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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | Eurovision | Let’s Remember | Banana Keyboard | Buildings | The Arts | The Arts |
| **Whole class text** | Christophe’s Story | Iron Man | Beowulf/ Boudicca | Shang Dynasty/ Incredible Sports | Magical Garden | Spiderwick Chronicles |
| **Curriculum Enhancement** | Enterprise fair | Royal Armouries Trip? |  | Bradford Building’s Trail | Newby Hall trip? | Transition  Sailing – Doe Park (OAA) |
| **Literacy** | Narrative/Adverts | Letter/news reports/poems | Playscripts/Recount | Journalistic writing/Narrative | Biographies | Narrative/News reports/poems |
| **Numeracy** | Number Place Value  Addition  Subtraction  Multiplication  Division  Fractions (including decimals) | Addition and Subtraction  Multiplication and Division  Measurement  Geometry – properties of shapes  Geometry – position and direction  Statistics  Fractions (including decimals) | Number Place Value  Addition and Subtraction  Multiplication and Division  Fractions (including decimals) | Measurement  Geometry – properties of shapes  Geometry – position and direction  Statistics  Fractions (including decimals) | Number Place Value  Addition and Subtraction  Multiplication and Division  Fractions (including decimals) | Measurement  Geometry – properties of shapes  Geometry – position and direction  Statistics  Fractions (including decimals) |
| **Science** | Living Things and Habitats | Electricity | Sounds | Animals including Humans | Investigating Materials | States of matter |
| **Art** | Record observations in sketchbooks, use to review and revisit ideas.  Draw, paint and sculpt  Work of great artists (Eurovision) | Record observations in sketchbooks, use to review and revisit ideas.  Draw, paint, sculpt  Work of great artists (Let’s remember) |  | Record observations in sketchbooks, use to review and revisit ideas.  Draw, paint, sculpt (Buildings) | Draw, paint, sculpt  Develop skills in Colour, pattern, line, shape and form. (The Arts) |  |
| **DT** |  |  | Research and design  Use tools and materials to cut, shape, join textiles and construction  Evaluate ideas  Explore and use mechanical and electrical (Banana Keyboard)) |  |  |  |
| **History** |  | Local history Study (Let’s remember) |  | Romans Empire and impact on Britain  Changes in Britain from Stone to Iron Age  Early Civilization e.g Ancient Egypt  Local History Study  Non-European Study e.g. Mayan  (Buildings) | Romans Empire and impact on Britain  Changes in Britain from Stone to Iron Age  Early Civilization e.g Ancient Egypt and Ancient Greece  Anglo-Saxons settlement in Britain  Non-European Study e.g. Mayan (The Arts) |  |
| **Geography** | Europe Physical and human  Basic geographical vocabulary Map work (Eurovision) | Map work (Let’s Remember) |  | Latitude, Longitude, Equator, Northern and Southern Hemisphere, Tropics, Arctic and Antarctic Circle |  |  |
| **RE** | Reviewing Christianity and Islam to compare to Hinduism, Sikhism and Buddhism  Reviewing Humanism and Pacifism introducing Aboriginal Dreamtime Big Question: How do believers use symbolism to show their beliefs?  Concepts:  Remembrance, Tradition (remembering), Peace, Sacrifice, Symbolism, Imagery, Identity, Community, Belonging | | Reviewing Christianity and Islam to compare to Hinduism, Sikhism and Buddhism  Reviewing Humanism and Pacifism introducing Aboriginal Dreamtime  Big Question: How do faith communities demonstrate what is sacred?  Concepts:  Charity, Sacredness, Ritual, Identity, Community, Belonging, Journey, Sacred text. | | Reviewing Christianity and Islam to compare to Hinduism, Sikhism and Buddhism  Reviewing Humanism and Pacifism introducing Aboriginal Dreamtime  Big Question: What do different people believe about God?  Concepts:  God/gods, Life after death, Sacrifice, Soul, Authority, Journey, Family, Worship, Morality, Forgiveness, Faith, Responsibility | |
| **Music** | SAMBA – Improvise and compose music, play musical instruments in performance  Sing Songs | SAMBA – Improvise and compose music, play musical instruments in performance | SAMBA – Improvise and compose music, play musical instruments in performance | SAMBA – Improvise and compose music, play musical instruments in performance | SAMBA – Improvise and compose music, play musical instruments in performance  Listen to live music  History of music (The Arts) | SAMBA – Improvise and compose music, play musical instruments in performance |
| **PSHCE** | **Economic**  **Assemblies** | **Citizenship**  **Assemblies** | Health  **Assemblies** | **Risk**  **Assemblies** | **Relationships**  **Assemblies** | **Identity**  **Assemblies** |
| **PE** | Fitness/ Games (Invasion) | Dance/Games(Invasion) | Gym/ Games  (NetWall) | Dance/ Games(Striking/Fielding) | Gym/Athletics | Fitness/Games(Striking/Fielding) |
| **Computing** | Unit 4.2 Online safety  Unit 4.1 Coding | Unit 4.2  Online safety  Unit 4.3 Spreadsheets | Unit 4.2Online safety  Unit 4.4 Writing for Different Audiences | Unit 4.2  Online safety  Unit 4.5 Logo | Unit 4.2Online safety  Unit 4.6 Animation | Unit 4.2 Online safety  Unit 4.7 Effective Searching  Unit 4.8 Hardware Investigators |
| **MFL- Spanish** | Greetings, social language, family | Colours – shapes/decorations  Christmas in Spain | Weather and the seasons | Clothes – describing what someone is wearing | School | Sports/hobbies |