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| Year | subject | Autumn 1 | Autumn 2 | | | Spring 1 | | Spring 2 | | | | Summer 1 | | Summer 2 | | | | | |
| **1** | **History** | How am I making history | | | | How have toys changed? | | | | | | How have explorers changed the world? | | | | | | | |
|  | **Geography** | What is it like here? | | | | What is the weather like in the UK? | | | | | | What is it like to live in Shanghai? | | | | | | | |
|  | **Science** | Sensitive bodies | Comparing animals | | | Seasonal changes | | | | materials | | plants | investigating science through stories | | | | | | |
|  | **Art** | Drawing make your mark | | | | Painting and mixing media | | | | | | Sculpture and 3d paper play | | | | | | | |
|  | **D.T.** | Structures: Stable structures | | | | Textiles – Puppet making | | | | | | Cooking and nutrition - smoothies | | | | | | | |
|  | **Computing** | Online safety | | | | Programming | | | | | Digital content and the internet | Understanding application of ICT | | | | | | | |
|  | **English –**  **Texts** | On the Way Home – Jill Murphy  The 3 little pigs | | | | Toys in Space  Lost in a toy museum  Toy School | | | | | | Traditional Stories | | | | | | | |
|  | **Genres** | Instructions (linked to computing/directions)  Traditional Tales | | | | Captions  Stories with familiar settings  Information texts | | | | | | Traditional Tales  Senses poems  Information texts | | | | | | | |
| Year | subject | Autumn 1 | | Autumn 2 | | Spring 1 | | | | | Spring 2 | Summer 1 | | | | Summer 2 | | | |
| **2** | **History** | How was school different in the past? | | | | How did we learn to fly? | | | | | | What is a monarch? | | | | | | | |
|  | **Geography** | Would you like to live in a hot or cold place? | | | | Why is our world wonderful? | | | | | | What is it like to live by the coast? | | | | | | | |
|  | **Science** | Living things - habitats | Living things – micro habitats | | | Materials – everyday materials | | | | Animals including humans - lifecycles | | Plans - growth | | | Making connections – plant-based materials | | | | |
|  | **Art** | Drawing telling a story | | | | Painting and mixing media | | | | | | Sculpture and 3d clay | | | | | | | |
|  | **D.T.** | Making a moving monster | | | | Textile pouches | | | | | | Cooking and nutrition – balanced diets | | | | | | | |
|  | **Computing** | Online safety | | | | Programming | | | | | | Digital content and the internet  Understanding application of ICT | | | | | | | |
|  | **English-**  **Texts** | Pirate stories | | | | Very Hungry Caterpillar | | | | | | Princess and the Pea  Rapunzel | | | | | | | |
|  | **Genres** | Stories with familiar settings  Recounts  Non-chronological reports  Short stories | | | | Non-chronological reports  Explanations  Instructions  Procedural Narrative (e.g. own version of hungry caterpillar)  Poetry | | | | | | Traditional tales  Recounts  Poetry | | | | | | | |
| Year | subject | Autumn 1 | | | Autumn 2 | Spring 1 | Spring 2 | | | | | Summer 1 | | | | | | Summer 2 | |
| **3** | **History** | Would you have preferred to live in the stone age, Bronze age or Iron age? | | | | Why did the Romans settle in Britain? | | | | | | What was important to Ancient Egyptians? | | | | | | | |
|  | **Geography** | Why do people live near volcanoes? | | | | Who lives in Antarctica? | | | | | | Are all settlements the same? | | | | | | | |
|  | **Science** | Materials rocks and soils | Animals – movement and nutrition | | | Farces and magnets | | Energy – light and shadows | | | | Plant reproduction | | | | | | | Making connections – hand strength / grip |
|  | **Art** | Prehistoric painting | | | | Drawing – growing artists | | | | | | Ancient Egyptian scrolls | | | | | | | |
|  | **D.T.** | Mechanical systems – pneumatic toys | | | | Electrical systems – Roman link | | | | | | Textiles -Egyptian collars | | | | | | | |
|  | **Computing** | Online safety | | | | Programming | Digital content and the internet | | | | | Understanding application of ICT | | | | | | | |
|  | **English -**  **Texts** | Stranded / Stone Age BOY  Mo’s best friend /How to wash a woolly mammoth  Vladimir the volcano | | | | Diary of a big bad wolf  The iron man  The wild robot | | | | | | Cinderella of the Nile  The boy who stole the Pharaohs Lunch  Flotsam | | | | | | | |
|  | **Genres** | Narrative  Instructions (forces link)  Explanation text  Recounts | | | | Non-chronological reports  Diary entries  Roman stories – fiction  Roman Myths | | | | | | Egyptian Myths  Narrative – linked to text | | | | | | | |
| Year | subject | Autumn 1 | | | Autumn 2 | Spring 1 | Spring 2 | | | | | Summer 1 | | | | | | Summer 2 | |
| **4** | **History** | How have children’s lives changed? | | | | How hard was it to invade and settle in Britain? | | | | | | How did the achievements of the Ancient Maya impact their society? | | | | | | | |
|  | **Geography** | Where does our food come from? | | | | Why are rainforests important to us? | | | | | | What are rivers and how are they used? | | | | | | | |
|  | **Science** | Digestion and food | Sounds and vibrations | | | Electricity and circuits | | Living things - classification | | | | States of matter | | | | Making connections – flow of liquids | | | |
|  | **Art** | Painting and mixed media – light and dark | | | | Fabric of nature | | | | | | Sculpture and 3d mega materials | | | | | | | |
|  | **D.T.** | Structures – pavilions | | | | Electrical systems - light | | | | | | Cooking and nutrition – adapting a recipe | | | | | | | |
|  | **Computing** | Online safety | | | | Programming | Digital content and the internet | | | | | Understanding application of ICT | | | | | | | |
|  | **English -**  **Texts** | Giant – Kate Scott  The Bubble Boy – Stewart Foster  Revolting Rhymes | | | | Viking at School – Jeremy Strong  Erik the Viking | | | | | | Explanation text – (water cycle)  Non-chronological reports  Poetry – shape poetry / rivers | | | | | | | |
|  | **Genres** | Historical Narrative  Non-Chronological reports  News reports | | | | Explanation texts  Persuasive texts  Narrative – linked to class novel  Poetry – linked to Roald Dahl | | | | | | Diary entries  Non-chronological reports  recounts | | | | | | | |
| Year | subject | Autumn 1 | | | Autumn 2 | Spring 1 | Spring 2 | | | | | Summer 1 | | | | | | Summer 2 | |
| **5** | **History** | Where the Vikings raiders, traders or something else? | | | | What was life like in Tudor England? | | | | | | What is the legacy of the Ancient Greeks? | | | | | | | |
|  | **Geography** | What is life like in the alps? | | | | Why do Oceans matter? | | | | | | Would you like to live in the desert? | | | | | | | |
|  | **Science** | Materials: mixtures and separation | Earth and Space | | | Materials: properties and changes | | | Life cycles and reproduction | | | Unbalanced forces | | | | Animals – human timeline  Making connections - asteroids | | | |
|  | **Art** | Drawing – I need space | | | | Painting and mixed media - portraits | | | | | | Sculpture and 3d – interactive instillation | | | | | | | |
|  | **DT** | Mechanisms – Gears and Pulleys | | | | Structures - bridges | | | | | | Cooking and nutrition – developing a recipe | | | | | | | |
|  | **Computing** | Online safety | | | | Programming | Digital content and the internet | | | | | Understanding application of ICT | | | | | | | |
|  | **English -**  **Texts** | Highwayman  Heidi – Life in the Alps  Viking boy  The Last Viking – Terry D | | | | My Friend Walter – Michael Morpurgo  Ocean – non-fiction texts | | | | | | Greek myths  Across the desert | | | | | | | |
|  | **Genres** | News reports  Narrative poetry  Viking poetry – Kennings | | | | Instructions  Explanation  Short stories | | | | | | Persuasive writing  Myths / Legends  Narrative – linked to text | | | | | | | |
| Year | subject | Autumn 1 | | | Autumn 2 | Spring 1 | Spring 2 | | | | | Summer 1 | | | | | | Summer 2 | |
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| **6** | **History** | What can the census tell us about local areas? | | | | What was the impact of WWII on the people of Britain? | | | | | | Who should go on the ten-pound bank note? | | | | | | | |
|  | **Geography** | Why does population change? | | | | Where does our energy come from? | | | | | | Can I carry out an independent fieldwork enquiry? | | | | | | | |
|  | **Science** | Classifying big and small | Light and reflection | | | Circulation and health | | Evolution and inheritance | | | | Electricity | | | | | Making connections – sunglasses | | |
|  | **Art** | Drawing – make my voice be heard | | | | Painting and mixed media – artist study | | | | | | Craft and design – photo opportunity | | | | | | | |
|  | **D.T.** | Structures - playgrounds | | | | Textiles - waistcoats | | | | | | Electrical systems – steady hand game | | | | | | | |
|  | **Computing** | Online safety | | | | Programming | Digital content and the internet | | | | | Understanding application of ICT | | | | | | | |
|  | **English -**  **Texts** | Farther | | | | When the Sky Falls  Anne Frank’s Diaries  Once | | | | | | The Final Year | | | | | | | |
|  | **Genres** | Short stories  Non- Chronological reports  Instructions | | | | Recounts  Non- Chronological reports  Persuasive writing | | | | | | Narrative – linked to text  Recounts  Newspaper reports | | | | | | | |