	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and question(s)	Light and shadows How far can you throw your shadow?	Greeks Skeletons and Muscles Is Greece full of amazing gods and warriors? How can Usain Bolt move so quickly?	Stone-Age to Iron Age Who first lived in Britain?	Plants – parts, functions and life cycles How did that blossom become an apple?	Victorians Would you have enjoyed life if you were Alice/in Victorian Times?	Rocks and Volcanoes What makes the earth angry? What do rocks tell us about the way the earth was from?
Quality Text	Orion and the Dark	Greek Myths – Marcia Williams	Stone Age Boy	The Flower – John Light	Alice In Wonderland – Lewis Carroll/Emma Chichester Clark	The Firework Maker's Daughter – Phillip Pullman Rockpool Rap – Julia Donaldson
Hook	Blindfolds for children – imagine it's night – what can you see, hear etc. In hall walk along marked lines with eyes open , then blindfolded to show how different it is when that sense is taken away?	Horrible Histories – Hypocrates Hospital and Groovy Greeks	Freshwater Theatre workshop – Monday 6th January.	Question – Which seed will bloom? Generate discussion On which will bloom? Why?	Change the classroom around to rows at start of topic . Get in chalkboard and use instead of whiteboard for into session if obtainable – take photos.	Clip of volcano in state of eruption. Different types of rocks and volcanic rocks –

Curriculum Focus	**Science** **Recognise that they need light in order to see things and that dark is the absence of light.** **Notice that light is reflected from surfaces.** **Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.** **Recognise that shadows are formed when the light from a light source is blocked by an opaque object.** **Find patterns in the way that the size of shadows change.** Creative Art Turner and reflection	**Science** **Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat** **Identify that humans and some other animals have skeletons and muscles for support, protection and Movement.** **Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country;** **History:** **A study of Greek life and achievements and their influence on the western**	**History** **Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae** **Bronze Age religion, technology and travel, e.g. Stonehenge** **Iron Age hill forts: tribal kingdoms, farming, art and culture**	**Science** **Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.** **Investigate the way in which water is transported within plants.** **Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant.** **Explore the part**	**History** **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** **Geography:** **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and characteristics, key topographical features(including hills, mountains, coasts and**	**Science** **Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties** **Describe in simple terms how fossils are formed when things that have lived are trapped within rock** **Recognise that soils are made from rocks and organic matter.**

	DT – design a football pitch **ICT** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable**	**world** **ICT** **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts**	**ICT** **Use sequence, selection and repetition in programs; work with variables and various forms of input and output.**	**that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.** **ICT** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs**	**rivers).** **ICT** **Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities**	**Geography** **Pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** **ICT** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range**

	behaviour; identify a range of ways to report concerns about content and contact.				**they offer for communication and collaboration.**	**of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.**
	PE **Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:** **♣ swim competently, confidently and proficiently over a distance of at least 25 metres** **♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]** **♣ perform safe self-rescue in different**	**PE** **Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:** **♣ swim competently, confidently and proficiently over a distance of at least 25 metres** **♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]** **♣ perform safe self-rescue in different**	**PE** **Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:** **♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]** **♣ perform safe self-rescue in different water-based situations.**	**PE** **Social Skills** **Personal skills** **Balance and coordination**	**Creative skills** **Applying physical skills**	**Health and fitness** **Dynamic balance to agility .**

	water-based situations.	**water-based situations.**				
Music	**Listen and Appraise** **perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians** **Musical Activities** **learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence** **To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.** **Perform/Share** **Perform, share and explore how music is created, produced and communicated.** **Have the opportunity to progress to the next level.** **Autumn 1-Let your Spirit Fly** **Autumn 2-Glockenspiel Stage 1** **Spring 1 Three Little Birds** **Spring 2-Dragon Song** **Summer 1-Bringing us Together** **Summer 2-Reflect,Rewind and Reply**					
French	**♣listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**					

	♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help **♣ speak in sentences, using familiar vocabulary, phrases and basic language structures** **♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*** **♣ present ideas and information orally to a range of audiences** **♣ read carefully and show understanding of words, phrases and simple writing** **♣ appreciate stories, songs, poems and rhymes in the language** **♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary** **♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly** **♣ describe people, places, things and actions orally and in writing** **♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**					
Cultural Capital	Joseph Mallard WilliamTurner	Freshwater Theatre – into school for afternoon	Charlotte's Web E B White	Mozart	Trip to Portland Basin, Ashton – Victorian Experience	Trip to seaside to look at rocks and rockpools
Science Week 2nd-6th March 2020			**Magnets**			