	Autumn Term Rotten Romans	Spring Term South Africa	Summer Term 1 Planet Earth	Summer Term 2 Smashing Saxons
English	**See separate planning** **Suggested texts:** The Gladiators of Capua	**Suggested texts:** Journey to Jo' Burg The long walk to freedom	The mountain of adventure	
Maths	**See separate planning**			
History	**Knowledge and understanding** Recognise and describe some of the key features of periods in the past Use evidence to reconstruct life in time studied Look for links and effects in time studied Offer a reasonable explanation for some events **Historical Enquiry/Interpretations** Identify differences between versions of the past and begin to evaluate the usefulness of different sources Ask a variety of questions Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past **Chronological Understanding** Start to use terms which characterise periods in the past e.g. Prehistoric, Roman times, Middle ages Make use of a broad chronological framework to locate events Understand more complex terms eg BC/AD			**Chronological Understanding** Start to use terms which characterise periods in the past e.g. Prehistoric, Roman times, Middle ages Make use of a broad chronological framework to locate events Understand more complex terms eg BC/AD **Knowledge and understanding** Recognise and describe some of the key features of periods in the past Use evidence to reconstruct life in time studied **Historical Enquiry/Interpretations** Ask a variety of questions Use evidence to build up a picture of a past event

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	Historical Concepts Identify the key causes and consequences of some of the main events in the past					
Science	**Living things and their habitats (classification) (See Engaging Science unit)**		**Sound (See Engaging Science unit)**	**Animals incl humans (digestion) (See Engaging Science unit)**	**States of matter (See Engaging Science unit)**	**Electricity (See Engaging Science unit)**
Art and Design	Textiles Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining. Experiment with paste resist.. Around the world in 80 days Aut - look at different fabrics from around the world and practise the techniques that have been used to colour them – create a round the world quilt with fabric created.	Aut 2 3 D form Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material **Pottery**	Painting Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades		Digital Media Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, Changing the type of brush to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	Create sketch books to record their observations and use them to review and revisit ideas 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. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other

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	Improve their use of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Breadth of study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Drawing Lines and Marks Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe			implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.

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	how they might develop it further. Annotate work in sketchbook. Pupils should be taught about great artists, architects and designers in history Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			
Geography	**Locational Knowledge** 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). **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of a **European country**, Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Geographical Skills and Fieldwork** Use the eight points of a compass, four and six-figure grid references, symbols to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods, including sketch maps **MAP SKILLS** Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently Make a map of a short route experienced, with features in correct order;	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Locate places on large scale maps, Use OS maps. Use map sites on internet. **Human and Physical Geography** Describe and understand key aspects of: Physical geography, including: climate zones Human geography, including: types of settlement and land use **Geographical Skills and Fieldwork** Use maps, atlases, and globes to locate countries and describe features studied **MEASUREMENT**	

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		Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps		Make a simple scale drawing. Begin to recognise symbols on an OS map. Follow a route on a large scale map. Draw a sketch map from a high view point. Begin to identify significant places and environments	Use easy to read instruments *E.g. rain gauge or metre tape.* Count and record different types at the same time using a tally *E.g. counting types of shops.* Organise results in a spreadsheet. **FIELDSKETCHING** Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.		
Music		**Charanga:** Mamma Mia	**Charanga:** Glockenspiel 1	**Charanga:** Stop! / National Anthems	**Charanga:** Lean on me	**Charanga:** Blackbird	**Charanga:** Reflect, rewind and replay
Computing							
		Make *Use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *Use a wider range of materials and components, including construction materials and textiles* **TEXTILES** • Join fabrics using running stitch, over sewing, back stitch • Understanding seam allowance.					

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	• Explore fastenings and recreate some e.g. sew on buttons and make loops • Prototype a product using J cloths • Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) • Understand the need for patterns			
	Technical Knowledge *Apply understanding of how to strengthen, stiffen and reinforce more complex structures* *Understand and use mechanical systems in their products [for example, gears, pulleys, cams]* *SHEET MATERIAL* • Cut internal shapes • Use and explore complex pop ups • Create nets *CONSTRUCTION* • Incorporate a circuit with a bulb or buzzer into a model • Prototype frame and shell structures • Use glue gun with close supervision			
	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*			

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		• Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.					
Computing		Switched on computing					
PSHEE		JIGSAW Being me in my world	JIGSAW Celebrating Differences	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
PE		Real PE: Personal skills	Real PE: Social skills	Real PE: Cognitive skills	Real PE: Creative skills	Real PE: Applying physical skills	Real PE: Health and Fitness
RE		Christianity Gospel What kind of world did Jesus want? UC 2a.4	Christianity Incarnation/God What is the trinity? UC 2a.3 (Digging deeper)	Sikhism/Inspirational people How does the teaching of the Gurus move Sikhs from dark to light?	Christianity CC Salvation (lent) Why do Christians call the day Jesus dies 'Good Friday?' UC 2a.5 (Digging Deeper)	Sikhism /Encountering How do Sikhs put their beliefs about equality into practice?	Christianity Kingdom of God When Jesus left, what was the impact of Pentecost? UC 2a.6
MFL		School language – Spanish					