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|  | **Term 1** | **Term 2 May be subject to change (heritage month)** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Topic (big question) | Who would wear stone trousers? | Who’s afraid of the big bad wolf? | Who will step into the magic? | 'What did the Romans do for us?' | Do we need a new world? | How could you catch a jungle dinner? |
| Key Text | *Ug the Boy Genius* by Raymond Briggs | *Wolves in the Wall* by Neil Gaiman | *Leon and the Place Between* by Grahame Baker-Smith | *Escape from Pompeii* by Christina Balit | *Varmints* by Len Ward | *Survival Handbook: Jungle* by Miles Kelly |
| Literacy | * Narrative * Imaginative Instructions (focus on invent) | * Narrative (include revisit: writing in role – formal letter) * Non-Chronological Report | * Narrative (include revisit: writing in role – informal letter) * Recounts in 3rd person (newsletter) | * Narrative * Real Life (non-tangible) instructions * Recount in 3rd person (newsletter) | * Narrative (include revisit: writing in role - diary entry) * Poetry | * Real Life (non-tangible) instructions * Non-Chronological Report |
| Numeracy |  |  |  |  |  |  |
| Science | Rocks | Animals | Light | Forces | Plants | Sc1 |
| Geography | * 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 * physical geography, earthquakes (The Kroods) |  |  | * describe and understand key aspects of volcanoes (link to Roman mythology, Pompeii) | • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | * locate the world’s countries using maps (focusing on UK in the context of Europe and South America), * concentrate on their environmental regions, key physical and human characteristics, countries, and major cities * identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America * describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| History | * Stone Age   A: changes in Britain from the Stone Age to the Iron Age |  |  | * B: the Roman Empire and its impact on Britain |  |  |
| Art | **Andy Goldsworthy**  **Mixed media-photography**  *Collect images and information independently in a sketchbook.*  Use a variety of techniques (printing, dying, weaving, paper and plastic trappings).  Experiment with a range of media e.g. overlapping, layering etc. | **Printing**  *Collect images and information independently in a sketchbook.*  Experiment with creating a press print using printing foam.  Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing. | **Rousseau**  **Painting**  *Collect images and information independently in a sketchbook.*  Mix a variety of colours and know which primary colours make secondary colours.  Experiment with different effects and textures (blocking in colour, creating washes, layering colour, adding texture) by mixing paint with other materials and scratching paint.  Work confidently on a range of scales e.g. thin brush on small picture/large brushes on large paper. | **Drawing**  *Collect images and information independently in a sketchbook.*  Use different media to achieve variations in line, texture, tone, colour, shape and pattern.  Experiment with different grades of pencil.  Plan, refine and alter their drawings as necessary. | **Mixed media-recycled art collage**  *Collect images and information independently in a sketchbook.*  Use a variety of techniques (printing, dying, weaving, paper and plastic trappings).  Develop skills in stitching, cutting and joining.  Experiment with a range of media e.g. overlapping, layering etc. | **Sculpture**  *Collect images and information independently in a sketchbook.*  Learn how to join clay effectively. Construct a simple clay base for extending and modelling other shapes.  Plan, design and make models. |
| Design Technology |  | Wolf Trap   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures | Acrobats   * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  | Flags to represent a new world   * select from and use a wider range of materials and components, including textiles |  |
| Music |  |  | Ukulele | Ukulele |  |  |
| Computing | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps |
| RE | **Theme: D**ivali  **Key Question:** Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?  **Religion:** Hinduism | **Theme:** Christmas  **Key Question:** Has Christmas lost its true meaning?  **Religion:** Christianity | **Theme:** Jesus’s Miracles  **Key Question:** Could Jesus really heal people? Were these miracles or is there some other explanation?  **Religion:** Christianity | **Theme:** Easter- Forgiveness  **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 | **Theme:** Pilgrimage to the River Ganges  **Key Question:** Would visiting the River Ganges feel special to a non-Hindu?  **Religion:** Hinduism |
| PSHE |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |
| Spanish | * Phonics * Vocabulary consolidation (numbers/age) | * Classroom instructions and objects * Christmas songs | * Consolidate vocabulary (animals, colours, plurals) * Stories and songs | * Numbers 1-50 * Months * Birthdays | * Story: The veg hungry caterpillar (whole term) | * Food vocab * Ordering food * Cultural study: Cuba |
| Enrichment events | Wow day: dress up as people from the stone age.  Carousel:  -stone circles  -timelines  -cave painting | Trip to the wild place | Lucas Jet: circus workshop | Trip to the Roman Baths, Bath | Forest school: science link (plants) | Arts week  Carousel:  -making Brazilian food  -animals from the rainforest  -mask making  -Brazilian dancing |

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

Stone Age:

To include at least one of the following:

• i: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

• ii: Bronze Age religion, technology and travel, for example, Stonehenge

• iii: Iron Age hill forts: tribal kingdoms, farming, art and culture

Romans:

To include at least one of the following:

* i: Julius Caesar’s attempted invasion in 55-54 BC
* ii: the Roman Empire by AD 42 and the power of its army
* iii: successful invasion by Claudius and conquest, including Hadrian’s Wall
* iv: British resistance, for example, Boudica
* v: ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

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.