



SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM	
Maths	Place Value. Addition, Subtraction, Multiplication and Division. Fractions. Measurement: Converting units.	Ratio. Algebra. Decimals. Fractions, decimals and percentages. Area, perimeter and volume. Statistics.	Shape Geometry: Position and direction Themed projects, consolidation and problem solving.	
Literacy	Guided Reading: Into the Volcano Writing genres: Instructional text: How to survive an Earthquake. Diary: Seb and Emma (Based on 'Into the Volcano') Newspaper Article: The Lighthouse Narrative: The Lighthouse Non-Chronological text: Islamic Civilisation	Guided Reading: She Wolf Writing genres: Biography: Alfred The Great Scene description: Based on 'She Wolf' Narrative: Interior Monologue of characters Myths and Legends: Viking legends Chronological Report: Evolution of The Peppered Moth.	Guided Reading: I am David Writing genres: Flashback narrative: based on 'I am David'. Poetry: War poetry Explanation text: How does blood circulate around the body. Persuasive Text: Join the women's land army Non-Chronological report: Discovering Pandora	
RE	LOVING – God who never stops loving VOCATION AND COMMITMENT – The vocation of priesthood and religious life JUDAISM – Rosh Hashanah, Yom Kippur EXPECTATIONS – Jesus born to show God to the world	SOURCES – The Bible, the special book for the Church UNITY – Eucharist enabling people to live in communion ISLAM – Guidance for Muslims DEATH & NEW LIFE – Celebrating Jesus' death and resurrection	WITNESSES – The Holy Spirit enables people to become witnesses HEALING – Sacrament of the Sick COMMON GOOD – Work of the worldwide Christian family	
Science	<p>Electricity 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.</p> <p>Light 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</p>	<p>Evolution 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</p>	<p>Living Things Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>

		travels in straight lines to explain why shadows have the same shape as the objects that cast them.	evolution.		
Geography	<u>Hazardous World</u> Structure of the Earth Plate boundaries Earthquakes Volcanoes Protecting against hazards		<u>Map Skills (A local field study)</u> Map symbols Giving directions 4 and 6 figure grid references Height on a map		<u>Ecosystems</u> Global ecosystems What is an ecosystem? Physical features of the RF Human features of the RF Future of the RF
History	<u>Islamic Civilisation</u> When and how did the early Islamic civilization begin? Why was Muhammad important? The significance of Baghdad What happened to The House of Wisdom? Who lead of Muhammad's death? How powerful were the Early Islamic Civilisation? Assessment: Why was the Early Islamic Civilisation and important turning point in history?		<u>The Viking and Anglo Saxon struggle</u> What was Saxon England like and why was it an attractive target? Chronological links and concurrent timelines. How did the Saxons view The Vikings? How should we view The Vikings? How did England change over the course of this period of history? Was Alfred really great? Assessment: Were the Vikings really vicious?		<u>Conflict through time</u> Prehistoric warfare. Ancient warfare: Romans and Greeks. Anglo Saxon and Viking warfare. Religious Wars: The Crusades. Modern Warfare: WWI. Modern Warfare: WWII. Assessment: How has the nature and impact of conflict changed over time?
Art & Design	<u>Painting:</u> Pop Art Volcanoes		<u>Collage:</u> Landscape Project		<u>Textiles:</u> Viking weaving/Patchwork quilt
Design & Technology	<u>Food</u> Celebrating culture and seasonality Islamic inspired cooking		<u>Textiles</u> Combining different fabric shapes. Viking Weaving		<u>Structures</u> <u>Frame Structures</u> Linked to PSHE: Living in the wider world Design a playground shelter
PSHE/RSE	<u>Health and Wellbeing</u> Images in the media and reality; how this can affect how people feel; risks and effects of drugs. Recognising what they are good at; setting goals; aspirations. Changes at puberty (<i>recap Y4</i>); human reproduction; roles and responsibilities of parents. Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice.		<u>Relationships</u> Confidentiality and when to break a confidence; managing dares. Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy. Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying.		<u>Living in the wider world</u> Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others. How resources are allocated; effect of this on individuals; communities and environment. Enterprise; setting up an enterprise (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 3</i>)
Computing	<u>COMPUTING SYSTEMS</u>	<u>CREATING MEDIA</u>	<u>PROGRAMMING A</u>	<u>DATA AND</u>	<u>CREATING MEDIA</u> <u>PROGRAMMING B</u>

	<u>AND NETWORKS</u> Communication Online safety		Web page creation Online safety		Variables in games		<u>INFORMATION</u> Spreadsheets		3D modelling Online safety		Sensing	
Music (Charanga)	Happy		Classroom Jazz 2		A New Year Carol		You've got a friend		Music and me		Reflect, rewind, replay	
P.E	Invasion: Netball	Health Related Exercise	Invasion: Football	Gymnastics Matching & Mirroring	Invasion: Basketball	Dance: Carnival	Invasion: Hockey	OAA: Orienteering	Striking & Fielding: Rounders	Net / Wall: Tennis	Striking & Fielding: Cricket	Athletics