(problem solving)</b>.</p> <p>Demonstrate an understanding of electrical circuits with a class quiz.</p>	<p>Learn about the first stage of the digestive system, consider why our teeth are different shapes and have different functions ( <b>exploring, researching, analysing secondary sources</b>)</p> <p>Use everyday objects to demonstrate the human digestive system <b>(exploring)</b></p> <p>Use physical activity to demonstrate an understanding of the functions of each part of the digestive system <b>(exploring)</b></p> <p>Find out what we can learn from a poo <b>(exploring, researching, analysing secondary sources)</b></p> <p>Interpret food chains and discuss the impact of changes to a chain <b>(exploring, researching, analysing secondary sources)</b></p> <p>Plan and perform a 'Healthy Teeth' assembly for an invited audience</p>	<p>Ask relevant questions about living things and their habitats and begin to group them <b>(sorting, classifying and identifying)</b>.</p> <p>Observe local habitats and record living things they see around them <b>(exploring, sorting, classifying and identifying)</b>.</p> <p>Create a branching database to sort and identify local invertebrates <b>(sorting, classifying and identifying)</b>.</p> <p>Make close observational drawings and large-scale drawings; understand that tiny details of features help with classification <b>(classifying and identifying)</b>.</p> <p>Write a branching database for a variety of living things in the wider environment <b>(researching and analysing secondary sources, classifying and identifying)</b>.</p>

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<p><b>History</b></p>	<p>Research American Icons - Martin Luther king etc The Iroquois Tribe and their way of life - how and why they lived the way they did.</p> <p>Ask and answer more complex questions through independent research. Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Explain that an event can have more than one cause</p>	<p>History of medicine</p> <p>Compare two periods of history, identifying similarities and differences between them. Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.</p>	<p>-</p>	<p>Timelines Investigating Boudicca Life of a Gladiator Life of a Roman child</p> <p>Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Explain that an event can have more than one cause. Ask and answer more complex questions through independent research.</p>	<p>-</p>	<p>Anglo Saxons Timelines Profile of St Bede Vikings and Viking life Viking burials</p> <p>Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Ask and answer more complex questions through independent research.</p>
<p><b>Geography</b></p>	<p>Comparing maps Locating countries on a world map</p> <p>Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed. Researching natural and manmade landmarks and the geog of USA. Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.</p>	<p>-</p>	<p>Singing techniques from around the world.</p>	<p>Sketching maps and plans Comparing Britain and Italy Geography of Rome</p> <p>Draw sketch maps and plans using standardised symbols and a key.</p>	<p>Locate countries and mountains on a map, and how height is shown Compass Points How mountains are formed Human and geological features of mountainous areas Human and physical features Environmental zones</p> <p>Locate and name geographical features on an Ordnance Survey map.</p>	<p>Locate Saxon forts and sites Anglo Saxon life Where Saxon invaders settled and why. Where the Vikings came from</p>

<p><b>P.E.</b></p>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>Combine movements, actions and balances, individually or collaboratively, to create a fluid routine. Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performance.</p>		<p style="text-align: center;"><b>Dance</b></p> <p>Combine movements, actions and balances, individually or collaboratively, to create a fluid routine. Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performance.</p>		<p style="text-align: center;"><b>Games</b></p> <p>Follow rules to play more challenging team games, such as rounders, hockey, non-stop cricket and team-tag. Throw, catch, strike and field a ball with control and accuracy. Work effectively as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition. Improvise and move with precision, control and fluency in response to a range of stimuli. Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting. Respond positively to increased challenges and other team members, showing ability to listen to feedback.</p>	
<p><b>Art</b></p>	<p>Sketching techniques</p> <p>Draw from close observation to capture fine details. Use tone to emphasise form in drawing and painting.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p>	<p>Condensation art Paintings that depict potions – compare, comment and create Melted wax art</p> <p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p> <p>Use complementary and contrasting colours for effect.</p>	<p>Design our own album covers Look at the work of Paul Klee and Kandinsky and create our own</p> <p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p>	<p>Celtic patterns Sketching People Mosaics</p> <p>Draw from close observation to capture fine details. Use tone to emphasise form in drawing and painting.</p> <p>Use complementary and contrasting colours for effect.</p>	<p>Adi weaving. Landscape paintings</p> <p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p>	<p>Anglo Saxon relief patterns Viking Gods – Sketching</p> <p>Draw from close observation to capture fine details. Use tone to emphasise form in drawing and painting.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p>

<p><b>D.T.</b></p>	<p>Design and make dream catchers</p> <p>Choose from a range of materials showing an understanding of their different characteristics. Identify what has worked well and what could be improved, evidencing and explaining the results of research.</p>	<p>Design and make potions bottles Melted chocolate creations</p> <p>Identify what has worked well and what could be improved, evidencing and explaining the results of research.</p> <p>Choose from a range of materials showing an understanding of their different characteristics.</p>	<p>Design and make musical instruments.</p> <p>Choose from a range of materials showing an understanding of their different characteristics. Identify what has worked well and what could be improved, evidencing and explaining the results of research.</p>	<p>Design and Make Roman Sheilds</p> <p>Identify what has worked well and what could be improved, evidencing and explaining the results of research.</p>	<p>Make Mountains</p> <p>Identify what has worked well and what could be improved, evidencing and explaining the results of research.</p>	<p>Design and make Anglo Saxon homes Anglo Saxon Charms and jewelery Rune stones</p> <p>Choose from a range of materials showing an understanding of their different characteristics. Identify what has worked well and what could be improved, evidencing and explaining the results of research.</p>
<p><b>Music</b></p>	<p><b>Weekly Brass Lessons</b></p> <p>Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. Shape composition, considering dynamics, timbre and tempo. Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. Perform significant parts from memory and from notation, either on a musical instrument or vocally. Maintain a simple part within an ensemble. Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments. Follow a basic melody line, using standard notation. Appreciate and listen to music drawn from different traditions, cultures and composers.</p>		<p><b>Weekly Brass Lessons</b></p> <p>Listening to different genres of music</p> <p>Investigating sound, changing pitch etc</p> <p>Research musicians</p>	<p><b>Weekly Brass Lessons</b></p> <p>Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. Shape composition, considering dynamics, timbre and tempo. Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. Perform significant parts from memory and from notation, either on a musical instrument or vocally. Maintain a simple part within an ensemble. Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments. Follow a basic melody line, using standard notation. Appreciate and listen to music drawn from different traditions, cultures and composers.</p>		

<p><b>R.E. (from Diocesan syllabus)</b></p>	<p><b>God, David and the Psalms</b></p> <p>Piece of writing - Story Retell</p> <p>L.O. I can identify values, attitudes and behaviour that I think are important.</p> <p>L.O. I can suggest ways to show our Christian values.</p> <p>L.O. I can retell stories from the bible.</p> <p>L.O. I can say who inspires me.</p> <p>L.O. I can say if I think David was a good King</p> <p>L.O. I can identify the qualities of good friendship.</p>	<p><b>Christmas - Light</b></p> <p>(Story Retell and Light and Dark poems)</p> <p>L.O. I ask important questions about religion and beliefs</p> <p>L.O. I can describe light and dark.</p> <p>L.O. I can identify my values and those of others.</p> <p>L.O. I can talk about ways in which Jesus light is reflected in the actions of Christians</p> <p>L.O. I can make links between values and behaviour.</p> <p>L.O. I can identify people who bring light</p>	<p><b>Jesus - The Son Of God</b></p> <p>Piece of writing - Story Retell</p> <p>L.O. I can explain what authority is.</p> <p>L.O. I can retell a bible story.</p> <p>L.O. I know how Jesus showed his authority.</p> <p>Key question: What do Christians believe about Jesus?</p> <p>L.O. I can identify when it is right to challenge authority</p> <p>L.O. I can compare the Christian and Jewish Sabbath</p>	<p><b>Easter - Betrayal</b></p> <p>Piece of writing - Story Retell</p> <p>L.O. I know what trust and betrayal is.</p> <p>L.O. I can retell the Easter story.</p> <p>L.O. I can identify and explain the significance of the incidents of betrayal and trust in the Easter story.</p> <p>L.O. I am able to talk about the importance of forgiveness in Christianity.</p> <p>L.O. I can tell /describe/explain what we could learn from the behaviour of Peter, Judas and the women.</p>	<p><b>The Church</b></p> <p>Piece of writing - Description of each type of church</p> <p>L.O. I know what makes a church</p> <p>(Arrange Visit to a church)</p> <p>L.O. I can compare Christian churches</p> <p>L.O. I can describe a Christian inside and out.</p> <p>L.O. I can compare churches from different religions</p> <p>L.O. I understand how other religions use their place of worship.</p>	<p><b>The Church / Prayer</b></p> <p>Piece of writing – Prayer)</p> <p>L.O. I know what a Synagogue is.</p> <p>L.O. I know what a Mosque is.</p> <p>L.O. I know what a Temple is.</p> <p>L.O. I know what prayer is and why people pray</p> <p>L.O. I can write my own prayer.</p>
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<p><b>Literacy Text</b></p>	<p>Class Text - Kids Travel Guide New York City</p> <ul style="list-style-type: none"> <li>• Information Texts</li> <li>• Biography</li> <li>• Persuasive writing</li> </ul> <p>Children will learn the features of each text type</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>organising paragraphs around a theme</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Class Text - Harry Potter</p> <ul style="list-style-type: none"> <li>• Fantasy stories</li> <li>• Instructions</li> </ul> <p>Children will learn the features of each text type</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using and punctuating direct speech</p>	<p>Class Text - Poems to Perform</p> <ul style="list-style-type: none"> <li>• Performans Poetry</li> <li>• Persuasive Writing</li> <li>• Fairy stories and Playscripts</li> </ul> <p>Children will learn the features of each text type</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Class Text - Roman Myths and Legends</p> <ul style="list-style-type: none"> <li>• Myths and Legends</li> <li>• Non-Chronological repots</li> </ul> <p>Children will learn the features of each text type</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Class Text - Mr Stink</p> <ul style="list-style-type: none"> <li>• Stories with Humour</li> <li>• Nonsense poems</li> </ul> <p>Children will learn the features of each text type</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using and punctuating direct speech</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Class Text - Billionaire Boy</p> <ul style="list-style-type: none"> <li>• Stories by the same author - David Williams</li> <li>• Book review</li> <li>• Biography</li> </ul> <p>Children will learn the features of each text type</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p>
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<p><b>Maths</b></p>	<p>Count in multiples of 6, 7, 9. 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p>	<p>Number – Multiplication and Division</p> <p>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Count in multiples of 6, 7, 9. 25 and 1000</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Measurement: Length and Perimeter Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure [for example, kilometre to metre]</p>	<p>Number – multiplication and division</p> <p>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Measurement- Area Find the area of rectilinear shapes by counting squares.</p>	<p>Fractions Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Decimals Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure [for example, kilometre to metre]</p>	<p>Decimals Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 14, 12 and 34 Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Measurement Money Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Time Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Statistics Interpret and present discrete and continuous data using appropriate</p>	<p>Geometry: Properties of shape Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Position and Direction Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>
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