



	Diary entry Short story					
	End of Unit Writing Outcome:					
	Writing Opportunities:					
SPaG	See SPaG Progression Planning					
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction Statistics	Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions	Number: Decimals and Percentages Consolidation	Number: Decimals Geometry : Properties of Shape Geometry : Position and Direction	Measurement: Converting Units Measurement: Volume
Science	Material World: Properties and changes of materials In this topic, the children learn about materials and how they change. First they test properties of materials before looking at how materials dissolve, what a solution is and evaporation. Finally, children compare reversible and	Amazing Changes: Properties and changes of materials In this topic, the children learn about materials, how they change and which changes are reversible and irreversible. The topic concludes by looking at how these properties are applied in the real world.	Out of this world: Earth and space In this topic, children learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time before they explore what causes us to experience night and day on Earth.	Let's get moving: Forces In this topic children learn about forces and machines. They start with the force of gravity then study friction forces, including air and water resistance, before investigating how simple machines work.	Growing Up and Growing Old: Animals, including humans In this topic, children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty.	Circle of Life: All living things and their habitats In this topic children look at the life cycles of various species including mammals, amphibians, fish and birds. They also look at and describe the life process of reproduction in plants and animals.



	irreversible changes.					
PRE	See PRE Overview					
History	<p>The Anglo-Saxons: Was the Anglo-Saxon period really a Dark Age?</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>		<p>The Vikings: Would the Vikings do anything for money?</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>		<p>Journeys: What makes people go on a journey?</p> <p>A study of a theme in British history that extends knowledge beyond 1066</p>	
Geography		<p>Changes in our Local Environment: How is our country changing?</p> <p>Identify geographical characteristics of the UK, and understand how some have changed over time</p>		<p>Europe: A Study of the Alpine Region: Where should we go on holiday?</p> <p>Locate the world's countries, using maps</p>		<p>Journeys: Trade: Where does all our stuff come from?</p> <p>Use maps, atlases and digital mapping to locate countries and describe features</p>
Art & Design Technology	<p>D&T</p> <p>Pyramids (Ancient Egypt) Design their own pyramid, think about how they can make it look authentic (add sand in to the paint), look at 3D shape nets</p>	<p>Art</p> <p>Mixed Media – Gustav Klimt Collage using a variety of different media/materials. Allow children to make their</p>	<p>D&T</p> <p>Boats Design and build a boat with a power source. Evaluate it by looking at which power source is the most effective.</p>	<p>Art</p> <p>Printing using Natural Objects Monoprinting - Printing with found objects. Hard rollers</p>	<p>Art</p> <p>Deforestation – Perspective painting Extend identification of colour shades using colour vocabulary e.g.</p>	<p>D&T</p> <p>Bread Children to try different types of bread and research how they are made. Design their own loaf of bread,</p>



	<p>and then build and evaluate.</p>	<p>own choices based on their experiences of different techniques. Overlaying of techniques on a variety of scales. Making own decisions and explaining reasons.</p>		<p>and water based printing inks. Single print from inked board</p>	<p>emerald, cobalt, and crimson. Experiment with mixing ranges of shades of primary and secondary colours using tints and tones. Explore colour and contrast e.g. hot/cold, light/dark, advance/recede, black/white, transparent/opaque. Develop control in use of selected tools and techniques including brush technique e.g. detail, stippling, dabbing. Use paint with other media – pastel, ink, collage. Paint from imagination, observation or influence of other artists.</p>	<p>make it and evaluate the taste.</p>
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<p>PE</p>	<p>See PE scheme taught by outside agency</p>					
<p>Computing</p>	<p>We are game developers: Computer Science: Coding</p> <p>Developing an interactive game</p>	<p>We are cryptographers: Computer Science: Computational thinking</p> <p>Cracking codes</p>	<p>We are architects: Information Technology: Media</p> <p>Creating a virtual space</p>	<p>We are web developers: Digital Literacy: Online safety</p> <p>Making sense of the Internet and building a website</p>	<p>We are adventure gamers: Information Technology: Media</p> <p>Creating an interactive adventure using presentation software</p>	<p>We are VR designers: Information Technology: Media</p> <p>Experimenting with virtual and augmented reality</p>
<p>PSHE</p>	<p>Healthy Lifestyles</p> <p>To learn: about the benefits of a balanced diet</p> <p>about different influences on food and diet</p> <p>about developing skills to help make their own choices about food</p> <p>how images in the media can distort reality</p> <p>that this can affect how people feel about themselves</p> <p>about habits (in relation to drug, alcohol)</p>	<p>Keeping Safe:</p> <p>To learn: about independence, increased responsibility and keeping safe</p> <p>strategies for managing risk</p> <p>how the spread of infection can be prevented</p> <p>about different influences on behaviour, including peer pressure and media influence</p> <p>how to resist unhelpful pressure and ask for help</p>	<p>Rights and Responsibilities</p> <p>To learn: that human rights overrule any beliefs, ideas or practices that harm others</p> <p>how anti-social behaviours can affect wellbeing</p> <p>how to handle, challenge or respond to anti-social or aggressive behaviours</p> <p>about different kinds of responsibilities (home, school, community and the environment)</p> <p>about resolving</p>	<p>Money</p> <p>To learn: that people pay 'tax' to contribute to society</p> <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>what it takes to set up an enterprise</p> <p>about what enterprise means for work and society</p> <p>about how resources are allocated and the effect this has on individuals,</p>	<p>Healthy Relationships and health</p> <p>To learn: people who willingly agree</p> <p>that to force anyone into marriage (forced marriage) is illegal</p> <p>about the importance speaking out about forced marriage</p> <p>about the consequences of their actions on themselves and others</p> <p>about judging whether physical contact is acceptable or</p>	<p>Healthy Relationships and health</p> <p>To Learn: how to respond</p> <p>about the skills needed in an emergency: what to do in an emergency aid</p> <p>negotiation and compromise strategies to resolve disputes and conflict</p> <p>to give helpful feedback and support to others</p>



	<p>and tobacco education) about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</p> <p>Growing and Changing To learn:</p> <p>about different ways of achieving and celebrating personal goals</p> <p>how having high aspirations can support personal achievements</p> <p>how to further describe the range and intensity of their feelings to others</p> <p>how to manage complex or conflicting emotions</p> <p>about coping with change and transition - how this relates to bereavement and the process of grieving</p>	<p>about the skills needed in an emergency: •what to do in an emergency •basic emergency aid</p> <p>about strategies for managing personal safety - local environment</p> <p>about strategies for managing personal safety – online</p> <p>what to consider before sharing pictures of themselves and others online</p> <p>about who is responsible for their health and wellbeing</p> <p>where to get help advice and support</p> <p>how to keep safe and well when using a mobile phone</p>	<p>differences, respecting different points of view and making their own decisions</p> <p>about what it means to be a part of a community</p> <p>about different groups / individuals that support the local community</p> <p>about the role of voluntary, community and pressure groups explain that UK is a richly diverse community</p> <p>recognise that people have migrated to and from the UK for many thousands of years</p> <p>explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>describe the benefits of living in a diverse society</p> <p>about the lives, values and customs of people living in other places</p> <p>to be critical of what they see and read in</p>	<p>communities and the environment</p>	<p>unacceptable</p>	
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Music	See Music scheme taught by outside agency					