

Term Theme	Autumn Stone Age to Iron Age		Spring Earth's Lungs		Summer Ancient Greeks	
Reading	Stone Age Boy, Life in the Stone Age, Bronze Age and Iron Age	Stig of the Dump	Journey to the River Sea	Rainforest Animals Poetry & Journey to the River Sea.	Orchard First Greek myths	How to train Your Dragon.
English	F1 – Adventure Story NF1: – Information Text P1: Poetry	NF2: Letter Writing NF3: Diary Entry F2: Imaginary story	F3: Information Text/Brochure NF4: Persuasive Letter	NF5: Stories from different cultures F4: Stories that raise an issue P2: Poetry	F5: Create a mythical creature P3: Greek Poetry NF6: Newspaper Report	NF7: Crime Report F6: Mystery and adventure story
Maths	Number: Place Value, comparing and ordering. Number: Addition & Subtraction	Number: Addition & Subtraction Number: Multiplication & Division A	Number: Multiplication & Division B Measurement: Length and perimeter	Number: Fractions A Measurement: Mass and capacity	Number: Fractions B Measurement: Money Measurement Time	Geometry: Shapes Measurement: Statistics
Science	Rocks Compare and group materials. describe things that have lived are trapped within rock recognise different soils.	Light Group light sources Observe how shadows are formed find patterns in the way that the size of shadows changes.	Plants identify and describe the functions of different parts of flowering plants. investigate the way in which water is transported within plants	Plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Animals including humans. Group food types together. To identify human and animal structure	Forces and Magnets compare how things move on different surfaces observe how magnets react to different materials compare and group different materials
Computing	Computing systems and networks – Connecting computers -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network	Creating media - Stop- frame animation -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation	Programming A - Sequencing sounds -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project	Data and information – Branching databases -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	Creating media – Desktop publishing -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	Programming B - Events and actions in programs -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge

		<ul style="list-style-type: none"> -To evaluate the impact of adding other media to an animation 	<ul style="list-style-type: none"> -To create a project from a task description 			
Online safety	Online Relationships and Online Reputation <ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly 	Online Bullying <ul style="list-style-type: none"> -Recognise acceptable/unacceptable behaviour -Identify a range of ways to report concerns about content and contact 	Managing Online Information <ul style="list-style-type: none"> -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	Health, Well-being and Lifestyles <ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly 	Copyright and Ownership <ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly 	Self-Image and Identity <ul style="list-style-type: none"> -Use search technologies effectively -Use technology safely, respectfully and responsibly
Geography			Locational Knowledge <ul style="list-style-type: none"> locate the world's countries, using maps Identify key physical and human characteristics, countries, name and locate counties identify the position 	Geographical Skills and Fieldwork <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping Use grid references, symbols and key use fieldwork to observe, measure, record and present 	Place knowledge – Greece <ul style="list-style-type: none"> Map, physical features, landmarks. Significant person – Prince Phillip. 	Building skills – Mapping <ul style="list-style-type: none"> Keys, compasses, and grid references. Compasses and Contours. Mapping – Land use. Digital analysis and Presentation.
History	Big Bang to The Stone Age <p>To know and learn about the journey from earliest life to The Stone Age.</p>	Bronze and Iron Age <p>Understand the influence of traders and settlers from other regions, particularly the Celts.</p>	Francisco de Orellana <p>Knowledge of a significant individual.</p> <p>Understand how travel has changed throughout time.</p> <p>Know key facts about a historical figure.</p>	Kayapo tribe <p>Achievements and their way of life in the rainforest.</p> <p>Achievements of early civilisations.</p> <p>Significant person Wangari Maathai</p>	Ancient Greece <p>Who were the Ancient Greeks?</p> <p>Ancient Greek democracy.</p> <p>Ancient Greek Olympics</p>	Ancient Greece <p>The battle of Marathon.</p> <p>Greek Gods and Goddesses (Mythology).</p> <p>The Trojan War.</p>

				The life of a Wangari Maathai. Environmentalist, educator and Nobel Prize winner.		
Art/DT	Cave painting Designs -To improve their mastery of art and design techniques, including drawing, painting Famous Artist/Place – Chauvet Cave	Stone Henge 3D Model -To record their observations and use them to review and revisit ideas -To improve their mastery of art and sculpture	Rainforest - Amazon Art -To use a variety of techniques taught to produce an amazon animal of their choice. - to improve their mastery of art and design techniques, including painting Famous Artist – John Dyer (still alive- works at the Eden Project)	Headdress – Research Amazon tribes head dresses, then design own.	Greek Clay Pot - To improve their mastery of art and design techniques, including sculpture Famous pot painter Andokides	
RE	Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism Humanism lesson	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
PE	Indoor - Fundamentals Outdoor - Fitness	Indoor - Dance Outdoor - Ball skills	Indoor - Outdoor - Gymnastics Netball	Indoor - Yoga Outdoor - Tag Rugby	Indoor - Golf Outdoor - Cricket	Indoor - Tennis Outdoor - Athletics
Music	Stone Age Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly,	Volcanoes Using the topic of 'Volcanoes', this unit allows pupils to explore and compose their own music with consideration to the inter-related dimensions of music. The unit has strong links to literacy and could be combined with poetry and artwork to produce a rich cross-curricular topic.	In the Garden This unit takes inspiration from a country garden and is focused on pupils learning how to combine both rhythm and pitch notation over three notes (C, D, E), to create a simple melody. Learning is embedded through progressive practical activities with pupils singing, composing,	Castles In this unit pupils will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. Pupils have the opportunity to revisit and practice basic pitch, pulse and rhythm performance	Greek Myths Using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli, this unit embeds pulse and rhythmic skills through performance, improvisation and composition activities. Pupils will be given the opportunity to perform	Mayans In this unit pupils explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect using the ancient Mayan civilisation as a stimulus for listening, performing and

	fluently and independently as part of a small group performance.	There is a focus on the musicality in words to create rich tapestries of words, inspiring music and verse. Pupils have opportunities to record ideas as a graphic score and could be extended into artwork or illustration.	performing and notating their work. Pupils also learn features that appear on notation such as a treble clef, bar lines and time signature. Listening pieces vary from traditional folk to 21st century.	skills. They will move on to embed these skills in both composition and improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.	and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the story. Pupils will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.	composing. Towards the end of the unit the pupils will be performing from simple given rhythms and melodies.
MFL	Cultural Unit – Where is France? Children will learn: • Where is France? • What major cities are there in France? • What is Paris like? Numbers and Alphabet Children will learn: • Numbers to 30 • The alphabet • Correct pronunciation All About Me Initial recap of basic greetings. Children will then learn: • Various ways of greeting each other • Introducing yourself and asking questions such as 'ça va?'	Colours Children will learn: • Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links – are any colours the same or different in English? My Home Children will learn: • Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live	Animals Children will learn: • Family pets • Likes and dislikes • Introducing your pet Calendar Children will learn: • Days of the week • Months of the year • Correct pronunciation	Food Children will learn: • Simple foods • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers Clothing Children will learn: • Basic items of clothing • School uniform • Introduce body parts – main limbs. Shopping Children will learn: • Currency • Asking how much something is	Holidays and Celebrations Children will learn: • Singing Happy Birthday • Talking about their own birthday • Learning words to do with festivals and events such as Christmas. • Learning vocabulary about holidays My Town Children will learn: • Words to describe their town • Words to describe shops and features of their town • Transport in their town – including transport vocabulary • Asking where you live	The Weather Children will learn: • What's the weather today? • What's the weather this week? • What's the weather over the year? • Using maps to talk about weather in different places Sports Children will learn: • Simple sports • Simple phrases to describe what sports they play. I play football School • Introduction to school days in France • Lessons • Likes and dislikes of lessons • Different jobs • The classroom
PSHE	Being me in the world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences	Celebrating difference Families and their differences -Family conflict and how to manage it (child-centred) Witnessing	Dreams and Goals -Difficult challenges and achieving success Dreams and ambitions New challenges. Motivation and enthusiasm. Recognising and trying to	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off	Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of	Changing me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging

	Responsible choices Seeing things from others' perspectives	bullying and how to solve it. -Recognising how words can be hurtful Giving and receiving compliments	overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	line scenarios Respect for myself and others Healthy and safe choices	how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	my ideas Preparing for transition
Trips	Stone Henge			The Living Rainforest	Greek workshop – 20/4/23	