

This is a working document and is subject to change.						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Story Writing</b> The Paper Bag Princess by Robert N Munsch</p> <p><b>Sentence Demarcation</b> The Spider and the Fly by Mary Howitt</p> <p><b>Whole School Unit</b> TBC</p>	<p><b>Reports</b> Dr Xargle's Books of Earth Hounds by Jeanne Willis &amp; Tony Ross</p> <p><b>Character descriptions &amp; Story Writing</b> Mini Rabbit Not Lost by John Bond</p> <p><b>Poetry</b> Kennings, winter and haikus</p>	<p><b>Non Chronological Reports</b> Geography leaflet based on the Atlas of Adventures</p> <p><b>Poetry</b> Limericks</p>	<p><b>Plays</b> Alice in Wonderland by Lewis Carroll, The Owl and the Pussy Cat by Edward Lear , Adventures of the Dish &amp; Spoon by Mini Grey</p>	<p><b>Traditional Tales</b> The Finger Eater by Dick King Smith</p> <p><b>Take One Book</b> Tuesday</p>	<p><b>Adventure Stories</b> Stone Age Boy Satoshi Kitamura</p> <p><b>Letter Writing</b></p> <p><b>Instructions</b></p>
<b>Maths</b>	Place Value Addition & Subtraction	Addition & Subtraction Multiplication & Division	Multiplication & Division Money Statistics	Length & Perimeter Fractions	Fractions Time	Properties of Shape Mass & Capacity
<b>Science</b>	<p><b>Rocks and Soils</b> Investigating properties of rocks Types of rocks – igneous, sedimentary &amp; metamorphic How fossils are formed Mary Anning</p>	<p><b>Forces and Magnets</b> Pushes &amp; pulls Measuring forces Investigating friction Magnetic &amp; non-magnetic materials Comparing magnets Making a compass</p>	<p><b>Healthy Eating &amp; Healthy Bodies</b> Food groups &amp; nutrients Balanced diets Comparing animal &amp; human diets Types of skeletons Why we need skeletons</p>	<p><b>Healthy Eating &amp; Healthy Bodies</b> Continued</p> <p><b>Science skills</b> Looking for patterns</p>	<p><b>Plants</b> Parts of a plant Investigating germination What plants need Pollination</p>	<p><b>Light and Shadow</b> How shadows are made Reflection &amp; mirrors Investigating materials which block light How shadows change throughout the day</p>
<b>Computing</b>	<p><b>Basic Computing Skills</b> Saving work Creating folders Fonts, size &amp; colour Using cut and paste for editing Aligning &amp; bullet points Inserting and resizing images</p> <p><b>Accuracy Counts</b> The Internet &amp; World Wide Web Search engines Key word searches</p>	<p><b>Animation</b> Stop frame animation linked to the Romans</p>	<p><b>Accuracy Counts Continued</b> Introduction to spreadsheets</p>	<p><b>Keeping Informed</b> Dataloggers Sensors Databases</p>	<p><b>Programming</b> Introduction to Scratch – sprites, costume changes, code blocks Creating a musical instrument in Scratch</p>	<p><b>Connecting Computers</b> Digital devices Input and output Using a paint program to create Van Gough's 'Starry Night' Networks &amp; sharing information</p>

<b>History</b>		<b>Roman Invasion of Britain</b> The invasions of Caesar and Claudius The Romans versus the Celts Boudicca The Roman Army What the Romans left behind			<b>Local History Topic</b> Going to a bath house in Roman Times The Story of Regina and Barates Trip to Welwyn Roman Baths & Mill Green Museum	<b>Changes in Britain from the Stone Age to the Iron Age</b> How people survived in the Early Stone Age How life changed in the New Stone Age Theories about Stonehenge Iron Age hill forts Trip to Celtic Harmony
<b>Geography</b>	<b>Volcanoes</b> Layers of the earth How volcanoes are formed Why volcanoes erupt Where they are found Types of volcano Mount Vesuvius & Pompeii		<b>Weather Around the World</b> Types of Weather Climatic zones World Climates How the weather affects us and people around the world	<b>Peru</b> Researching and comparing the regions of Peru – rainforest, mountains & coast Machu Picchu Peru as a holiday destination		
<b>Art</b>	<b>Colour</b> Primary and secondary colours Mixing tertiary colours Making a colour wheel Fauvism	<b>Painting</b> Roman shields <b>Drawing</b> Hatching and cross hatching to create tone Creating repeating patterns with line and shape – doodles Drawing 3D geometric shapes Drawing positive and negative shapes John Sell Cotman	<b>Sculpture</b> Alexander Calder wire fish Louise Nevelson assemblage <b>Drawing</b> Figures, poses and faces	<b>Painting/Composition</b> Peruvian/Fauvism landscapes <b>Clay</b> Peruvian clay masks <b>Collage</b> Wool llamas	<b>Clay</b> Roman pots <b>Collage</b> Roman mosaics & Pixel Street artist <b>Print Making</b> Monoprints, shadow prints on photosensitive paper and layered prints Paul Klee – the New Angel	<b>Painting</b> Stone Age art – cave painting with natural dye Stonehenge silhouettes - colour mixing <b>Textiles</b> Celtic Art -weaving God's eyes Drawing on fabric – running, back & cross stitch
<b>Design Technology</b>	<b>Moving Monsters</b> Constructing a pneumatics system (e.g. a balloon straw)	<b>Magnetic games</b> Designing and making a game to play with others		<b>Sandwiches</b> Designing and making a sandwich, roll or wrap using a selection of healthy fillings		<b>Photo Frames</b> Using tools to cut and join wood
<b>PE</b>	Ball Handling Skills Gymnastics – Patterns & Pathways	Striking & Fielding Games Dance – Solar System	Outdoor & Adventurous Activities – team building activities and trails Gymnastics – Hand Apparatus	Tag Rugby Dance – Machines	Swimming Athletics	Swimming Cricket
<b>RE</b>	The Life of Mohammad The Qur'an Role models in different religions	Ways of describing God Religious stories & the Arts Religious symbolism Christmas	Key religious people Events in the life of Jesus Stories Jesus told The role of Leaders	The Easter story Easter customs & tradition	Rules in religions Five pillars of Islam Ramadan & Id Giving to charity	Special Places The Mosque Prayer mats Ideas about God & heaven

	How Muslims live					
<b>PSHE</b>	<b>Being Me in My World</b> Personal Goals Self-identity & worth Positivity in challenges Rules, rights & consequences Responsible choices Seeing things from others' perspectives	<b>Celebrating Differences</b> Families & their differences Family conflict& how to manage it Witnessing bullying & how to solve it Recognising how words can be hurtful Giving & receiving compliments	<b>Dreams and Goals</b> Difficult challenges and achieving success Dreams & ambitions New challenges Overcoming obstacles Evaluating learning processes Managing feelings Simple budgeting	<b>Healthy Me</b> Exercise Fitness challenges Food labelling & healthy swaps Attitudes towards drugs Keeping safe Respect for myself and others Healthy & safe choices	<b>Relationships</b> Family roles & responsibilities Friendship & negotiation Keeping safe online Being a global citizen Being aware of how my choices affect others Awareness of how children have different lives Appreciation for friends & family	<b>Changing Me</b> How babies grow Understanding a baby's needs Outside & inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Spanish</b>	<p>Half-term 1: <b>Describing me and others</b></p> <p>Half-term 2: <b>Saying what I and others have</b></p> <p><b>Vocabulary:</b> adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p><b>Grammar:</b> key verbs 'ser' and 'estar', tener, adjective endings (-o, -a, -e, -z)</p> <p>singular indefinite articles (un, una),</p> <p>intonation questions, WH-questions with dónde, cómo, qué</p>		<p><b>Spring Term</b></p> <p>Half-term 1: <b>Saying what I and others do</b></p> <p>Half-term 2: <b>Saying how many and describing things</b></p> <p><b>Vocabulary:</b> verbs and nouns to describe a range of activities, numbers 1-12,</p> <p><b>Grammar:</b> -AR and -ER present tense verbs singular definite articles (el, la), use of verb 'hay', regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>		<p><b>Summer Term</b></p> <p>Half-term 1: <b>Describing things and people</b></p> <p>Half-term 2: <b>Expressing likes and saying what I and others do</b></p> <p><b>Vocabulary:</b> adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months</p> <p><b>Grammar:</b> revisit hay, regular plural marking on nouns (-es), revisit definite articles &amp; adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question</p>	
<b>Music</b>	<p>Securing the ability to hear, understand and identify pitches do, re, mi</p> <p>Introducing singing games to prepare for learning so and la</p> <p>Developing confidence in musical improvisation</p> <p>Using simple rhythmic and melodic patterns through the use of voice, body and instruments;</p>		<p>Introducing notes sol and la into notation</p> <p>Exploring the range of activities using instruments, physical stave on the floor, graphic notation, finger stave to secure understanding of pentatonic;</p> <p>Developing group singing skills and independence by singing simple rounds (O how peaceful);</p> <p>Developing sensitivity towards feeling phrases as musical sentences through the physical response to music recordings and improvised music.</p>		<p>Developing musical independence, by playing rhythmic pieces in 2 parts</p> <p>Fostering creative expression by composing simple 1-2 bars rhythm phrases;</p> <p>Familiarising with the principles of conducting, leading an improvised feral choir</p> <p>Developing skills of comfortably reading the notes on the stave, reading pitch and rhythm together by using physicalized stave, melodic instruments and voice.</p>	