



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme: Community</p>	<p>Theme: Change and Progress</p>	<p>Theme: Exploration and Discovery</p>	<p>Technological Advancement</p>	<p>Theme: Climate and Sustainability</p>	<p>Theme: Conflict and Power</p>
<p>Texts</p>	<p>Myster Fiction Krindlekrax, Philip Ridley.</p> <p>Non-fiction Look inside your body – Usborne.</p> <p>Poetry: Free verse The Rainmaker Danced, John Agard -</p>	<p>Fiction</p> <p>Rabbit and Bear Pest in the Nest Julian Gough and Jim Field</p> <p>Mimi and the Mountain Dragon – Michael Morpurgo</p> <p>Classical Fiction</p> <p>The Adventures of Huckleberry Finn</p> <p>Non-fiction – Nonchronological report You wouldn't want to be an</p>	<p>Modern Classical Fiction</p> <p>Fantastic Mr Fox</p>	<p>Science Fiction</p> <p>Iron Man – Ted Hugh</p> <p>Historical fiction/myths The Orchard Book of Greek Myths - Geraldine Mccaughrean</p>	<p>Fiction – Classical Novel</p> <p>Charlotte’s Web – E.B. White</p>	<p>Humour/Dilemma fiction</p> <p>Boy at the Back of The Class - Onjali Q. Raúf</p> <p>Collection of biographies Hidden figures - Margot Shetterly Non-Fiction</p>



		Anglo Saxon Peasant - Jacqueline Morley				
--	--	--	--	--	--	--



<p>Maths</p>	<p>Maths mastery Unit 1 Reasoning with 4-digit numbers Unit 2 Addition and subtraction</p>	<p>Maths mastery Unit 3 Multiplication and division Unit 4 Interpreting and presenting data</p>	<p>Maths mastery Unit 5 Securing multiplication facts Unit 6 Fractions Unit 7 Time</p>	<p>Maths mastery Unit 8 Decimals Unit 9 Area and perimeter</p>	<p>Maths mastery Unit 10 Solving measure and money problems Unit 11 2-D shape and symmetry</p>	<p>Maths mastery Unit 11 2-D shape and symmetry Unit 12 Position and direction Unit 13 Reasoning with patterns and sequences Unit 14 3-D shape</p>
<p>English</p>	<p>CLPE Poetry – The Rainmaker Danced Narrative (DR link – character and setting focus)</p>	<p>Explanation Nonchronological report</p>	<p>Narrative (myths – plot/structure focus) Monologue</p>	<p>Recount Newspaper report</p>	<p>Narrative (stories from other cultures – character/setting and plot/structure focus) Metaphor</p>	<p>Persuasive (adverts/posters)</p>
<p>Science</p>	<p>Animals Including Humans Can a sandwich be part of a food chain?</p>	<p>States of matter What are the differences between solids, liquids, and gases?</p>	<p>Living Things and Their Habitats How can I identify, group and name a variety of living things?</p>	<p>Electricity Could we live without electricity?</p>	<p>Sound Why can I hear that sound?</p>	<p>Super Scientist David Attenborough</p>
<p>Geography or History</p>	<p>Geography: Erosion, Climate change Norfolk case study.</p>	<p>History: Anglo Saxons Key question to focus learning</p>	<p>Geography:</p>	<p>History: Ancient Greeks</p>		<p>History:</p>



	<p>Is it better to live by the beach?</p>	<p>Could you live like an Anglo-Saxon? The National curriculum says Ks2 children should: -learn about Britain's settlement by Anglo-Saxons This could include (non-statutory) Anglo-Saxon settlements, kingdoms, place names and village life -address questions about change, cause and significance - develop a chronologically secure knowledge of British, local and world history -establish clear narratives within and across the periods they study</p> <p>Key concepts: Settlements</p>	<p>If you discovered Japan, would you stay? Explorer William Adams 1564 – 1620</p>	<p>Key question to focus learning How did the Ancient Greeks influence modern life?</p> <p>The National curriculum says Ks2 children should: -address questions about change, cause, similarity and difference and significance - develop a chronologically secure knowledge of British, local and world history -establish clear narratives within and across the periods they study -Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		
--	---	--	---	---	--	--



		<p>Chronological Knowledge: -The Anglo Saxon Period was 410AD to 1066AD -Compare to Romans on a timeline</p> <p>Substantive knowledge: Houses Anglo Saxons built small wooden huts with straw roofs, and one room in which the whole family lived. Most Religion Most Anglo-Saxons were pagans, believing in lots of different gods, until the Pope in Rome sent over Augustine as a missionary. Slowly, the country became Christian.</p> <p>Language: The language spoken by the Anglo Saxons developed from</p>		<p>Key concepts: Empire</p> <p>Chronological Knowledge: -There were three different key periods in Ancient Greece 1) Archaic 800BC to 480BC 2) Classical 480BC to 323BC 3) Hellenistic 323BC to 146BC (link to the Romans)</p> <p>Substantive knowledge: Greece includes over 1400 islands, so the Ancient Greeks were skilled sailors. Trade between the islands led to the creation of 'city-states' (polis), including Athens, Crete and Sparta. Each city-state</p>		
--	--	---	--	--	--	--



		<p>the languages the early settlers brought with them into Old English. Names of many English places and things like our days from the week come from Old English.</p> <p>Food: Anglo Saxons were skilled farmers and hunters. They ate bread, meats such as pork and lamb, vegetables such as carrots and parsnips, and drank milk and beer!</p> <p>Clothes: Men wore long-sleeved tunics made of wool or linen, and these were often decorated with patterns. Women would wear an underdress of linen, and an outer pinafore-like dress called a 'peplos.'</p>		<p>was ruled by a powerful city, led by a ruler or government. The Ancient Greeks originally came up with the idea of democracy (voting for government). The Ancient Greeks believed in a group of gods and goddesses who live on Mount Olympus, and entertain themselves by watching (and interfering in) the lives of humans. The Ancient Greeks have many important stories (myths) involving gods, goddesses and heroes, which are still told today. Many famous philosophers</p>		
--	--	--	--	---	--	--



		Shoes were made of leather.		came from Ancient Greece, including Socrates, Plato and Aristotle. The Olympics was invented in Greece in 776B		
--	--	-----------------------------	--	--	--	--

--	--	--	--	--	--	--



<p>DT</p>		<p>Mechanical systems: Can we make a pop up Christmas card? -levers and linkages</p>		<p>Electrical systems: Can I make an illuminated display? Astrology? -simple programming and control</p>		<p>Food: Can we make a snack bar? Healthy and varied diet (including cooking and nutrition requirements for KS2)</p>
<p>Art</p>	<ul style="list-style-type: none"> • Storytelling through drawing. 	<p>The Drawing Journey.</p>	<p>Still life drawing and observation.</p>	<p>The Drawing Journey.</p>	<p>Festival Feasts – 3D Design and Sculpture.</p>	<p>The Drawing Journey.</p>



<p>Computing Knowsley Computing Units</p>	<p>The internet Is everything on the internet true?</p>	<p>Audio production Who owns a song?</p>	<p>Repetition in shapes Can programs write words?</p>	<p>Data logging Why is data collected over time?</p>	<p>Photo editing Should we change and edit images?</p>	<p>Repetition in games How can repetition help game designers?</p>
<p>PE</p>	<p>Unit 1 Personal. Coordination – Footwork Static Balance – One Leg</p>	<p>Unit 2 Social. Dynamic Balance to Agility – Jumping and Landing</p>	<p>Unit 3 Cognitive. Dynamic Balance to Agility – Jumping and Landing.</p>	<p>Unit 4 Creative. Dynamic Balance – On a Line.</p>	<p>Unit 5 Physical. Coordination – Sending and Receiving.</p>	<p>Unit 6 Fitness. Agility – Reaction/Response. Static Balance – Floor Work.</p>
		<p>Static Balance – Seated</p>	<p>Static Balance – Seated</p>	<p>Coordination – Ball Skills.</p>	<p>Counter balance – With a Partner.</p>	



<p>RSHE</p>	<p>Mental Health and Well-Being</p> <p>Families and People Who Care for Me: Knowing that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves</p> <p>NSPCC PANTS Helping Hand</p>	<p>Caring Friendships: Recognising when they may need help to manage a situation and have developed the skills to ask for help</p>	<p>Being Safe: Judging what kind of physical behaviours and contact are acceptable and unacceptable, including ways to respond</p> <p>Changing Adolescent Body: Reflecting on how their body has changed and Anticipate body changes, Understanding that some are related to puberty.</p> <p>Well Being Wednesday</p>	<p>Online Relationships /Internet Safety and Harms: Having the knowledge, skills and confidence to understand and navigate online risks linked to social media</p> <p>Mental WellBeing: Recognising and respond to a wide range of emotions in themselves and others, and ways to respond</p> <p>Healthy Eating:</p>	<p>Respectful Relationships: Recognising differences and similarities between people arise from a number of factors, including family and personal identity</p> <p>Drugs, Alcohol and Tobacco: Understanding that perceptions around risk-taking behaviours, including drugs and alcohol can add pressure to do something they are</p>	<p>Health and Prevention: Knowing how to care for their body</p> <p>Basic First Aid: Understanding how to identify risk, keeping themselves and others safe in an emergency situation</p> <p>Money and Me: Do you Need It?</p> <p>Road, Sun and Sea Safety</p>
--------------------	--	---	--	---	--	--



			Children's Mental Health Week	Knowing that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices	uncomfortable to do	
RE	How special is the relationship that Jews have with God? Religion: Judaism.	What is the most significant part of the nativity story for Christians today? Religion: Christianity.	Can Buddha's Teachings make the world a better place? Religion: Buddhism Is forgiveness always possible for Christians? Religion: Christianity		What is the best way for a Jew to show commitment to God? Religion: Judaism	Do people need to go to church to show that they are Christians? Religion: Christianity
Music	Buildings (Beat) Singing/instruments/composition/experiences	Time (Beat) Singing/instruments/composition/listening/notation/history	Communication (Composition) Composition/listening	In the past (notation) Singing/instruments/composition/notation	Recycling (structure) Singing/instruments/composition/listening/experience	Poetry (Performance) Singing/instruments/composition/listening



<p>MFL</p>	<p>Numbers and greetings</p>	<p>Classroom instructions and colours</p> <p>French Christmas carols</p>	<p>Food and drink</p> <p>Understanding and responding to questions</p>	<p>Days of the week</p> <p>Easter rhymes and understanding Easter traditions in France.</p>	<p>Months of the year</p> <p>Listening to and joining in reading stories in French</p>	<p>Expressing likes and dislikes</p>
-------------------	------------------------------	--	--	---	--	--------------------------------------