|  | **Autumn 1 (7)** | **Autumn 2 (7)** | **Spring 1 (7)** | **Spring 2**  **(5)** | **Summer 1**  **(6)** | **Summer 2 (7)** |
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| **CLASS NOVEL** | **THE WORLD ACCORDING TO HUMPHREY** | **HARRY POTTER** | **FORTUNATELY THE MILK** | **THE IRON MAN** | **THE CREAKERS** | **THE LION, THE WITCH AND THE WARDROBE** |
| **English** | **Leon and the place between: To Entertain: Setting Description (3 weeks)  \*Publish**  **How to wash a woolly mammoth: To instruct: 5 Part instructions (2 weeks)**  **\*Link to History**  **Poetry: Crazy Mayonnaisy Mummy: Performance Poetry**  **(1 week)**  **\*To recite and perform a poem.** | **Stone Age Boy: To Entertain: Third person narrative  (3 weeks)** **\*Link to History**  **\*Publish**  **DK find out : Volcanoes: To Inform: Non-Chronological report with paragraphs  (2 weeks)** **\*Link to Geography**  **The Pebble in my pocket – Reading/Basic Skills focus  (2 weeks)**  **\*Link to Geography** | **The Egyptian Echo : Newspaper Histories: To Inform: Newspaper about King Tut’s discovery (3 weeks)**  **\*Publish**  **\*Link to History**  **Marcy and the Riddle of the Sphinx: To Entertain: Narrative: Myths and Legends (2 weeks)**  **\*Link to History**  **Poetry: Bright Bursts of colour: Performance poetry/free verse/rhythm and rhyme  (2 weeks)** | **Kids Travel Guide to Paris and France: To Persuade: Advertising: sectioned persuasive text (2 weeks)  \*Link to Geography**  **\*Publish**  **Flotsam: To Entertain: Playscript sequel called Jetsam \*Linked to Science**  **(3 weeks)** | **Everest: the Remarkable Story of Edmund Hillary and Tenzing Norgay : To inform: Letter to home from Everest recalling events (3 weeks)**  **\*Publish**  **The Creakers : To Entertain: Developed Narrative with focus on paragraphing (3 weeks)** | **How to make a better world: For every kid that wants to make a difference: To Persuade: Letter to residents of Sutton Coldfield (2 weeks) \*Link to Geography**  **\*Publish**  **History detective investigates Stone Age to Iron Age: To Inform: Explanation text (2 weeks)**  **Part 1 - The Promise/The Invisible: Reading focus: To explore the use of a picture book to tell a story alongside the text. (1 week)**  **Part 2 - The Present (Visual Literacy): To Entertain: Narrative: retelling a story (Picture book with text) \*Link to PDW (2 weeks)** |
| **Maths** | **Unit 1 Place Value – 10 days**  Place 2-digit and 3-digit numbers on lines  Understand PV in 3-digit numbers  Place value in money: add/subtract  **Unit 2 Addition and Subtraction (A) – 10 days**  Number facts and inverse operations  Using number facts to add/subtract  Add/subtract: efficient mental strategies  Partitioning to add  **Unit 3 Multiplication and Division (A) – 10 days**  Revision of 2x, 5x and 10x tables: multiply and divide  Multiplication/division facts: 3x and 4x  Division using facts and remainders  Double numbers <51; halve even numbers <101 | **Unit 4 Measures – 10 days**  Measure length (m/cm) and convert units  Measure weights (kg/g); use bar charts  Measure capacities (ml/l); use bar charts  Measure perimeters; use bar charts  **Unit 5 Addition and Subtraction (B) – 10 days**  Using place value to add/subtract  Mental calculation – complements to 100  Mental subtraction – counting up  **Unit 6 Multiplication and Division (B) – 7 days**  Mental strategies for multiply and divide  Times tables: multiplication/division | **Unit 2 Place Value – 8 days**  Partition 3-digit numbers, place on a line  Understand x 100 and divide 100 as inverses  **Unit 3 Addition and Subtraction (A) – 7 days**  Mental addition of 2-digit numbers  Expanded addition; 3-digit numbers - 1  Expanded addition; 3-digit numbers – 2  **Unit 4 Fractions – 8 days**  Concept of a fraction; halving  Finding ½, ¼, ¾, 1/3, 2/3 of amounts  Develop the concept of fractions  **Unit 5 Time and Data – 5 days**  Tell time to 5 minutes: Roman numerals  Time events; units of time; pictograms | **Unit 6 Place Value and Money – 7 days**  Understand Place Value in money; multiply/divide by 10  Represent 3-digit numbers in different ways  Place value in money; add/subtract amounts  **Unit 7 Addition and Subtraction (B) – 8 days**  Use different strategies to subtract  Counting up subtraction with numbers >100  Strategies to subtract from numbers >100 **Unit 8 Fractions (B) – 5 days**  Finding fractions of amounts  Find unit/non-unit fractions using division  **Unit 9 Time – 7 days**  Tell the time to the nearest minute  Calculate/compare time intervals  Units of time: calculate intervals | **Unit 3 Place Value – 3 days**  Place value in 4-digit numbers  **Unit 4 Addition and Subtraction (A) – 11 days**  Mentally add/subtract 1-digit numbers  3-digit expanded and compact addition  Revise expanded and column addition  **Unit 5 Multiplication and Division (A) – 9 days**  Counting in equal steps; sequences  Revise multiplication and division facts  Partition to double, halve and multiply  **Unit 6 Shape (A) – 6 days**  Line symmetry; name/sort 2-D shapes  Identify, describe and sort 3-D shapes | **Unit 7 Addition and Subtraction (B) – 10 days**  Add/subtract multiples of 10; near multiples  Subtract large numbers using counting up  Efficient strategies for mental addition/subtraction  **Unit 8 Multiplication and Division (B) – 8 days**  Solve scaling problems  Divide numbers just beyond times tables  Gain fluency using multiplication and division  **Unit 9 Shape (B) – 4 days**  Right angles as turns; angles in 2-D shapes  **Unit 10 Fractions – 7 days**  Fractions of amounts  Fractions as operators and as numbers  Add/subtract same denominator fractions |
| **Science** | Rocks | Animals (including humans)  Nutrition  Skeletal system  Vertebrates v invertebrates  Why humans need a skeleton | Forces and magnets | Light | Plants | Plants |
| **History** | Stone Age | Stone Age | Ancient Egyptians | Ancient Egyptians | Bronze Age to the Iron Age  ***Stonehenge*** | Bronze Age to the Iron Age |
| **Geography** | Mountain ranges (focus on Alps) including glacial features  Hemispheres  ***Herefordshire Beacon*** | How volcanoes are formed, studying Mount Vesuvius  Topography | Paris – human and physical features | Seas of UK  Locate world countries (North and South America and Russia) | Extreme weather – hurricanes, tornadoes, cyclones | Local environmental issues |
| **Art** | Book illustrations  Charcoal  Scale | Post impressionism – Van Gogh  Chalk  Sketch book | Post impressionism – Van Gogh  Chalk  Sketch book | Andy Warhol –  Photography | Cubism – Picasso | Yayoi Kusama |
| **DT** | Measure mark out, cut and shape material | Understand food is grown and reared    Measure mark out, cut and shape material | Pulley or lever system | Pulley or lever system | Make healthy pasta dish | Short, long and cross stitch to create a ‘Huichol’ Mexica Wool Art |
| **Music** | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation  Expressionist composer – Schoenberg. | Recorder with simple rhythmic notation and simple melodic notation  Expressionist composer – Schoenberg. |
| **PE** | **Handball**  Under-arm/over-arm throws  Catching techniques for high and low throws  Move with ball within rules of game  Pass and receive ball  Shoot for goal with powerful throws  Develop self-awareness to use space for advantage | **Dance – Commercial dance/Haka**  Respond in the correct manner to a command  Use spatial and bodily awareness when moving  Repeat simple sequences of movement  Use body to display shapes or movements of animals  Produce a dance based on a stimulus (word or object) | **Gymnastics**  Balance effectively using different points of contact  Hold balances with increasing control/duration  Use all limbs together to complement balance  Assess success of balance (quality of body position)  Develop methods of travel on floor and using apparatus | **Netball**  Pass netball in different ways  Pass netball with increased accuracy and control  Receive netball  Develop ability to receive netball with control in different areas of the netball court  Develop ability to send and receive netball whilst travelling | **Tri-golf**  Develop ability to strike ball with accuracy along the ground using a putter  Develop ability to use a chipper to lift the ball over objects  Develop handling of a golf club  Use correct body positioning to swing and strike a ball with accuracy  Understand the basic rules of golf | **Athletics**  Run at speed using arms and upper body to increase pace  Develop knowledge of how to use body to maximise performance  Understand how to hurdle effectively  Use a range of jump types to increase distance covered  Throw an object as far as possible using the chest push/pass |
| **Computing** | **Computing systems and networks:** **Connecting computers**  To explain how digital devices function  To identify input and output devices  To recognise how digital devices can change the way we work  To explain how a computer network can be used to share information  To explore how digital devices can be connected  To recognise the physical components of a network | **Creating media: Stop-frame animation**  To explain that animation is a sequence of drawings or photographs  To relate animated movement with a sequence of images  To plan an animation  To identify the need to work consistently and carefully  To review and improve an animation  To evaluate the impact of adding other media to an animation | **Programming: Sequencing sounds**  To explore a new programming environment  To identify that commands have an outcome  To explain that a program has a start  To recognise that a sequence of commands can have an order  To change the appearance of my project  To create a project from a task description | **Data and information: Branching databases**  To create questions with yes/no answers  To identify the object attributes needed to collect relevant data  To create a branching database  To explain why it is helpful for a database to be well structured  To identify objects using a branching database  To compare the information shown in a pictogram with a branching database | **Creating media: Desktop publishing**  To recognise how text and images convey information  To recognise that text and layout can be edited  To choose appropriate page settings  To add content to a desktop publishing publication  To consider how different layouts can suit different purposes  To consider the benefits of desktop publishing | **Programming: Events and actions in progress**  To explain how a sprite moves in an existing project  To create a program to move a sprite in four directions  To adapt a program to a new context  To develop my program by adding features  To identify and fix bugs in a program  To design and create a maze-based challenge |
| **PDW** | Manage feelings  Empathy | Online safety  \*Look at ‘Troll Stinks’ (cyberbullying)  Healthy relationships | Mental well-being  ***Pantomime Visit.***  ***Whitemore Lakes – day visit.*** | Cause and effect  Democracy | Healthy diets  Law  ***Camping on the School Field (1 night)*** | Discrimination |
| **RE** | **Dispositions**  Sharing and Being generous  Caring for others animals and the environment  Creating Unity and Harmony  Participating and willing to lead (holy books)  Being Fair and Just  Being Accountable and Living with Integrity  Remembering Roots  Being loyal and steadfast (religious signs and symbols)  Being open honest and truthful  Being silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)  Being courageous and Confident  Being hopeful and visionary | **Festivals/Events**  Christingle - Christianity  **Dispositions**  Sharing and Being generous  Caring for others animals and the environment  Creating Unity and Harmony  Participating and willing to lead (holy books)  Being Fair and Just  Being Accountable and Living with Integrity  Remembering Roots  Being loyal and steadfast (religious signs and symbols)  Being open honest and truthful  Being silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)  Being courageous and Confident  Being hopeful and visionary | **Festivals/Events**  Lent – Christianity (02.03.22 to 14.04.22)  **Dispositions**  Sharing and Being generous  Caring for others animals and the environment  Creating Unity and Harmony  Participating and willing to lead (holy books)  Being Fair and Just  Being Accountable and Living with Integrity  Remembering Roots  Being loyal and steadfast (religious signs and symbols)  Being open honest and truthful  Being silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)  Being courageous and Confident  Being hopeful and visionary | **Festivals/Events**  Ramadan – Islam (01.04.22 to 01.05.22)  **Dispositions**  Sharing and Being generous  Caring for others animals and the environment  Creating Unity and Harmony  Participating and willing to lead (holy books)  Being Fair and Just  Being Accountable and Living with Integrity  Remembering Roots  Being loyal and steadfast (religious signs and symbols)  Being open honest and truthful  Being silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)  Being courageous and Confident  Being hopeful and visionary | **Festivals/Events**  Passover – Judaism (15.04.22 to 23.04.22)  **Dispositions**  Sharing and Being generous  Caring for others animals and the environment  Creating Unity and Harmony  Participating and willing to lead (holy books)  Being Fair and Just  Being Accountable and Living with Integrity  Remembering Roots  Being loyal and steadfast (religious signs and symbols)  Being open honest and truthful  Being silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)  Being courageous and Confident  Being hopeful and visionary | **Dispositions**  Sharing and Being generous  Caring for others animals and the environment  Creating Unity and Harmony  Participating and willing to lead (holy books)  Being Fair and Just  Being Accountable and Living with Integrity  Remembering Roots  Being loyal and steadfast (religious signs and symbols)  Being open honest and truthful  Being silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)  Being courageous and Confident  Being hopeful and visionary |
| **French** | France – location and landmarks  Greetings  Age  Similarities and differences to UK | Where I live (including country names)  Simple opinions - cognates  Name, age, town  Christmas | Review phonemes  French Food  Masculine and Feminine Nouns  Opinions (about food)  Pancake Day | Food  Money – Numbers 1 to 10  Menus | Days of the Week  La chenille (The Hungry Caterpillar) - story in French  Story performance | French/English dictionary  Write own story  Bastille Day |