

Autumn 1 Is conflict necessary? 	Autumn 2 Do dragons exist? 	Spring 1 What comes with great power? 
<p>Literacy: Otto, Autobiography of a Teddy-bear by Tomi Ungerer Anne Frank by Josephine Poole Reading: Letters from the Lighthouse by Emma Carroll Science:</p> <ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs describe the changes as humans develop to old age <p>History: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- WW2 Geography: locate the world's countries, using maps to focus on Europe Music: Harvest PSHE:Relationship and health education Digital and media literacy Physical health and well being Emotional, health and wellbeing Art: Picasso</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including painting <p>French – Getting to know you PE: See separate 'Real PE' planning Trick Box: Mirror Mirror Big Voice</p>	<p>Literacy: Beowulf by Michael Morpurgo Reading: Mythologica: An Encyclopaedia of Gods, Monsters and Mortals from Ancient Greece by Dr. Stephen P. Kershaw History:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>Music: Christmas production RE:Chritianity/Humanism PSHE:Relationship and health education Digital and media literacy Physical health and well being Emotional, health and wellbeing French – All about ourselves PE: See separate 'Real PE' planning Trick Box: Stand Tall Magic Circle Super Strong Different Sum</p>	<p>Literacy (The power of words): The Tempest by William Shakespeare, Helen Street and Charly Cheung Romeo and Juliet William Shakespeare, Helen Street and Charly Cheung *book and film Reading: The Listeners by Walter de la Mare Science:</p> <ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas and arguments Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 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 travels in straight lines to explain why shadows have the same shape as the objects that cast them. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

<p>Stand As If Super Stretch</p>		<ul style="list-style-type: none"> • 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>Geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Computing: (Safer internet day)</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>RE: Christianity/Judaism/Humanism</p> <p>PSHE: Relationship and health education</p> <p>Digital and media literacy</p> <p>Physical health and well being</p> <p>Emotional, health and wellbeing</p> <p>Art: Stan Lee</p> <ul style="list-style-type: none"> • taught about great artists and architects and designers in history <p>DT Pancakes:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
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		<ul style="list-style-type: none">• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>French – That's Tasty PE: See separate 'Real PE' planning Trick Box: Breathing Colour Sunny Side Signal Change Calm Thumb</p>
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 <p>Spring 2 Home or away?</p>	 <p>Summer 1 Does the past still matter?</p>	 <p>Summer 2 What will be the next dinosaur?</p>
<p>Literacy: Unspoken by Henry Cole The Man Who Walked Between the Towers by Mordicai Gerstein Reading: Incredible Journeys by Levison Wood Science:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas and arguments Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between 	<p>Literacy: Percy Jackson by Rick Riordan History in Infographics: The Maya by Jon Richards and Jonathan Vipond Reading: Who Let the Gods Out by Maz Evans History:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British History-Mayan civilization c. AD 900 <p>Geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water RE: Christianity/Judaism/Humanism PSHE: Relationship and health education Digital and media literacy Physical health and well being</p>	<p>Literacy: Can We Save the Tiger? by Martin Jenkins and Vicky White The Last Wild by Piers Torday Reading: The Tiger Rising by Kate DiCamil Science:</p> <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas and arguments 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 evolution. <p>PSHE: Relationship and health education Digital and media literacy Physical health and well being Emotional, health and wellbeing</p> <p>Music: School production Art: Van Gogh</p> <ul style="list-style-type: none"> taught about great artists in history to improve their mastery of art and design techniques, including drawing, painting <p>French – Time travelling. PE: See separate 'Real PE' planning</p>

<ul style="list-style-type: none"> moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Geography: locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Art: Andy Warhol</p> <ul style="list-style-type: none"> taught about great artists and architects and designers in history <p>PSHE: Relationship and health education Digital and media literacy Physical health and well being Emotional, health and wellbeing</p> <p>DT Mexican Food:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>French- Family and Friends</p> <p>PE: See separate 'Real PE' planning</p> <p>Trick Box: Floating Cloud Big 'No' Break Through 1, 2, 3 Magic</p>	<p>Emotional, health and wellbeing</p> <p>Art: Clay (Greek pots)</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials such as clay <p>French – School life</p> <p>PE: See separate 'Real PE' planning</p> <p>Trick Box: Win-Win Light Bulb Ask How Marvellous Me</p>	<p>Trick Box: Free Flow Big 'Yes' Brilliant Beliefs Great Goals</p>
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