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| Theme | Science and Stone Age |  Ancient Egypt |  The Romans | Incredible Italy |
| Subjects that will be covered in that theme | **Science***Animals including Humans* *Forces and Magnets* **Music** *To perform* **History** *Stone Age to Iron Age. What life was like in the Stone Age?*  | **History** *Ancient Egyptians- The life of a pharaoh.* *Compare their life to the queen, social structures, responsibilities, jobs, pyramids, mummification, after life and beliefs.* **DT and Art***Design, create and evaluate a death mask.**Explore different patterns, colours and texture.* **Music** *To compose music* | **History** *To understand Julius Caesar’s invasion and why it took place. Romanisation of Britain.**Power of the Roman empire.* **DT***Design, create and evaluate a Roman Fortress that will withstand a British invasion.***Art***Explore different patterns and colours to create a Roman mosaic.***Music** *To perform music* | **Geography***In-depth fieldwork investigation of local area physical and human geography.* *Compare 2 different regions understanding geographical similarities and differences. Look at culture, animals, plants etc. Position and significance of latitude and longitude. Northern and Southern Hemisphere.**Coordinates and key aspects of biomes.* **Science***Identify how habitats change. Explore and classify to group living things.* *Dangers of environmental change. Explore and use classification keys to group.* **DT***Cooking and Nutrition* *Experience preparation of food from other cultures.*  |

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|  | **Autumn 1- 7 Weeks**  | **Autumn 2- 7 Weeks** | **Spring 1- 7 Weeks** | **Spring 2- 6 Weeks** | **Summer 1- 5 Weeks** | **Summer 2- 7 Weeks**  |
| English | Mouse, Bird, Wolf, Snake | Heavenly Elephant (The Lion and the Unicorn) | Varjak Paw | Varjak Paw | Lob | Boy at the back of the classroom  |
|  Role of a characterCharacter description  | Rewrite a narrative | Diary Entry\Letter  | Diary Entry/LetterInstructions (cooking) | Poem | Persuasive Newspaper Report |
| Spellings and WOTW | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Handwriting | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Guided Reading | Retrieval  | Vocabulary  | Inference  | Inference | Extended Answers | Mixed Retrieval, inference and vocabulary.  |
| ERIC | George’s Marvellous Medicine | George’s Marvellous Medicine | George’s Marvellous Medicine | George’s Marvellous Medicine | George’s Marvellous Medicine | George’s Marvellous Medicine |
| Curriculum | Animals Including Humans Forces and Magnets Stone Age | Egyptians  | Egyptians | Romans | Romans | Incredible Italy |
| Science | Animals Including Humans Forces and Magnets Stone Age | States of Matter  | Sound | Electricity | Living things and their habitats  |
| Maths | Place Value Number operations- Add, subtract and multiply  | DivisionMissing Number Problems Fractions | Decimals Measure  | Measure Statistics | GeometryRoman Numerals  | GeometryX table testsTTRS – Sound check |
| PE  | Jasmine- Personal Gymnastics  | Jasmine- Social Dance | Jasmine- Cognitive Balance and Coordination  | Jasmine- Creative Coordination and Counter Balance | Jasmine- Physical Gymnastics  | Jasmine- Health & Fitness Agility and Static Balance |
| Music | **Describing** | **Composing**  | **Performing** | **Recorders- External**  | **Recorders- External** | **Recorders- External** |
| PSHE | Me and My Relationships  | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being my Best | Growing and Changing |
| SEAL | New beginnings | Getting on and falling out (Anti- bullying week) | Changes | Going for goals | Good to be me | Relationships |
| MFL – (LANGUAGE) | Spanish –Phonetics 2Presenting myself  | Spanish- Family | Spanish-At the Cafe | Spanish-The Classroom | Spanish- Goldilocks |  Spanish-Do you have a pet? |
| Computing | Internet and Online Safety  | Understand computer networks | Using technology purposefully  | Algorithms  | Algorithms | Presenting Data  |
| RE | **What do different people believe about God?**  | **How do faith communities demonstrate what is sacred?** | **How do believers use symbolism to show their beliefs?** |
| Art | Black History Month  | Death Masks  | Hieroglyphics  | Mosaic  |  |  |
| DT |  | Exploring Egyptian pyramids  | Shaduf | Roman Catapults | Circuits  | Cooking  |