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|  | **Term 1**  **(6 weeks)** | **Term 2**  **(7 weeks)** | **Term 3**  **(6 weeks)** | **Term 4**  **(5 weeks)** | **Term 5**  **(7 weeks)** | **Term 6**  **(6 weeks & 2 Days)** |
| Topic (big question) | SPACE | North America: Would you survive in a desert? | Vikings and Anglo-Saxons: | Recycling/pollution/distribution of resources: Eco-Warriors | Spies: | China: |
| Key Text | *Cosmic* by Frank Cottrell Boyce | *Holes* by Louis Sachar | *Beowulf* by Michael Mopurgo | *The Viewer* by Shaun Tan? | *Stormbreaker* by Anthony Horowitz (The Graphic Novel?) | *Chinese Cinderella* by Adeline Yen Mah |
| Literacy | * Narrative * Extended persuasive texts (including a formal letter) * Revisit: Newspaper | * Narrative * Revisit: Instructions * Discussion text | * Narrative * Discussion text * Revisit: non-chronological report | * Narrative * Extended persuasive texts (including a formal letter) * Discussion text | * Narrative * Revisit: Explanation text | * Narrative * Revisit: Writing in role * Extended persuasive texts (including a formal letter) |
| Numeracy | Place Value  Addition & Subtraction  Statistics | Statistics  Multiplication & Division  Perimeter & Area | Multiplication & Division  Fractions | Fractions  Decimals & Percentages | Decimals  Properties of shape | Position & Direction  Converting Units  Volume |
| Science | Space | Living Things | Forces | Materials | Sc1 – Forensic techniques | Humans |
| Geography |  | * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts * locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities |  | • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies  • human geography, including: types of settlement and land use, economic activity including trade links, and the energy, food, minerals and water   * distribution of natural resources including |  | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| History |  |  | * The Vikings and Anglo-Saxons   C: Britain’s settlement by Anglo-Saxons and Scots  D: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  |  | * The Shang Dynasty of Ancient China   G: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared |
| Art |  | **Painting**  Independently use sketchbook to inform and develop ideas.  Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours  Use sketchbooks for preliminary studies to test media and materials  Create imaginative work from a variety of sources | **Sculpture**  Independently use sketchbook to inform and develop ideas. Plan a sculpture through drawing and other preparatory work Use recycled, natural and man-made materials to create 3D sculpture Describe the different qualities involved in modelling, sculpture and construction (Chess Pieces) | **Mixed media - collage**  Independently use sketchbook to inform and develop ideas. Use a range of media to create collage Join fabrics in different ways, including stitching Refine and alter ideas and explain choices to others | **Drawing**  Independently use sketchbook to inform and develop ideas. Make independent choices in drawing inc paper and media Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape  Work in a sustained and independent way from observation, experience and imagination. | **Printing**  Independently use sketchbook to inform and develop ideas.  Develop understanding of press print – building up layers of colour.  Organise their work in terms of pattern, repetition, symmetry, or random printing styles |
| Design Technology | * Alien Sock Puppets | Food – puff pastry spirals | Food - Anglo-Saxon oat cakes | Musical Instruments from recycling   * (Design and plan – children to collect own recycling) * apply their understanding of how to strengthen, stiffen and reinforce more complex structures | * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | Food – stir fry |
| Music | Planet Suite - Holst |  |  |  |  |  |
| Computing | See Computing Curriculum Maps – We are bloggers  (Based on @Bristol) |  | See Computing Curriculum Maps – We are cryptographers (Design and longboat) | See Computing Curriculum Maps – we are artists |  | See Computing Curriculum Maps – We are games developers |
| RE | **Theme:** Belief into action  **Key Question:** How far would a Sikh go for his/her religion?  **Religion:** Sikhism | **Theme:** Christmas  **Key Question:** Is the Christmas story true?  **Religion:** Christianity | **Theme:** Beliefs and moral values  **Key Question:** Are Sikh stories important today?  **Religion:** Sikhism | **Theme:** Easter  **Key Question:** Did God intend Jesus to be crucified?  **Religion:** Christianity | **Theme:** Prayer and worship  **Key Question:** What is the best way for a Sikh to show commitment to God?  **Religion:** Sikhism | **Theme:** Beliefs and Practices  **Key Question:** What is the best way for a Christian to show commitment to God?  **Religion:** Christianity |
| PSHE | Jigsaw Scheme | | | | | |
| PE | CREATE Scheme | | | | | |
| Spanish | * Questions * Maths and time * Daily routine | * Food and meals | * Sports – me gusta | * Weekly routine * Hobbies * AR verb endings | * Music: vocab, preferences, adjectives, questions | * Create own song * Cultural study: Peru |
| Enrichment events | @Bristol trip | WOW Day – Wild West Theme  Calamity Jane song, Desert Art, Desert shelters (spaghetti & marshmallows) | WOW Day – dressing up, making oatcakes, language, illuminated letters (letter needed)  Bristol Flyers 2 hours per week x 2 classes | Bristol Flyers 2 hours per week x 1 class | WOW Day – Staff Dress up (Spies)  Cracking Codes (Caeser Cipher), Semphore, Morse Code  Badminton Estate trip  2 classes Murder Mystery event at OSB | Wow day – no dressing up – calligraphy, Chinese maths, making dragons  With One Voice public speaking competition |

Within History, learners should:

* Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
* Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Understand how our knowledge of the past is constructed from a range of sources.
* Cover both overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content

The Vikings and Anglo-Saxons

To include at least one of the following:

• i: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

• ii: Scots invasions from Ireland to north Britain (now Scotland)

• iii: Anglo-Saxon invasions, settlements and kingdoms: place names and village life

• iv: Anglo-Saxon art and culture

• v: Christian conversion – Canterbury, Iona and Lindisfarne

• i: Viking raids and invasion

• ii: resistance by Alfred the Great and Athelstan, first king of England

• iii: further Viking invasions and Danegeld

• iv: Anglo-Saxon laws and justice

• v: Edward the Confessor and his death in 1066

Within Geography, learners should:

* Extend their knowledge and understanding beyond the local area; this will include the location and characteristics of a range of the world’s most significant human and physical features.
* Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Within D&T, learners should:

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, prototypes, pattern pieces and computer-aided design

Make

* 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 components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

* investigate and analyse a range of existing products
* 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

Cooking should be taught **at least 3 times per year** and learners should:

* understand and apply the principles of a healthy and varied diet
* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.