

	Autumn – Cycle A		Spring – Cycle A		Summer – Cycle A		Autumn – Cycle B		Spring – Cycle B		Summer – Cycle B	
Topic	Treasure Hunters 	Kensuke's Kingdom 	Walter Tull 	Antarctica 	Queen Elizabeth II 	Rivers 	Lawmakers and Lawbreakers 	Energy 	Numbers over time 	Oh la la! 	WWII – The Blitz 	Weather and Tourism 
English	<p>How to build and Anglo-Saxon house – instructions.</p> <p>The magician's shop- fantasy setting</p> <p>Cinquains and haikus</p> <p>I wish - poetry</p> <p>Kensuke's Kingdom: Debate- Should children be allowed to have holidays in term time?</p> <p>Kensuke's Kingdom: Storm! Diary entry</p> <p>Kensuke's Kingdom</p> <p>Ice Palace</p>		<p>The Canal- warning tale</p> <p>The fire unicorn – non chronological report – own beast.</p> <p>Autumn Gilt – poetry</p> <p>Beast Quest – sequel- quest story</p> <p>Dreams - poetry</p> <p>Six ways of looking at the moon- poetry</p> <p>Newspaper reports- Walter Tull</p> <p>War Game - Christmas Truce</p> <p>The Diary of Walter Tull</p> <p>Ferno</p>		<p>The magic box - poetry</p> <p>Malamander – description/story opening</p> <p>Portable paradise - poetry</p> <p>Our Jacko – historical fiction</p> <p>Travel brochure – persuasive text</p> <p>Explanation – How a jellyfish stings</p> <p>Beast Quest Sequel??</p> <p>Sepron the sea Serpent</p> <p>Malamander</p>		<p>Zelda Claw and the raincat- suspense</p> <p>Should children do chores? Discussion</p> <p>Letters – persuasive writing</p> <p>Poetry – Is plastic fantastic?</p> <p>King of the fishes</p> <p>If only- poetry</p> <p>The Firework Maker's Daughter</p> <p>The Last Bear</p>		<p>Ten things found in a wizard's pocket</p> <p>Voices in the Park</p> <p>The Red Eye</p> <p>Seasons Haikus</p> <p>The Nowhere Emporium – fiction</p> <p>Leaflet about Paris</p> <p>The Invention of Hugo Cabret</p>		<p>The Lion and the Unicorn</p> <p>How to survive life as an evacuee</p> <p>Rose Blanche</p> <p>The Story cage - poem</p> <p>WW2 poems</p> <p>Mountain ogres- information text</p> <p>Friend or Foe</p> <p>Clockwork</p>	
History	<p><b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>Who were the Anglo-Saxons?</li> <li>Why did they come to Britain?</li> <li>What kind of people were they?</li> <li>How far can we trust surviving evidence?</li> <li>Why was Alfred the Great 'great'?</li> <li>How much from Saxon times do we use today?</li> </ul>		<p><b>Walter Tull</b></p> <ul style="list-style-type: none"> <li>Who was Walter Tull and why is he a significant figure?</li> <li>Can we spot the differences between Walter's life and the lives of footballers today?</li> <li>What was it like for Walter when he played football at a match in Bristol?</li> <li>What is the significance of Walter Tull's experiences in the British Army?</li> </ul>		<p><b>Who was the real Queen Elizabeth II?</b></p> <ul style="list-style-type: none"> <li>Who was Queen Elizabeth II?</li> <li>Why did the Queen become the Queen? Who are the royal family?</li> <li>How was the Queen represented?</li> <li>How have perceptions of Queen Elizabeth II been influenced by changing technology?</li> <li>What is the role of a monarch?</li> <li>How might history remember Queen Elizabeth II?</li> </ul>		<p><b>Chronological Unit: Can laws change over time?</b></p> <ul style="list-style-type: none"> <li>What is the law? How does something become the law? How were laws made in the past?</li> <li>Who makes the law? What is the role of the church in this?</li> <li>Has the church ever been involved in breaking the law?</li> <li>How has history shaped the fairness of our laws?</li> </ul>		<p><b>Chronology – How important have numbers been over time?</b></p> <p>A chronological study that extends pupils' knowledge beyond 1066.</p> <p>How important have numbers been over time?</p> <p>How can numbers reveal and reflect changes in our lives?</p> <p>What was the biggest influence of numbers in the 20th century?</p>		<p><b>The Blitz: all we need to know about World War II?</b></p> <ul style="list-style-type: none"> <li>How significant was the Blitz?</li> <li>World War II: whose war?</li> <li>What was the impact of World War II on people in our locality?</li> <li>How well does a fictional story tell us what it was like to be an evacuee?</li> <li>Evacuee experiences in Britain: is this all we need to know about children in World War II?</li> <li>New opportunities? How significant was the impact of World War II on women?</li> <li>What did men do in World War II? Did all men have to fight?</li> <li>When was the most dangerous time to live? How different was the Blitz?</li> </ul>	

<p>Geography</p>	<p><b>Can you take us on a journey around the world?</b></p> <ul style="list-style-type: none"> <li>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>To know the names of some countries and major cities in Europe.</li> <li>To know the world's different climate zones (ie polar).</li> <li>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</li> <li>To name and know the features of four contrasting countries of the UK.</li> </ul>	<p><b>Why is Antarctica uninhabitable for humans?</b></p> <ul style="list-style-type: none"> <li>To know vegetation belts are areas of the world which are home to similar plant species.</li> <li>To know that physical features means any feature of an area that is on the Earth naturally.</li> <li>To know that human features means any feature of an area that was made or built by humans.</li> <li>To know the world's biomes i.e., Polar regions.</li> <li>The Arctic is the Northernmost part of the planet whereas the Antarctic is the southernmost.</li> <li>The Arctic circle is an imaginary circle around the North Pole</li> <li>Antarctica is quite a small continent that nobody can visit. Humans cannot live in the Arctic.</li> <li>To know the positive and negative effects of living in a polar region.</li> </ul>	<p><b>How are rivers formed?</b></p> <p>Map of the world and of the UK – naming the most significant rivers including the five longest rivers of the UK</p> <ul style="list-style-type: none"> <li>Journey of a river : from source to sea.</li> <li>Mapping the River Severn – including a focus on map work and grid references.</li> <li>Flooding impact of major flooding and how we prepare against flooding.</li> <li>Fieldwork - River Rea in Cleobury Mortimer.</li> </ul> <p>Field sketch of middle and lower river course. How is the river formed, meanders, erosion, speed and velocity, following the route of the river. Benefits and threats of living by a river. The impact of flooding on local residents.</p> <ul style="list-style-type: none"> <li>Data analysis from field work</li> <li>How we use and manage rivers.</li> <li>The formation of waterfalls – erosion and deposition.</li> </ul>	<p><b>Energy: How do we energise our homes and country?</b></p> <ul style="list-style-type: none"> <li>Know about some of the human features related to the UK, e.g. industry and environment</li> <li>Know about the importance of power in our lives</li> <li>Know how important electricity is for homes and industry</li> <li>Know what is meant by fossil fuel</li> <li>Know some types of renewable energy</li> <li>Know why it is important to find more environmentally friendly sources of energy</li> </ul>	<p><b>France: Can you take us round Europe?</b></p> <ul style="list-style-type: none"> <li>To know the names of some of the world's most significant rivers.</li> <li>To know the names of some countries and major cities in Europe.</li> <li>To know that physical features means any feature of an area that is on the Earth naturally.</li> <li>To know that human features means any feature of an area that was made or built by humans.</li> <li>Know the physical features of France including the alps.</li> </ul>	<p><b>How does the weather affect tourism?</b></p> <ul style="list-style-type: none"> <li>To know the names of some of the world's most significant mountain ranges.</li> <li>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>To know the names of some of the world's most significant rivers.</li> <li>To know the names of some countries and major cities in Europe.</li> <li>To know that nearly settlements would have been by water sources such as rivers.</li> <li>To know the world's different climate zones (ie polar).</li> <li>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</li> <li>To name and know the features of four contrasting countries of the UK.</li> </ul>
<p>Science – Developing Experts</p>	<p>Animals, including humans-Year 5 (SRE – split for Year 4,5,6) States of matter – Year 4</p>	<p>Electricity -Year 4 Earth and Space – Year 5 objectives</p>	<p>Properties of materials – Year 5 Living things and their habitats – Year 4</p>	<p>Forces – Year 5 Animals, including humans-Year 4 (SRE – split for Year 4,5,6)</p>	<p>Changes of materials – Year 5 Sound – Year 4</p>	<p>Living things and their habitats – Year 5 objectives Living things and their habitats – conservation - Year 4</p>
<p>DT</p>	<p><b>Shell Structures using CAD</b> Christmas box/3D Christmas tree decoration</p>	<p><b>Electrical Systems - Simple Programming and Control</b> (link to Computing – Crumble)</p>	<p><b>Food – Healthy and varied diet</b> Design and make own healthy picnic for beach visit.</p>	<p><b>Electrical Systems: Simple circuits and switches</b> Design and make an alarm (light or buzzer) to protect your home</p>	<p><b>Food: Celebrating culture and seasonality/ Healthy and varied diet</b> Healthy Eating – toaster wraps</p>	<p><b>Textiles- 2D shape to 3D product</b> Sock Teddies</p>

Art – Kapow	Drawing – Power Prints- Year 4	Painting and mixed media – Light and Dark- Year 4	Structure and 3D – Interactive installation –Year 4	Craft and Design – Fabric of Nature- Year 4	Painting and mixed media – Portraits Year 5	Sculpture and 3D – Mega Materials Year 4 recycled structure
PSHE/RSE	<b>Relationships</b> Families and friendships: Safe relationships: Respecting ourselves and others:	<b>Living in the Wider World</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Wellbeing</b> Physical health and mental wellbeing Growing and changing Keeping safe	<b>Relationships</b> Families and friendships: Safe relationships: Respecting ourselves and others:	<b>Living in the Wider World</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Wellbeing</b> Physical health and mental wellbeing Growing and changing Keeping safe
Exploring Spirituality	Unit 25 What kind of World does Jesus want?	Unit 26 What was the impact of the Pentecost?	Unit 27 What do Hindus believe God is like?	Unit 29 What does it mean to be a Hindu in Britain today?	Unit 28 Why do Christians call the day that Jesus died Good Friday?	Unit 30 How and why do people mark the significant events of life?
Computing	Purple Mash Unit 4.2 online safety Digital Matters – online bullying Purple Mash Unit 4.1 coding Sphero BOLTS	Purple Mash Unit 5.2 Safety & Digital matters managing online information Microsoft Word:4.4 Writing for different audience Crumble -link to DT- programming A – selection in physical computing Lessons 1-3	Purple Mash Unit 4.6 animation Purple Mash Unit 5.1 Coding	Purple Mash Unit 4.2 & Digital Matters online privacy and security Purple Mash Unit 4.1 coding Sphero BOLTS	Purple Mash Unit 5.2 E safety Digital Matters – online reputation Purple Mash Unit 5.1 Coding – lesson 1-3 Crumble – programming A – selection in physical computing Lessons recap and revise Lesson 1-3 (then lessons 4-6)	Purple Mash Unit 4.7 effective search (topic related) Purple Mash Unit 5.6 3D modelling Purple Mash Unit 5.4 databases
Music (Charanga – MMC and Recorders)	Tuned Instruments - Recorders – Act 1 (B, A, G)	Tuned Instruments - Recorders – Act 2- playing together	Tuned Instruments - Recorders – Act 3 – More notes	Tuned Instruments - Recorders – Act 1 (B, A, G)	Tuned Instruments - Recorders – Act 2- playing together	Tuned Instruments - Recorders – Act 3- more notes
	Unit: Musical Structures	Units: Compose with your friends	Units: Expression and improvisation	Unit: Exploring feelings when you play	Unit: Feelings through music	Unit: The show must go on!
PE	<b>Autumn 1</b> PE Hub YR 4 Football - Kidderminster Harriers Gymnastics Y4 unit 1 <b>Autumn 2</b> Dance Y4 Unit 1 Fitness session	<b>Spring 1</b> PE Hub YR 4 Netball PE Hub YR 4 Hockey <b>Spring 2</b> PE Hub OAA – Year 4 (Forest school) PE Hub YR 4 Tennis	<b>Summer 1</b> PE Hub Cricket Y5 Swimming <b>Summer 2</b> PE Hub YR 5 Athletics Forest Schools	<b>Autumn 1</b> PE Hub YR 5 Football - Kidderminster Harriers Gymnastics Y4 unit 2 <b>Autumn 2</b> Dance Y4 unit 2 Fitness Session	<b>Spring 1</b> PE Hub YR 5 Netball PE Hub YR 5 Hockey <b>Spring 2</b> PE Hub YR 5 Tennis PE Hub OAA – Year 5 (Forest school)	<b>Summer 1</b> PE Hub Cricket Y4 Swimming <b>Summer 2</b> PE Hub YR 4 Athletics Forest Schools
Languages: French	Rachel Hawkes Rouge Autumn	Rachel Hawkes Rouge Spring	Rachel Hawkes Rouge Summer	Rachel Hawkes Jaune Autumn	Rachel Hawkes Jaune Spring	Rachel Hawkes Jaune Summer
Enrichment Opportunities	Anglo-Saxon Workshop Anglo-Saxon Day – in school Farm Visit	Local walk to topograph Football stadium visit	River Visit – Cleobury Mortimer Visit to Gurdwara?	Secret Hills – Energy Workshop		Cospord visit and WWII workshop Synagogue visit