



<p>Literacy</p>	<p>Poetry – Anglo-Saxon Kenning poem</p> <p>Character description- characters from guided reading text.</p>	<p>Narrative- Quest story – Linked to guided reading text</p> <p>Letters/Diaries – character from guided reading text</p>	<p>Instructions- How to Train a Dragon</p> <p>Newspaper report – Vikings</p>	<p>Narrative- Adventure story- Linked to guided reading text.</p> <p>Explanation text- Where food comes from.</p>	<p>Non-Chronological Report- animals of the Amazon Rainforest</p> <p>Persuasive text – deforestation.</p>	<p>Narrative- guided reading text- new chapter.</p> <p>Poetry – The Mayans link.</p>
<p>Guided Reading</p>	<p>Sir Gawain and the Green Knight</p>	<p>Sir Gawain and the Green Knight</p>	<p>How to Train Your Dragon</p>	<p>How to Train Your Dragon</p>	<p>The Explorer (Katherine Rundell)</p>	<p>The Explorer (Katherine Rundell)</p>
<p>History/ Geography</p>	<p>Anglo Saxons Britain's settlement by Anglo-Saxons and Scots</p> <p>Skills:</p> <p>I use dates and historical period terms accurately.</p> <p>I can describe changes within and between periods and societies I have learned about.</p> <p>I can suggest which people and causes and consequences of change are</p>	<p>UK Name and locate counties and cities of the United Kingdom, and their geographical regions.</p> <p>Identifying human and physical characteristics, And key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;</p> <p>Understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and</p>	<p>Were the Vikings raiders, traders or settlers? Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>	<p>Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p>	<p>Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p>How did the Achievements of the Ancient Maya impact their society and beyond? Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions</p>

	<p>more important</p>	<p>differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the school grounds to undertake</p>				<p>and decline within and beyond their society.</p> 
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		weather surveys, record changes and observations using a method of choice.				
Art	<p>Drawing – Story telling through drawing (Laura Carlin, Shaun Tan)</p> <p>Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Aspect: Electrical systems Focus: Simple programming and switches or simple programming and control Link: Electricity</p>	<p>Surface and colour – Exploring pattern or exploring still life</p> <p>Exploring pattern (drawing collage sketchbooks)</p> <p>Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist</p>	<p>Aspect: Mechanical systems Focus: pneumatics Link: How to Train a Dragon (dragon)</p>	<p>Working in three dimensions – the art of display or sculpture, structure, inventiveness and determination, festival feasts (link to Brazilian festivals?)</p> <p>The art of display or sculpture, structure, inventiveness and determination,</p> <p>Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use</p>	<p>Aspect: Textiles Focus: 2D shape to 3D product Link:</p>

	<p>Exploring and developing ideas (ONGOING) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Evaluating and developing work (ONGOING) Compare ideas, methods and approaches in</p>		<p>See also drawing statements from aut 1</p> <p>Exploring still life (drawing painting collage sketchbooks) Painting - Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process</p> <p>See also drawing statements from aut 1 And collage statements above.</p>		<p>a variety of materials. See also drawing statements from aut 1</p> <p>Festival feasts Painting Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process</p> <p>See also drawing statements from aut 1</p> <p>Exploring and developing ideas (ONGOING) aut 1</p>	
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	<p>their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further</p>		<p>Exploring and developing ideas (ONGOING) aut 1</p> <p>Evaluating and developing work (ONGOING) aut 1</p>		<p>Evaluating and developing work (ONGOING) aut 1</p>	
<p>Design Technology</p>		<p>Aspect: Electrical systems Focus: Simple programming and switches or simple programming and control Link: Electricity</p> <p>Designing • Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Connect simple electrical components and a battery in a series circuit to achieve a functional outcome. • Program a standalone control box, microcontroller or interface box to enhance the way the product works. Evaluating • Investigate and analyse a range of existing battery-powered products, including</p>		<p>Aspect: Mechanical systems Focus: pneumatics Link: How to Train a Dragon (dragon)</p> <p>Designing • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. Making • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. • Select from and use finishing techniques suitable for the product they are creating. Evaluating • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their</p>		<p>Aspect: Textiles Focus: 2D shape to 3D product Link:</p> <p>Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the</p>

		<p>preprogrammed and programmable products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding • Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. • Know and use technical vocabulary relevant to the project.</p>		<p>own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project.</p>		<p>chosen product and/or fabric. Technical knowledge and understanding • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.</p>
<p>Science</p>	<p>Animals including Humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers,</p>	<p>Electricity Identify common appliances that run on electricity. Construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and</p>	<p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Working scientifically Make careful observations and identify similarities and differences Make predictions using evidence and observations</p>	<p>Living Things and Habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group. Identify and name a variety of living things in the environment. Recognise that environments can change and this can sometimes pose dangers to living things.</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter</p>	

	<p>predators and prey.</p> <p>Working scientifically Observe the similarities and differences in human/animal teeth Interpret and present learning of the digestive system through models Set up tests to see the effects of different liquids on tooth decay Make predictions based on knowledge of liquids to decay teeth Record results in a table and bar graph Ask questions to find out what animals eat Evaluate learning</p>	<p>closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Working scientifically Record work using labelled drawings Make predictions using scientific language Interpret results using scientific knowledge Identify properties of different materials Pose scientific questions Record and explain how electricity can help people</p>	<p>Use a thermometer to take accurate measurements Interpret what has been observed using scientific knowledge Set up tests to answer questions Record using diagrams</p>	<p>Working scientifically Observe characteristics of living things Identify similarities and differences in characteristics Gather and record data in a table Record observations from scientific enquiry Ask relevant questions to classify things Use evidence to answer questions and present findings Record findings about endangered species</p>	<p>as the distance from the sound source increases.</p> <p>Working scientifically Observe vibrations which cause sound and measure distance to nearest cm Set up tests and record results Record results in a table and spot patterns Record sound heard in a table and produce a line graph Evaluate musical instruments based on sound and knowledge of pitch Observe how sounds are created Set up tests based on questions asked.</p>
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<p>Computing</p>	<p>Unit 3.1 Coding (6 lessons)</p> <ul style="list-style-type: none"> • Why is it useful to use a flowchart to design a computer program? • What does repeat mean in computer programming? • What is the difference between 'timer after' and 'timer every'? 	<p>Unit 3.2 Online safety (3 lessons)</p> <ul style="list-style-type: none"> • What is a password and why should we keep them safe? • Is everything I read on the Internet true? • How do I know if I am old enough to play a computer game? <p>Unit 3.3 Spreadsheets (6 lessons)</p> <ul style="list-style-type: none"> • Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create? • How can you make a 3 times table machine using the spin tool? Could you use the equals 	<p>Unit 3.4 Touch Typing (4 lessons)</p> <ul style="list-style-type: none"> • Why should I have a good posture at the computer? • Why should I type certain keys with certain fingers? 	<p>Unit 3.5 Email - including email safety (6 lessons)</p> <ul style="list-style-type: none"> • What is email? • What should I do if I receive an email that makes me upset or scared? • What information can I send in an email? 	<p>Unit 3.6 Branching Databases (4 lessons)</p> <ul style="list-style-type: none"> • What is meant by data? • What is a database? • What is a branching database? <p>Unit 3.7 Simulations (3 lessons)</p> <ul style="list-style-type: none"> • What is a computer simulation? • What kind of simulations are there? • Are there any problems with simulations? 	<p>Unit 3.8 Graphing (2 lessons)</p> <ul style="list-style-type: none"> • What is a graph? • What are the frame lines on the graph called? • What different kinds of graphs are there? <p>Unit 3.10 micro:bits (4 lessons)</p> <ul style="list-style-type: none"> • What does a repeat forever loop do? • What outputs does a micro:bit have? • What inputs does a micro:bit have?
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		<p>tool to check your answer?</p> <ul style="list-style-type: none"> Explain how you would locate a cell in the advanced mode? 				
PSHE	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks Risks and hazards; safety in the local environment and unfamiliar places.	Belonging to a group; roles and responsibilities; being the same and different in the community.	<p>Making friends; feeling lonely and getting help.</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour .</p>	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	<p>The internet in everyday life; online content and information</p> <p>What money is; needs and wants; looking after money.</p>
RE	Christianity: What did God promise his people?	Humanism: How do non-religious people celebrate new life?	Christianity: What did Jesus say about God's kingdom? And why is it 'good news'?	Christianity: Is communion a celebration or an act of remembrance?	Islam: How does Ibadah (worship) show what is important to Muslims?	Thematic: Are words more important than actions?
PE	<p>Ball skills</p> <p>Netball</p>	<p>Dance</p> <p>Football</p>	<p>Tag rugby</p> <p>OAA</p>	<p>Gymnastics</p> <p>Golf</p>	<p>Rounders</p> <p>Athletics</p>	<p>Tennis</p> <p>Cricket</p>
Music	<p>Let your Spirit Fly</p> <p>RnB and other styles</p> <ul style="list-style-type: none"> To identify music structure (introduction, verse, chorus) 		<p>Glockenspiel 1</p> <p>Exploring & developing playing skills</p> <ul style="list-style-type: none"> To choose one song and discuss the lyrics, musical dimensions (texture, dynamics, tempo, 		<p>Three Little Birds</p> <p>Reggae and animals</p> <ul style="list-style-type: none"> To know 5 songs from memory and who sang them or wrote them. 	

	<ul style="list-style-type: none"> To identify the instruments (male/female voices, bass, drums, guitar, keyboard, synthesizer). To identify pulse, rhythms, tempo changes and use of dynamics when listening to music. To copy back, play and invent rhythmic melodic patterns. To accurately play an instrument in time and as part of a performance. To know the difference between pulse and rhythm. 		<p>rhythm and pitch), name instruments they heard.</p> <ul style="list-style-type: none"> To identify how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse/steady beat. To treat instruments carefully and with respect. To play one, or all of four, differentiated parts on a tuned instrument from memory of using notation. To improvise using instruments (using up to three different notes). 		<ul style="list-style-type: none"> To know the style of five songs and the main sections of the song (intro, verse, chorus). To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To plan and create a section of music that can be performed within the context of a new song. Record composition in any way appropriate that recognises the connection between sound and symbol (graphic/pictorial/notation). 	
French	<p>Au Café</p> <ul style="list-style-type: none"> - Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. - Perform a simple role play ordering food, drink and/or snacks in a French 	<p>Au Salon de the</p> <ul style="list-style-type: none"> - Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks, and drinks in a typical French salon de thé, improving our cultural knowledge of France. - Understand better how to make nouns plural in French. 	<p>Vikings</p> <p>Les Vetements</p> <ul style="list-style-type: none"> - Recognise and recall from memory 21 items of clothing. - Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly 	<p>Quels temps fait il?</p> <ul style="list-style-type: none"> - Recognise and recall the 9 weather expressions in French from memory. - Ask what the weather is today and give a reply in French. - Describe the weather in France, in French 	<p>Les Habitats</p> <ul style="list-style-type: none"> - Say and write the key elements that animals and plants need to survive. - Name the 5 most common types of habitats. - Name an animal and a plant that live and grow in each type of habitat 	<p>En Classe</p> <ul style="list-style-type: none"> - Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. - Learn how to replace an indefinite article/determiner with the

	café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye	- Improve our knowledge of French currency. - Order in French what we would like to eat and drink in a role-play.	somebody else is wearing. - Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.	using a weather map with symbols.		appropriate possessive adjective. - Learn how to use the negative in French. - Describe what we have and do not have in our pencil case/rucksack.
<i>Trips/Visitors</i>		Geography – visitors from different countries in the UK Geography – Visit to London	History - Portals to the past – Vikings	Visit to supermarket to look at food labels and variety of food	Music - Samba drumming	History / R.E. - Mosque
<i>Opportunities for outdoor learning and maximising locality</i>	Trip	Solar energy/kinetic energy/hydro etc.	Wildflower (bees/bee association)	Habitats (badgers)	Carnival	States of Matter-temperature study
How does the school's theologically rooted Christian vision enable pupil's adults and children to flourish?		Visit to Parliament Sustainability		Conservation	Community	Diversity