






Autumn 2023	Spring 2024	Summer 2024
Autumn 1 – 8 weeks Autumn 2 -7 weeks	Spring 1 - 5 weeks Spring 2 – 5 weeks	Summer 1 – 7 weeks Summer 2 – 7 weeks
Who invaded and settled in the UK? 	Rushing Rivers 	Why is Stratford Upon Avon famous? 
Key vocabulary: Anglo Saxon Roman Viking monarch Danelaw rune weaponry paganism Christianity medieval jewellery coin helmet divided conquered invaded religion voyage invaded chariot gladiator emperor religion amphitheatre temple mosaic	Key vocabulary: erosion flood stream floodplain estuary waterfall source irrigation sediment tributaries oxbow lake pollution transport capital Trade sewerage pollution cholera Disease Victorian	Key vocabulary: Catholic Protestant divorce reformation annul heir execution circumnavigate armada heresy galleon monarch monasteries reign queen monarchy Territories William Shakespeare Ann Hathaway Mary Arden
Outcome Stone Age showcase (class museum) Class assembly	Outcome UK river journey and features - images / leisure activities explanation video	Outcome Crime and punishment display
Love in Action- Diversity	Love in Action – Water equality	Love in Action – Power and governance
Wow Day- Invaders Workshop	Wow Day- Visitor in from Severn Trent Water (workshop) Wow Day - Think Tank museum - Electrifying Science	Wow Day - Visit Shakespeare Trust Trip to Stratford Upon Avon Mad Museum in Stratford
Reading- Key texts	Reading- Key texts	Reading- Key texts

<ul style="list-style-type: none"> Goose Guards by Terry Deary Beowulf by Michael Morpurgo Odd and the Frost Giants by Neil Gaiman 	<ul style="list-style-type: none"> River Singers by Tom Moorhouse The Rhythm of the Rain by Grahame Baker-Smith A River by Marc Marfin 	<ul style="list-style-type: none"> Shakespeare's Globe (I Was There) by Valerie Wilding The Queen's Token by Pamela Oldfield
Aut 1 - Class novel – The Land of Roar by Jenny McLaughlin Aut 2 - Class novel – Return to Roar by Jenny McLaughlin	Spr 1 - Class novel – Esio Trot by Roald Dahl Spr 2 - Class novel – The Boy at the Back of the Class by Onjali Q. Rauf & Pippa Curnick	Sum 1 - Class novel – Race to the Frozen North by Catherine Johnson & Katie Hickey Sum 2 - Class novel – The Queen's Nose by Dick King Smith
Writing		
Autumn 1 <ul style="list-style-type: none"> Narrative – Innovation Poetry – Kenning Non-fiction – Instructions 	Spring 1 <ul style="list-style-type: none"> Narrative – Retell Poetry – Free verse Non-fiction – Explanation 	Summer 1 <ul style="list-style-type: none"> Narrative – Playscript Poetry – Sonnet Non-fiction – Newspaper report
Autumn 2 <ul style="list-style-type: none"> Narrative – Setting/character description Poetry – Riddle Non-fiction – Letter 	Spring 2 <ul style="list-style-type: none"> Narrative – Setting/character description Poetry – Sound poem/performance Non-fiction – Letter 	Summer 2 <ul style="list-style-type: none"> Narrative – Diary Poetry – Haiku Non-fiction – Non-Chronological report
Maths - White Rose		
Science		
Working scientifically. During the year pupils are taught to use practical scientific methods, processes and skills.		
Autumn 1 Animals Including Humans <ul style="list-style-type: none"> 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 Recognise that living things can be grouped in a variety of ways 	Spring 1 States of Matter <ul style="list-style-type: none"> 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. 	Summer 1 Living things and their habitats <ul style="list-style-type: none"> 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 their local and wider environment Construct and interpret a variety of food chains, identifying producers, predators and prey Recognise that environments can change and that this can sometimes pose dangers to living things.
Autumn 2 Sound <ul style="list-style-type: none"> 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 pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases 	Spring 2 Electricity <ul style="list-style-type: none"> 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 	Summer 2 Living things and their habitats <ul style="list-style-type: none"> 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 their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.
Art		
<u>Anglo-Saxon Banner/Bayeux tapestry</u>	<u>Watercolour paintings</u> <u>Painting</u> Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques	<u>Tudor paintings</u> <u>Tudor houses</u> <u>Drawing</u> Talk about the visual and tactile qualities of drawing and painting media.

Textiles:

Apply one material to the surface of another a material (appliqué).

Create a simple design and transfer the main shapes to a paper pattern.

Use running stitch.

Talk about the work of important crafts and design people

Make a simple loom and use different materials to produce a range of weft threads.

Drawing

Talk about the visual and tactile qualities of drawing and painting media.

Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.

Use line drawings to show the size and relationship of shapes.

Use a viewfinder to isolate and record parts of an image.

Draw the outline of a simple figure.

Artist: Anni Albers, Louise Bourgeois (textile artists)

to create different effects.
Use knowledge of colour families to create contrast.
Create light and dark tones.

Drawing

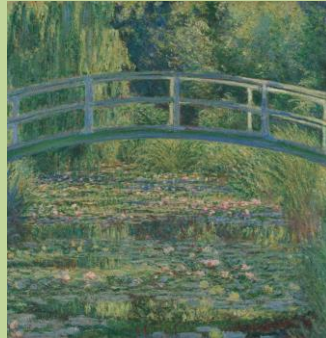
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Draw the outline of a simple figure.



Artists: Monet, Impressionist painters

Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.
Use line drawings to show the size and relationship of shapes.

Use a viewfinder to isolate and record parts of an image.

Draw the outline of a simple figure.

Painting

Mix paint and other materials to create detailed patterns and textures.

Use a wide range of painting techniques to create different effects.

Use knowledge of colour families to create contrast.

Create light and dark tones.

3D modelling

Create a 3D model using a range of modelling materials.

Artists:

Look at National Gallery



Jane Seymour, Henry VIII and Edward VI



Values

Autumn 1 – Love & Respect

Autumn 2 – love & Generosity

Spring 1 – Collaboration & Hope

Spring 2 – Perseverance & Forgiveness

Summer 1 – Thankfulness & Friendship

Summer 2 – Trust and Compassion

Computing – Project Evolve Online Safety- Bespoke

Self-Image and Identity /Copyright and Ownership Google Docs – Word Processing Online Relationships Coding (4.1)	Online Reputation Spreadsheets (4.3) Online Bullying Hour of Code	Managing Online Information MOVIE TRAILERS iPads – iMovie Effective Search (4.7) Health, Well-being and Lifestyle/Privacy and Security SCRATCH Hardware Investigators (4.8)
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Design and Technology

Roman horse drawn chariot (Autumn 2)

Structures

- Deconstruct and assemble the net of a range of basic 3D shapes.
- Join 2D frames to create 3D structures.
- Make rectangular frames of different sizes using strip wood, reinforcing with cross braces.
- Use a range of materials to make joints.

Axles, pulleys and gears

- Describe in detail the way in which an axle and chassis help a vehicle to move.
- Use a range of different ways to attach an axle to a chassis, e.g. card triangles, drilled holes, cable clips and clothes pegs.
- Identify, describe and evaluate products that contain pulleys and drive belts.
- Create pulleys and drive systems that can be driven by motor and computer.



Electrical lighthouses (Spring 2)

Electrical and mechanical components

- Explore and describe how an electric motor can be used in a circuit.
- Identify key features of electrical safety.
- Use a remote-controlled device to switch lights on and off.(including computer control packages)



Tudor food (Summer 2)

Food technology

- Gain an understanding of the ways in which specific food groups apply to the principles of a health and varied diet.
- Identify what needs to be done in order to work safely and hygienically when working on a range of tasks.
- Convert measure and weigh using standard and imperial units.
- Give reasons for the way in which food processing can affect the taste, appearance, texture and colour of food.



History

Romans, Anglo-Saxons and Vikings

This could include:

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

The Tudors

- A local history study – the Tudors

Geography

- geographical regions (continents) 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
- describe and understand key aspects of: physical

- Use world maps, atlases and globes to identify world countries, continents, oceans and capital cities
- Identify and locate the Equator, North and South poles
- Follow a route on a map from a familiar location within the local environment to another

	<p>geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country) • Talk about and describe features of localities beyond the local area, including a region within the United Kingdom. • Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes. 	<p>location, using four-figure grid referencing, and/or 8 points of a compass.</p> <ul style="list-style-type: none"> • Plan and follow a route using an Ordnance Survey map. • Identify a range of simple human processes, e.g. types of settlement and land use. • Identify simple geographical patterns e.g. hotels on a seafront. • Name and locate counties and cities of the United Kingdom • Use world maps, atlases and globes to identify world countries, continents, oceans and capital cities • Identify and locate the Equator, North and South poles
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Music – Charanga		
<ul style="list-style-type: none"> • Momma Mia • Glockenspiel Stage 2 	<ul style="list-style-type: none"> • Stop • Lean on me 	<ul style="list-style-type: none"> • Blackbird • Reflect, Rewind, Replay
PE		
Autumn 1 <ul style="list-style-type: none"> • Indoor - Fitness • Outdoor – Ball skills 	Spring 1 <ul style="list-style-type: none"> • Indoor - Dodgeball • Outdoor – Swimming 	Summer 1 <ul style="list-style-type: none"> • Indoor - Gymnastics • Outdoor – Tennis
Autumn 2 <ul style="list-style-type: none"> • Indoor – Dance • Outdoor – Hockey 	Spring 1 <ul style="list-style-type: none"> • Indoor - Handball • Outdoor - Basketball 	Summer 2 <ul style="list-style-type: none"> • Indoor - Yoga • Outdoor - Athletics
German		
<ul style="list-style-type: none"> • Welcome to school • My local area 	<ul style="list-style-type: none"> • Family tree • Carnival and body 	<ul style="list-style-type: none"> • Feeling unwell Jungle • Summertime
PSHE - Jigsaw		
<ul style="list-style-type: none"> • Being Me In My World • Celebrating Difference 	<ul style="list-style-type: none"> • Dreams and Goals • Healthy Me 	<ul style="list-style-type: none"> • Relationships • Changing Me
RE – Understanding Christianity and Warwickshire Agreed Syllabus		
<ul style="list-style-type: none"> • People of God Why is Jesus inspiring to some people? • Incarnation What is the Trinity? (incarnation and God) 	<ul style="list-style-type: none"> • What does it mean to be a Hindu in Britain today? • Salvation Why do Christians call the day Jesus died 'Good Friday'? 	<ul style="list-style-type: none"> • Creation/Fall What do Christians learn from the creation story? • Why do some people think that life is a journey and what significant experiences mark this?

