

	Autumn 1 WW2	Autumn 2 WW2	Spring 1 Walk on the Wild Side	Spring 2 Walk on the Wild Side	Summer 1 Treading the Boards in the Capital	Summer 2 Treading the Boards in the Capital
Visits/Visitors/Experiences		Stibbington WW2 Evacuation Day	Bird House woodwork workshop	M&M Productions.	Transition workshops Church School Festival	London Visit Bi Annual Summer Fair <b>Transition.</b>
Digital Media Stimuli	Alchemist Letter	News clip of VE Day		Oktapoti	London Olympics opening ceremony	Matilda Film
English	<b>Narrative:</b> Alchemist's Letter Visual Literacy Outcome: Letter writing <b>Poetry:</b> War Poems Outcome: War Poem linked to topic research	<b>Narrative:</b> Secrets of a Sun King by Emma Carroll Outcome: Exploring Tutankhamun's tomb <b>Non-Fiction:</b> Stibbington leaflet Outcome: Leaflet <b>Poetry:</b> The Living Years Outcome: Verse modification	<b>Narrative:</b> The Girl who Stole an Elephant by Nizrana Farook Outcome: Newspaper report <b>Poetry:</b> The Raven by Edgar Allen Poe Outcome: Narrative poetry	<b>Narrative:</b> Oktapoti Visual Literacy Outcome: narrative with speech <b>Non-Fiction:</b> National geographic- Do you want to live in the mountains? Outcome: Balanced argument <b>Poetry:</b> Just So Stories Outcome: Rhyming poetry	<b>Narrative:</b> Kensuke's Kingdom by Michael Morpurgo Outcome: Narrative <b>Non-Fiction:</b> London Outcome: Olympic commentary	<b>Narrative:</b> Matilda Play Script Matilda Roald Dahl Romeo and Juliet <b>Non-Fiction</b> Persuasive Writing: Outcome: London travel guide – visit London Biography of Shakespeare <b>Poetry:</b> Landmark Poetry Outcome: Descriptive verse
Mathematics	Place Value Multiply and Divide by 10, 100 and 1000 Choosing Effective Mental Calculation Strategies Problem Solving with Four Operations and Application of Factors, Multiples and Primes Equivalent Fractions Comparing and Ordering Fractions	Addition and Subtracting Fractions Fraction and Decimal Equivalents, Fractions, Decimals and Percentages and Calculating Percentages Formal Written Method of Multiplication Area of Parallelograms and Triangles Formal Written Method of Short Division Properties of Shape	Order of Operations and Algebra Formal Written Method for Long Division Exploring Relationships Between Perimeter and Area Recognise and Find Angles and Reflection Multiplying Fractions	Dividing Fractions and Fraction Problem Solving Ratio and Proportion Volume and Measures Statistics—Interpret Line Graphs and Pie Charts Algebra and Sequence	Statistics—Calculate and Interpret Mean Average and Application of Previous Years' Learning Application of Known Facts and Calculation Strategies Constructing Pie Charts Statistical Representations	Any remaining time before SATs to be used to consolidate key learning Further Algebra Financial Maths and Enterprise Maths Preparation for KS3
Science	Questioning (AF1), Body Pump: Heart and the body: What is the circulatory system and what does it do?	Identifying and classifying (AF2), Light up your world: Light: What do you know about light?	Observing and measuring (AF4) Living things and their habitats: What is a living thing and how are they things classified?	Observing and measuring (AF4) Evolution and inheritance: Why do living things vary and why do these variations exist?	Reporting on and presenting findings (AF5) Circuits & Electricity: Can you label an electrical circuit and demonstrate an understanding of how electricity is generated and transmitted? Puberty	
RE	<b>LAS (Compulsory)</b> Being Human - Hinduism How does faith and belief affect the way Hindus live their lives?	<b>LAS (Compulsory)</b> Being Human - Islam How does faith and belief affect the way Muslims live their lives?	<b>LAS (Additional)</b> Expressing beliefs through the Arts (Including Christianity) How do religious and non-religious people express their beliefs creatively?		<b>Creation UC 2b.2 (Core)</b> Creation and Science: Conflicting or complimentary?	<b>Creation UC 2b.2 (Digging Deeper)</b> Creation and Science: Conflicting or complimentary?
Computing	<b>Computing systems and networks - Communication and collaboration</b> Understand how the internet facilitates online communication and collaboration, evaluate different methods of communication. Understanding how to communicate responsibly by considering what should and should not be shared on the internet.	<b>Web Page Creation-</b> identify what makes a good web page and use this information to design and evaluate own website using Google Sites	<b>Data and information – Spreadsheets</b> Create graphs and charts, and evaluate their results in comparison to questions asked.		<b>Programming– Sensing</b> Simple programming where we build in and test in the programming environment before transferring it to a microhabitat.	
Citizenship P.S.H.C.E/SEAL/SRE	New Beginnings SRE: Resolving conflict in relationships & taking risks Scheme of Work : 3d-g 4a	Getting on and Falling out SRE: Relationships & family Scheme of Work : 4a-d+g	Going for Goals SRE: Stereotyping Scheme of Work : 2k 4e	Good to be me SRE: Good to be Me Scheme of Work : 2k 4e	Relationships SRE: Puberty, reproduction and pregnancy Scheme of Work : 4c	Changes SRE: Puberty, reproduction and pregnancy Scheme of Work:4c
History	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</b> World War II , The Battle of Britain		<b>A non-European society that provides contrasts with British history</b> Mayan civilisation c. AD 900		<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> Crime and Punishment from the Anglo-Saxons to modern day	
Geography	Why is fair trade fair? (The concept of trade at national and international scales)		How is climate change affecting the world? (Understanding changing weather patterns and climate change trends)		Who are Britain's National Parks for? (A study of Britain's National Parks and understanding the interrelationship between people and their environment)	
Design & Technology	Learn/recap the sewing methods used to make bunting (e.g. running stitch) Design and make bunting following their design.		Evaluate, design and use technical knowledge Wooden Bird Houses (or small structure made from wood)  Bird watch/build hides (Spring 1)		Cooking and Nutrition Roots to Food themed Gala Dinner .  Children will research and develop a menu for the Gala Dinner. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Art & Design	<b>Drawing:</b> Portraits inspired by artist Frida Kahlo. Work in a sustained and independent way developing own style of drawing; developing; line, tone, pattern, texture. <b>Artist Study:</b> Frida Kahlo Children will develop an awareness of composition, scale and proportion in their drawings.		<b>Drawing/Sculpture:</b> Plan a sculpture through drawing. Develop clay skills including; slabs, coils, rolling, pulling, pinching, squeezing, creating holes and hollows, smoothing, scratching details (patterns, textures) and slips. <b>Artist Study:</b> Kenny Hunter		<b>Drawing and Design:</b> London using perspective in their work using a single focal point and horizon. <b>Architect Study:</b> Norman Foster and Thomas Heatherwick <b>Artist Study:</b> Gustave Caillebotte and Clare Caulfield <b>Painting:</b> Pop Art inspired by Roy Lichtenstein (further Artist Study) and street art especially calligraphy.	
Music	<b>Listening &amp; Appraising 6</b> Describe how music is performed and describe how music is structured e.g. verse, chorus	<b>Perform &amp; Evaluate - Singing 6a</b> Use voices expressively and confidently to perform songs with parts and harmony with a sense of rhythm, dynamics and tempo ensuring diction is clear.	<b>Perform &amp; Evaluate - Singing 6b</b> Perform Choral Poetry with a sense of rhythm, dynamics and tempo ensuring diction is clear.		<b>Create &amp; Compose 6</b> Plan and compose an 8 or 16 beat melodic phrase. Understand and use various musical elements e.g. ostinato, dynamics, tempo etc.	<b>Perform &amp; Evaluate - Instrumental 6</b> play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
Physical Education	(Real PE Unit 3 Cognitive Skills) <b>Swimming</b> <b>Games:</b> Val Sabin 2011 'Games in the Curriculum' Unit 1 Invasion e.g. Football	(Real PE Unit 4 Creative Skills) <b>Games:</b> Val Sabin 2011 'Games in the Curriculum' Unit 1 Invasion e.g. Netball, Hockey	(Real PE Unit 2 Social Skills) <b>Dance</b> Val Sabin SoW. <b>Gym:</b> Rawmarsh SoW	(Real PE Unit 5 Applying Physical Skills) <b>Games:</b> Val Sabin 2011 'Games in the Curriculum' Unit 2 Net/Wall e.g. Badminton, Tennis <b>Gym:</b> Rawmarsh SoW	(Real PE Unit 6 Health and Fitness) <b>Athletics</b>	(Real PE Unit 1 Personal Skills) <b>Outdoor Ad:</b> Hunting the Griz. <b>Games:</b> Val Sabin 2011 'Games in the Curriculum' Unit 3 Striking and Fielding e.g. Cricket, Rounders
French	Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement.		Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.		Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	