

Autumn 1

Is conflict necessary?

Evacuee Dress up Imperial War Museum

Literacy: The Iron Man (and film) by Ted Hughes and Laura Carlin

The Selfish Giant by Oscar Wilde and Michael Foreman or Alexis Deacon

Reading: The Firework Maker's Daughter by Philip Pullman

Science:

- Set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and , where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Use straightforward scientific evidence to answer questions or to support findings

Autumn 2

Do dragons exist?

Legoland

Literacy: The Lion the Witch and the Wardrobe by C.S. Lewis

Jabberwocky by Lewis Carroll and Joel Stewart

Reading:

History: a significant turning point in British history- Blitz/Evacuees

Computing: Scratch- Animated stories (Twinkl)

Music: Planned and taught by WSMS

RE/PSHCE:

Art: Dali

French - All about me

PE: See separate 'Real PE' planning

Trick Box:
Stand Tall
Magic Circle

Spring 1

What comes with great power?

Real Life Hero visit & Dress up day

Literacy: The Tear Thief by Carol Ann Duffy and Nicoletta Ceccoli

Reading: New and Collected Poems for Children by Carol Ann Duffy

Science:

- set up simple practical enquiries, comparative and fair tests
- gather, record, classify and present data in a variety of ways to help in answering questions
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Use straightforward scientific evidence to answer questions or to support their findings
- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- 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 (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Computing:

Music: Planned and taught by WSMS

RE/PSHCE:

DT Ration recipes:

- 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.

French unit - Getting to know you

PE: See separate 'Real PE' planning

Trick Box:

Mirror Mirror

Big Voice

Super Strong

- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.
- identify common appliances that run on electricity
- construct a 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 series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Music: Planned and taught by WSMS

RE/PSHCE:

DT Pancakes:

- 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.

French- Food glorious food

PE: See separate 'Real PE' planning

Trick Box:

Breathing Colour

Sunny Side

Signal Change

Stand As If

Spring 2
Home or away?

Trip to New York
Literacy: Cloud Tea Monkeys by Mal Peet and Elspeth Graham
Cinnamon by Neil Gaiman and Divya Srinivasan
Reading: The Jungle book
Geography: physical geography, including: climate zones, biomes

Summer 1
Does the past still matter?

Natural History Museum
Literacy: The Story of Tutankhamun by Patricia Cleveland-Peck
Escape from Pompeii by Christina Balit
Reading: Earth Shattering Events by Sophie Williams and Robin Jacobs
Africa, Amazing Africa by Atiunke
Science:

- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.

Summer 2
What will be the next dinosaur?

Aquarium
Sea Side
Literacy: Varmints by Helen Ward and Marc Craste *book and film
Flotsam by David Wiesner
The Tin Forest by Helen Ward and Wayne Anderson
Reading: Lost Species
How Does a Lighthouse Work? by Roman Belyaev

and vegetation belts, rivers, mountains (Rainforests Lesson 1 and 2- Grammarsaurus & Rainforests-Twinkl & Mountains - grammasaurus)

Music: Planned and taught by WSMS

RE/PSHCE:

French-Family and friends

PE: See separate 'Real PE' planning

Trick Box:

Floating Cloud

Big 'No'

Break Through

- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.

History:

- the Roman Empire and its impact on Britain
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt

DT- make a tomb

Geography: physical geography- volcanoes and earthquakes (Volcanoes & Earthquakes - Grammarsarus & Extreme Earth - Twinkl)

Music: Planned and taught by WSMS

RE/PSHCE:

Art: Mosaics

French - Our School

PE: See separate 'Real PE' planning

Trick Box:

Win-Win

Light Bulb

Ask How

Science:

- set up simple practical enquiries, comparative and fair tests
- record findings using simple scientific language, drawings, keys, bar charts and tables
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings
- 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, predators and prey.

Geography: physical geography water cycle - Water Cycle GrammarSaurus & The water cycle Lesson 2 - Twinkl)

Music: Planned and taught by WSMS

RE/PSHCE:




Art: Monet

French- Time

PE: See separate 'Real PE' planning

Trick Box:

		Free Flow Big 'Yes' Brilliant Beliefs
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<p>Autumn 1 Is conflict necessary?</p> 	<p>Autumn 2 Do dragons exist?</p> 	<p>Spring 1 What comes with great power?</p> 
<p><i>Evacuee Dress up</i> <i>Imperial War Museum</i></p> <p>Literacy: Otto, Autobiography of a Teddy-bear by Tomi Ungerer Anne Frank by Josephine Poole Reading: Letters from the Lighthouse by Emma Carroll</p> <p>Science:</p> <ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs describe the changes as humans develop to old age <p>History: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Geography: locate the world's countries, using maps to focus on Europe</p> <p>Music: Planned and taught by WSMS</p> <p>RE/PSHCE:</p> <p>Art: Picasso</p>	<p><i>Legoland</i></p> <p>Literacy: Beowulf by Michael Morpurgo Reading: Mythologica: An Encyclopaedia of Gods, Monsters and Mortals from Ancient Greece by Dr. Stephen P. Kershaw</p> <p>History:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>Music: Planned and taught by WSMS</p> <p>RE/PSHCE:</p> <p>French - All about ourselves</p> <p>PE: See separate 'Real PE' planning</p> <p>Trick Box: Stand Tall Magic Circle Super Strong Different Sum</p>	<p><i>Real Life Hero visit</i> <i>Dress up day</i></p> <p>Literacy (The power of words): The Tempest by William Shakespeare, Helen Street and Charly Cheung Romeo and Juliet William Shakespeare, Helen Street and Charly Cheung *book and film Reading: The Listeners by Walter de la Mare</p> <p>Science:</p> <ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas and arguments Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

French - Getting to know you

PE: See separate 'Real PE' planning

Trick Box:

Mirror Mirror

Big Voice

Stand As If

Super Stretch

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Music: Planned and taught by WSMS

RE/PSHCE:

Art: Stan Lee

DT Pancakes:

- 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.

French - That's Tasty

PE: See separate 'Real PE' planning

Trick Box:

Breathing Colour

Sunny Side

Signal Change

Calm Thumb

<p>Spring 2 Home or away?</p> 	<p>Summer 1 Does the past still matter?</p> 	<p>Summer 2 What will be the next dinosaur?</p> 
<p><i>Trip to New York</i> Literacy: Unspoken by Henry Cole The Man Who Walked Between the Towers by Mordicai Gerstein Reading: Incredible Journeys by Levison Wood Science:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas and arguments Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p><i>Natural History Museum</i> Literacy: Percy Jackson by Rick Riordan History in Infographics: The Maya by Jon Richards and Jonathan Vipond Reading: Who Let the Gods Out by Maz Evans History:</p> <ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British History-Mayan civilization c. AD 900 <p>Geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Music: Planned and taught by WSMS RE/PSHCE: Art: Clay (Greek pots) French - School life PE: See separate 'Real PE' planning</p>	<p><i>Aquarium Sea Side</i> Literacy: Can We Save the Tiger? by Martin Jenkins and Vicky White The Last Wild by Piers Torday Reading: The Tiger Rising by Kate DiCamil Science:</p> <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas and arguments recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Computing: Developing dinosaurs Music: Planned and taught by WSMS RE/PSHCE: Art: Van Gogh</p>

Geography: locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Music: Planned and taught by WSMS

RE/PSHCE:

Art: Andy Warhol

DT Mexican Food:

- 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.

French- Family and Friends

PE: See separate 'Real PE' planning

Trick Box:

Floating Cloud

Big 'No'

Break Through

1, 2, 3 Magic

Trick Box:

Win-Win

Light Bulb

Ask How

Marvellous Me

French - Time travelling.

PE: See separate 'Real PE' planning

Trick Box:

Free Flow

Big 'Yes'

Brilliant Beliefs

Great Goals