


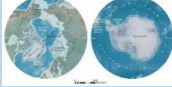




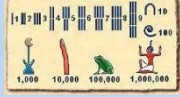





	Autumn – Cycle A		Spring – Cycle A		Summer – Cycle A		Autumn – Cycle B		Spring – Cycle B		Summer – Cycle B	
Topic	Treasure Hunters	Kensuke's Kingdom	Walter Tull	Antarctica	Queen Elizabeth II	Coasts	Law Makers and breakers over time	Energy	Numbers over time	Oh la la!	Weather and Tourism	WWII – The Blitz
												
English	How to build an Anglo-Saxon house – instructions. The magician's shop- fantasy setting Cinquains and haikus I wish – poetry Kensuke's Kingdom: Debate- Should children be allowed to have holidays in term time? Kensuke's Kingdom: Storm! Diary entry Kensuke's Kingdom		The Canal- warning tale The fire unicorn – non chronological report – own beast. Autumn Gilt – poetry Beast Quest – sequel Dreams – poetry The red eye Six ways of looking at the moon- poetry War Game – Christmas Truce The Diary of Walter Tull Ferno		The magic box – poetry Malamander – description/story opening Portable paradise – poetry Our Jacko – historical fiction Travel brochure – persuasive text Explanation – How a jellyfish stings Beast Quest Sequel. Sepron the sea Serpent Wreck of the Zanibar/ Malamander		Zelda Claw and the raincat- suspense Should children do chores? Discussion Letters – persuasive writing Poetry – Is plastic fantastic? King of the fishes If only- poetry The Firework Maker's Daughter The Lost Bear		Ten things found in a wizard's pocket Voices in the Park Newspaper reports- Walter Tull Seasons Haikus The Nowhere Emporium – fiction Leaflet about Paris Ice Palace The Invention of Hugo Cabret		The Lion and the Unicorn How to survive life as an evacuee Rose Blanche The Story cage – poem WW2 poems Mountain aires- information text Friend or Foe Clockwork	
History	Anglo-Saxons and Scots <ul style="list-style-type: none"> Who were the Anglo-Saxons? Why did they come to Britain? What kind of people were they? How far can we trust surviving evidence? Why was Alfred the Great 'great'? How much from Saxon times do we use today? 		Walter Tull <ul style="list-style-type: none"> Who was Walter Tull and why is he a significant figure? Can we spot the differences between Walter's life and the lives of footballers today? What was it like for Walter when he played football at a match in Bristol? What is the significance of Walter Tull's experiences in the British Army? 		Who was the real Queen Elizabeth II? <ul style="list-style-type: none"> Who was Queen Elizabeth II? Why did the Queen become the Queen? Who are the royal family? How was the Queen represented? How have perceptions of Queen Elizabeth II been influenced by changing technology? What is the role of a monarch? How might history remember Queen Elizabeth II? 		Chronological Unit: Can laws change over time? <ul style="list-style-type: none"> What is the law? How does something become the law? How were laws made in the past? Who makes the law? What is the role of the church in this? Has the church ever been involved in breaking the law? How has history shaped the fairness of our laws? 		Chronology – How important have numbers been over time? A chronological study that extends pupils' knowledge beyond 1066. How important have numbers been over time? How can numbers reveal and reflect changes in our lives? What was the biggest influence of numbers in the 20th century?		The Blitz: all we need to know about World War II? <ul style="list-style-type: none"> How significant was the Blitz? World War II: whose war? What was the impact of World War II on people in our locality? How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain: is this all we need to know about children in World War II? New opportunities? How significant was the impact of World War II on women? What did men do in World War II? Did all men have to fight? When was the most dangerous time to live? How different was the Blitz? 	
Geography	Can you take us on a journey around the world? <ul style="list-style-type: none"> To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the names of some countries and major cities in Europe. To know the world's different climate zones (ie polar). 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. 		Why is Antarctica uninhabitable for humans? <ul style="list-style-type: none"> To know vegetation belts are areas of the world which are home to similar plant species. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans. 		How does the sea shape our coastlines? <ul style="list-style-type: none"> Explain how some coastal features are formed. Explain how erosion and deposition occurs in coastal areas. How and why humans defend the coastline against erosion 		Energy: How do we energise our homes and country? <ul style="list-style-type: none"> Know about some of the human features related to the UK, e.g. industry and environment Know about the importance of power in our lives Know how important electricity is for homes and industry Know what is meant by fossil fuel Know some types of renewable energy Know why it is important to find more environmentally friendly sources of energy 		France: Can you take us round Europe? <ul style="list-style-type: none"> To know the names of some of the world's most significant rivers. To know the names of some countries and major cities in Europe. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area 		How does the weather affect tourism? <ul style="list-style-type: none"> To know the names of some of the world's most significant mountain ranges. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the names of some of the world's most significant rivers. To know the names of some countries and major cities in Europe. To know that nearly settlements would have been by water sources such as rivers. 	

	<ul style="list-style-type: none">To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.To name and know the features of four contrasting countries of the UK.	<ul style="list-style-type: none">To know the world's biomes i.e., Polar regions.The Arctic is the Northernmost part of the planet whereas the Antarctic is the southernmost.The Arctic circle is an imaginary circle around the North PoleAntarctica is quite a small continent that nobody can visit. Humans cannot live in the Arctic.To know the positive and negative effects of living in a polar region.			<p>that was made or built by humans.</p> <ul style="list-style-type: none">Know the physical features of France including the alps.	<ul style="list-style-type: none">To know the world's different climate zones (ie polar).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.To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.To name and know the features of four contrasting countries of the UK.
Science	<p>Animals, including humans-Year 4</p> <ul style="list-style-type: none">the digestive system in humansteeth in humans and their simple functionsfood chains, identifying producers, predators and prey.. <p>Animals, including humans-Year 5 describe the changes as humans develop to old age.</p> <p>States of matter – Year 4</p> <ul style="list-style-type: none">solids, liquids or gaseschanging statesevaporation and condensation in the water cycle	<p>Electricity -Year 4</p> <ul style="list-style-type: none">circuits including cells, wires, bulbs, switches and buzzersrecognise that a switch opens and closes a circuitrecognise some common conductors and insulators, and associate metals with being good conductors. <p>Properties and changes of materials – Year 5</p> <ul style="list-style-type: none">compare and group materialsdissolving materials in liquidsseparating mixturesgive reasons for uses of materialsdissolving, mixing and changes of state as reversible changessome changes form new materials, and that this is irreversible,	<p>Sound – Year 4</p> <ul style="list-style-type: none">how sounds are madevibrations from sounds travel through a medium to the earpatterns between the pitch of a sound and features of the object that produced itpatterns between the volume of a sound and the strength of the vibrations that produced itrecognise that sounds get fainter as the distance from the sound source increases. <p>Living things and their habitats – Year 4</p> <ul style="list-style-type: none">Group living things livingexplore and use classification keysrecognise that environments can change and that this can sometimes pose dangers to living things. <p>Living things and their habitats – Year 5</p> <ul style="list-style-type: none">life cycles of a mammal, an amphibian, an insect and a birddescribe the life process of reproduction in some plants and animals. <p>Forces – Year 5</p> <ul style="list-style-type: none">gravityair resistancewater resistancefriction <p>levers, gears, pulleys and how they use a smaller force to have a greater effect</p>	<p>Sound – Year 4</p> <ul style="list-style-type: none">how sounds are madevibrations from sounds travel through a medium to the earpatterns between the pitch of a sound and features of the object that produced itpatterns between the volume of a sound and the strength of the vibrations that produced itrecognise that sounds get fainter as the distance from the sound source increases. <p>Forces – Year 5</p> <ul style="list-style-type: none">gravityair resistancewater resistancefrictionlevers, gears, pulleys and how they use a smaller force to have a greater effect <p>Electricity -Year 4</p> <ul style="list-style-type: none">circuits including cells, wires, bulbs, switches and buzzersrecognise that a switch opens and closes a circuit <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Properties and changes of materials – Year 5</p> <ul style="list-style-type: none">compare and group materialsdissolving materials in liquidsseparating mixturesgive reasons for uses of materialsdissolving, mixing and changes of state as reversible changessome changes form new materials, and that this is irreversible, <p>Animals, including humans-Year 4</p> <ul style="list-style-type: none">the digestive system in humansteeth in humans and their simple functionsfood chains, identifying producers, predators and prey.. <p>Animals, including humans-Year 5</p> <ul style="list-style-type: none">describe the changes as humans develop to old age.	<p>States of matter – Year 4</p> <ul style="list-style-type: none">solids, liquids or gaseschanging statesevaporation and condensation in the water cycle <p>Living things and their habitats – Year 4</p> <ul style="list-style-type: none">Group living things livingexplore and use classification keysrecognise that environments can change and that this can sometimes pose dangers to living things. <p>Living things and their habitats – Year 5</p> <ul style="list-style-type: none">life cycles of a mammal, an amphibian, an insect and a birddescribe the life process of reproduction in some plants and animals.
DT	<p>Shell Structures using CAD Christmas box/3D Christmas tree decoration</p>	<p>Electrical Systems – Simple Programming and Control (link to Computing – Crumble)</p>	<p>Food – Healthy and varied diet Design and make own healthy picnic for beach visit.</p>	<p>Electrical Systems: Simple circuits and switches Design and make an alarm (light or buzzer) to protect your home</p>	<p>Food: Celebrating culture and seasonality/ Healthy and varied diet Healthy Eating – French Café menu</p>	<p>Textiles- 2D shape to 3D product Re-using an item of clothing: WW2/ rationing</p>
Art	<p>3D Sculpture/ clay Sketching artefacts and creating our own model artefact.</p>	<p>Journeys - Paul Klee – Taking a line for a walk. Balik</p>	<p>Artist Study: Turner (Beach/sea scenes – mixed media)</p>	<p>Digital Images/ photography: Sketching landscapes – Houses of parliament/ London.</p>	<p>Artist Study: Monet/Seurat</p>	<p>Sketchbooks: WWII propaganda Design and produce own poster</p>

PSHE/RSE	Relationships Families and friendships: Safe relationships: Respecting ourselves and others:	Living in the Wider World Belonging to a community Media literacy and digital resilience Money and work	Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe	Relationships Families and friendships: Safe relationships: Respecting ourselves and others:	Living in the Wider World Belonging to a community Media literacy and digital resilience Money and work	Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe
Exploring Spirituality	What does it mean to be a Christian in Britain today?	Why are festivals important to religious Communities?	What does it mean to be a Sikh in Britain today?	What can we learn from religions about what is right and wrong?	Is it better to express beliefs in art or charity?	What do religions say to us when life gets hard?
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						
PE	Football- Kidderminster Harriers Fitness KS2 unit 1 Hockey Y4 Dance Y4 Unit 1	Gymnastics Y4 unit 1 Netball Y4 Tag Rugby Y4 Volleyball Y4	Swimming - grouped Forest School – OAA Y4/ Tops Athletics – Y4 lessons 1-3 Rounders Y4	Football- Kidderminster Harriers Fitness KS2 unit 2 Hockey Y5 Dance Y4 unit 2	Gymnastics Y4 unit 2 Netball Y5 Tennis Y4 Wellbeing - KS2	Swimming, - grouped Athletics Y4 lessons 4-6 Cricket Y4 Forest School – OAA Y4/Tops
Languages: French	Numbers 11-20 Au Capé	Likes and dislikes Hair and eyes	Transport and countries (Weather)	Recap greeking and numbers 11-20 Numbers 20-60 Clothes	In town Au capé (drinks)	Weather Body
Enrichment Opportunities	Visit to Birmingham Museum/ Anglo-Saxon workshop/ Anglo-Saxon Day	Local walk to topograph Football stadium visit	Coast Visit Visit to Gurdwara	Secret Hills – Energy Workshop	Ludlow Maths trail	SVR/Bewdley Museum-/ Cosford Synagogue visit