

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (Pathways to Write Scheme)	<p><b>Gorilla</b></p> <p>Themes: Family, absent father, magic mountain gorillas, zoos. Girl is given a teddy by her father which comes alive and takes her the zoo.</p> <p><b>PSHE Link: About change including transitions, loss and separation</b></p>	<p><b>Leon and the Place Between</b></p> <p>Themes: Magic, fantasy worlds, believing, circus. At funfair, discover a circus tent with magician. One child believes and goes to the place where everything goes when they disappear. Siblings then believe.</p>	<p><b>Escape from Pompeii</b></p> <p>Themes: Romans, volcanoes, non-fiction, girls’ and boys’ roles, death, disaster, friendship. Story of Mount Vesuvius erupting.</p> <p><b>History Link: Roman’s topic</b></p>	<p><b>When the Giant Stirred</b></p> <p>Themes: nature, volcanoes, island in the Pacific, Gods, different cultures, life cycles, information book. Village tribe live on the island until the volcano explodes destroying everything. Then moves on to it regenerating and becoming the beautiful island once more.</p> <p><b>Geography Link: Volcanoes and Earthquakes</b></p>	<p><b>Where the Forest Meets the Sea</b></p> <p>Themes: rainforests, aborigines, endangered species, beaches and woodlands, comparing past and present, conservation, human impact on environments.</p> <p><b>Geography Link: Rainforests</b></p> <p><b>Science Link: Living things and their Habitats (Conservation)</b></p>	<p><b>Blue John</b></p> <p>Themes: fairy tale, gems, loneliness. Blue John is creating by the Queen of Darkness to curb her loneliness but the is not allowed out the cave until the temptation becomes too much and he leaves. Based on a real rock found in Derbyshire.</p> <p><b>Visit to Blue John Cave (Mam Tor, Castleton) 19.6.25</b></p>
	<p><b>Outcome:</b> Fantasy story</p> <p><b>Greater Depth:</b> Re-tell the story from Dad’s viewpoint or include speech.</p>	<p><b>Outcome:</b> Diary from Leon’s point of view.</p> <p><b>Greater Depth:</b> Write from a different point of view.</p>	<p><b>Outcome:</b> Historical narrative from character’s point of view.</p> <p><b>Greater Depth:</b> Write from the point of view of the captain.</p>	<p><b>Outcome:</b> Adventure story from the point of view of the boy.</p> <p><b>Greater Depth:</b> Write from the point of view of the God.</p>	<p><b>Outcome:</b> Information board for a rainforest exhibit.</p> <p><b>Greater Depth:</b> Include an interactive element.</p>	<p><b>Outcome:</b> Letter to a caving enthusiast, including an explanation.</p> <p><b>Greater Depth:</b> Include a paragraph of information.</p>
	<p><b>Mastery Keys</b></p> <p>Expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use fronted adverbials.</p> <p>Organise paragraphs around a theme.</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas for direct speech (Y3)</p>	<p><b>Mastery Keys</b></p> <p>Use standard English forms for verb inflections.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Recognise the difference between plural and possessive ‘s’.</p> <p>Build a varied and rich vocabulary.</p>	<p><b>Mastery Keys</b></p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.</p> <p>Use standards English for verb inflections.</p> <p>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p> <p>Use and punctuate direct speech (using dialogue to show the relationship between characters).</p>	<p><b>Mastery Keys</b></p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and punctuate direct speech.</p> <p>Use commas after fronted adverbials.</p>	<p><b>Mastery Keys</b></p> <p>Build a varied and rich vocabulary.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Use paragraphs to organise information and ideas around a theme.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular.</p> <p>Recognise the grammatical difference between plural and possessive ‘s’.</p>	<p><b>Mastery Keys</b></p> <p>Build a rich and varied vocabulary and an interesting range of sentence structures.</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.</p> <p>Use paragraphs to organise information and ideas around a theme.</p> <p>Recognise the grammatical difference between plural and possessive ‘s’.</p>
	<p><b>Class Reader:</b> <i>The Railway Children</i> by Edith Nesbit</p>	<p><b>Class Reader:</b> <i>The Big-Top Mysteries: The Case of the Vanishing Granny</i> by Alexander McCall Smith</p>	<p><b>Class Reader:</b> <i>Pompei: A Roman Girl’s Diary</i> by Sue Reid</p>	<p><b>Class Reader:</b> <i>Ariki and the Island of Wonders</i> by Nicola Davies</p>	<p><b>Class Reader:</b> <i>The Boy Who Biked the World: Part 1 On The Road to Africa</i> by Alastair Humphreys</p>	<p><b>Class Reader:</b> <i>A Bear Grylls Adventure: Cave Challenge</i> by Bear Grylls</p>
	<p><b>Missed NC Objectives not covered in Pathways to Write</b></p> <p>Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.</p>					
	<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> The Lost-Lost Property Office</p> <p><b>Outcome:</b> To write a group list poem based on the original and perform.</p> <p><b>Greater Depth:</b> Write in couplets or change the setting of the poem e.g. under the bed or the back of the drawer.</p> <p><b>Poetry Keys:</b></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole.</p> <p>Create own repeating patterns and experiment with simple forms.</p>	<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> Windrush Child</p> <p><b>Outcome:</b> To write a free-verse personal narrative poem based on the structure of the original, describing what it feels like to leave and go to a new place.</p> <p><b>Greater Depth:</b> Write a similar poem with freedom to change the structure and include feelings vocabulary.</p> <p><b>Poetry Keys:</b></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration.</p> <p>Use increasingly effective similes to create imagery.</p>		<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> I Am the Seed that Grew the Tree</p> <p><b>Outcome:</b> To write individual Haiku based on the natural world and link these with others in the group to make a series known as Renga.</p> <p><b>Greater Depth:</b> Extend these to make the Tanka form and perhaps continue to link several to make Renga of their own.</p> <p><b>Poetry Keys:</b></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs</p> <p>Create own repeating patterns and experiment with simple forms.</p>		

Number: Place Value

Count in multiples of 6,7,9, 25 and 1000.  
Find 1000 more or less than a given number.  
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)  
Order and compare numbers beyond 1000.  
Identify, represent and estimate number using different representations.  
Round any number to the nearest 10, 100 and 1000.  
Solve numbers and practical problems that involve all the above and with increasingly large positive numbers.  
Count backwards through zero to include negative numbers.

Number: Addition and Subtraction

Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate.  
Estimate and use inverse operations to check answers to a calculation.  
Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

Measurement: Area

Find the area of rectilinear shapes by counting squares.

Number: Multiplication and Division

Recall and use multiplication and division facts for multiplication tables up to 12x12.  
Count in multiples of 6,7,9,25 and 1000.  
Use place value, known and derived facts, to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together by three numbers.  
Solve problems involving multiplying and adding including using the distributive law to multiply two-digit numbers by one-digit.

Number: Multiplication and Division

Recall and use multiplication and division facts for multiplication tables up to 12x12.  
Use place value, known and derived facts, to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together by three numbers.  
Recognise and use factor pairs and commutativity in mental calculations.  
Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout.  
Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as ‘n’ objects are connected to ‘m’ objects.

Measurement: Length and Perimeter

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.  
Convert between different units of measure (for example, kilometre to metre).

Number: Fractions

Recognise and show, using diagrams, families of common equivalent fractions.  
Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  
Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.  
Add and subtract fractions with the same denominator.

Number: Decimals

Recognise and write decimal equivalents of any number of tenths or hundredths.  
Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.  
Solve simple measure and money problems involving fractions and decimals to 2 decimal places.  
Convert between different unit of measure (for example, kilometre to metre).

Number: Decimals

Compare numbers with the same number of decimal places up to two decimal places.  
Round decimals with one decimal place to the nearest whole number.  
Recognise and write decimal equivalents to ¼, ½ and ¾.  
Understand the effect of dividing a one- or two-digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths.

Measurement: Money

Estimate, compare and calculate different measures, including money in pounds and pence.  
Solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement: Time

Read, write and convert time between analogue and digital 12- and 24-hour clocks.  
Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.

Geometry: Properties of Shape

Identify acute and obtuse angles and compare and order angles up to two right angles by size.  
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.  
Identify lines of symmetry in 2-D shapes presented in different orientations.  
Compare a simple symmetric figure with respect to a specific line of symmetry.

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Science Link: Classifying Animals

Geometry: Position and Direction

Describe positions on a 2-D grid as coordinates in the first quadrant.  
Plot specified points and draw sides to complete a given polygon.  
Describe movements between positions as translations of a given unit to the left/right and up/down.

Computing Link: Programming

Geography/History	Mountains and Rivers	Ancient Greece	The Romans	The Romans – Britain focus	Rainforests	Earthquakes and Volcanos
	<p><b>PRIOR LEARN:</b> Recap the 7 continents and some countries. Can they name any rivers or mountains in either the UK or across the world. What are rivers used for?</p> <p>Identify different types of mountains and how they are formed.</p> <p>Know where the main mountain regions are in the UK. Identify key mountains – use Goggle Earth to look at their features.</p> <p>Research key information – height, physical features etc.</p> <p>Explore the main mountain regions of the world. What is the same/different?</p> <p>Maths link: order the UK and world mountains.</p> <p>Know and label the main features of a river.</p> <p>Identify key rivers of the UK. Explore their locality, statistics etc. What do you notice about land use around a river?</p> <p>Links between mountains and rivers -Water Cycle demonstrates this link.</p>	<p><b>PRIOR LEARN:</b> Look at the word ancient (meaning before Christ) Recap Ancient Egypt.</p> <p>Location and timeline of Ancient Greece and making comparisons to modern Greece - Including locating Athens and Sparta.</p> <p>Identify differences between Athens and Sparta, including the life of a child.</p> <p>Comparing how Ancient Greeks were governed and any similarities to today? (democracy)</p> <p>Olympics - compare to modern day.</p> <p>Greek architecture and the influences of this still found today.</p>	<p><b>PRIOR LEARN:</b></p> <p>1. When did the Roman’s take over the Greeks? (K4:1)</p> <p>2. What were the duties of Roman soldiers? (K4:3)</p> <p>3. Can you describe what life may have been like for a Roman (S4:4)</p> <p>4. How did the Roman empire become the largest empire in human history? (S4:3)</p> <p>Who were the Romans? Identify their place on historical timeline.</p> <p>The Roman Empire by AD 42 and the power of its army.</p> <p>Characteristics of a Roman soldiers</p> <p>Power and duties of the Roman army</p> <p>Life of a Roman (beliefs, clothing, school, baths)</p> <p>Julius Caesar’s attempted invasion of Britain 55-54BC</p>	<p><b>PRIOR LEARN:</b></p> <p>1. When did the building of the Roman Empire begin? (K4:2)</p> <p>2. Why did the first attempts to conquer Britain fail? (S4:2)</p> <p>3. How do you think the Britons reacted to the Roman invasion? (S4:3)</p> <p>4. How long do you think the Roman’s ruled Britain? (S4:3)</p> <p>Successful invasion by Claudius and conquest, including Hadrian’s Wall.</p> <p>British resistance: Boudica</p> <p>Roman Government (links to democracy)</p> <p>The use of an Amphitheatre (Roman entertainment)</p> <p>Roman legacy</p> <p>What is left now? (Roman Baths, Roads, “Chester”, Architecture, heating)</p>	<p><b>PRIOR LEARN:</b> Recap continents, hot and cold places and the location of the equator. Climate zones.</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term ‘tropics’ and discuss climate in this area. Identify that this is where the rainforests of the world are found.</p> <p>Know what is meant by biomes and what are the features of a specific biome. Identify most famous rainforests of the world on a map. Compare and contrast two. Relate to previous learning of the tropics.</p> <p>Label layers of a rainforest and identify features of each including, in general, what types of animals are found there.</p> <p>Research specific animals found in the rainforest – information text.</p>	<p><b>PRIOR LEARN:-Recap of how mountains are formed thinking about volcanic mountains. Recap the tectonic plates.</b></p> <p>Recap on previous learning about types of mountains and their features. Discuss features of a volcano, where the word ‘volcano’ originated, how they are formed and label the parts of a volcano.</p> <p>Discuss ‘The Ring of Fire’ and that 90% of volcanoes are located here. Discuss the different types of volcano. Use maps to identify where the most famous volcanoes in the world are found.</p> <p>Know what causes a volcanic eruption. Identify why earthquakes happen and discuss the way they are measured (Mercalli and Richter Scale).</p> <p>Where in the world do earthquakes happen? Identify on maps.</p> <p>Research famous natural disasters (mainly volcanoes and earthquakes) in recent and historical history.</p>
	<p><b>English Link: Non-chronological report on famous mountain/river.</b></p> <p>Organise paragraphs around a theme.</p> <p>Use commas after fronted adverbials.</p>	<p><b>English Link: Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</b></p>	<p><b>English Link: Diary of a Roman soldier.</b></p> <p>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p>	<p><b>POST LEARN:</b></p> <p>1. When did the building of the Roman Empire begin? (K4:2)</p> <p>2. Why did the first attempts to conquer Britain fail? (S4:2)</p> <p>3. How do you think the Britons reacted to the Roman invasion? (S4:3)</p> <p>4. Why did the Roman’s leave Britain? (S4:3)</p>	<p><b>English Link : Explore deforestation – persuasive letter (Rainforests also being covered through Pathways to Write Unit – objectives will be interlinked)</b></p> <p><b>PSHE Link: Shared responsibilities for protecting the environment, Reduce, reuse, recycle.</b></p>	<p><b>English Link: Create a newspaper report.</b></p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and punctuate direct speech.</p> <p>Use commas after fronted adverbials.</p> <p>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p>
	<p><b>POST LEARN:</b> Questions to answer about the types of mountains, mountain formation, river features and information about a mountain in the UK.</p>	<p><b>POST LEARN: Athens or Sparta persuasive speech. Questions to answer about the topic.</b></p>	<p><b>POST LEARN:</b></p> <p>1. Describe the main duties of a Roman soldier? (K4:3)</p> <p>2. What was life like for a Roman? (S4:4)</p> <p>3. Who attempted to invade Britain and what was the outcome? (K4:2))</p> <p>4. How were the Roman’s able to conquer so many countries? (S4:3)</p>		<p><b>POST LEARN:</b> Drawing layers of the rainforest with what type of animals are in there. Names of places where Rainforests are found.</p>	
		<p><b>In school visitor: Ancient Greek Workshop 21.11.24</b></p>	<p><b>Visit to Chester (DEVA Roman Experience) 30.1.25</b></p>			<p><b>POST LEARN: Draw and label a volcano. How are volcanos formed? How do earthquakes form?</b></p>

States of Matter	Electricity	Sound	Living Things & Their Habitats	Living Things & Their Habitats	Animals Including Humans
<p><b>PRIOR LEARN:</b> Write the names of some materials and whether they are opaque or transparent. (Y1). Write the names of some materials and list some of their properties. (Y1) How can we change the properties of materials? (Y2) What material did John McAdam invent? (Y2) List some materials/objects in school and compare them to materials/objects you might find at home. (Y2) Write the name of a material and talk about how/why it is suitable for its job. (Y2) Write down a material/object that is classed as a solid. Then write down a material/object that is classed as a liquid. Finally, do the same for a gas. (New learning with possible prior knowledge)</p> <p>Understand three water exists in three different states of matter. Investigate the effect of temperature on drying washing. Understand dissolving and diluting. Understand evaporation and condensation. Understand the water cycle. Explore separating simple mixtures of substances.</p> <p><b>POST LEARN:</b> Draw the particle makeup of a solid, liquid and gas, What happens to the rate of evaporation when the temperature increases? What happens to a bar of chocolate when it is heated? What happens to water when it is cooled? What happens to water when it is heated? Label the water cycle diagram, Group some solids, liquid and gases, At what temperature does water boil? At what temperature does water freeze?</p>	<p><b>PRIOR LEARN:</b> - Can you name any electrical appliances that you use in your everyday life? How can we stay safe when around electricity? Can you think of any ways we can save electricity? Where does our electricity come from? Can you think of any materials that don’t allow electricity to pass through them easily? Can you think of any materials that allow electricity to pass through them easily? Can you name any parts of an electrical circuit?</p> <p>Identify common electrical appliances, construct a simple electrical circuit, identify and name basic parts of a circuit. Identify when a lamp will light in a simple series circuit.</p> <p>Understand the difference between a series and parallel circuit. Explain how to recognise electrical conductors and insulators; give examples of good and poor conductors. Explain how an electrical circuit works. To know how to work safely with electricity.</p> <p><b>PSHE Link:</b> About hazards that may cause harm, injury, or risk in the home and what they can do to keep safe. H39 Basic emergency aid procedures, where and how to get help. H43</p> <p><b>POST LEARN:</b> If a switch is open on a circuit, will the bulb light up? Name some everyday appliances that need electricity to work, Label the symbols, Draw and label a simple series circuit using the correct symbols, What is a conductor? Give an example of a material/object that is a conductor, What is an insulator? Give an example of a material/object that is an insulator.</p>	<p><b>PRIOR LEARN:</b> Can you name something that makes a loud sound? Can you name something that makes a quiet sound? What organ do you use to hear sounds? Can you draw what a sound wave looks like? What could you use to protect your ears from loud sounds?</p> <p>Explain how sound is caused when an object vibrates. Know that sounds travel through solids, liquids and gases; understand that sound waves are much slower than light waves. Understand the difference between high and low-pitched sounds. Recognise that sounds get fainter as the distance from the sound source increases; understand soundproofing. To know about insulating your ears against sound. Explore pleasant and unpleasant sounds.</p> <p><b>POST LEARN:</b> How are sounds made? How do sounds travel to get to the ear? Circle the correct word in the sentence: Loud sounds produce strong/weak vibrations, Quiet sounds produce strong/weak vibrations, How can the pitch of a sound be changed? How can the volume of a sound be changed? What happens to a sound as it gets further away from the source?</p>	<p><b>PRIOR LEARN:</b> What do animals need to grow? What is a Herbivore, Omnivore and Carnivore? Can you name the 5 different groups of animals? What is a habitat? Can you identify and name a variety of plants and animals in a microhabitat?</p> <p>Know how scientists classify animals. Understand the difference between vertebrate and invertebrate. Know about cold-blooded reptiles. Know about warm-blooded birds and animals. Understand how fish are different from amphibians and reptiles. Understand habitats.</p> <p><b>POST LEARN:</b> In what ways can animals be grouped? Write the definition of ‘A vertebrate’ ‘An invertebrate’, Check the two animals that match the description, Name an animal and a characteristic it has which allows it to survive in its habitat, What dangers might different environments face?</p> <p><b>ENP – I nose:</b> Increase knowledge of urban species.</p>	<p><b>PRIOR LEARN:</b> How can we save water? What things might cause pollution in water? What might contribute to air pollution? How do Humans harm the environment?</p> <p>Know about the balance of nature. Understand ecosystems and how they are affected by changes in the environment. Understand man’s impact on the environment. Know about air pollution; know how we can protect the environment. Understand water pollution. Explore methods that can be used to conserve water.</p> <p><b>PSHE Link:</b> shared responsibilities for protecting the environment, Reduce, reuse, recycle. L5</p> <p><b>POST LEARN:</b> What is an ecosystem? How are ecosystems affected by changes in the seasons? What is air pollution? Give an example of something that can contribute to air pollution, What is water pollution? Give an example of something that can contribute to water pollution, What methods can we use to conserve water? What other things can we do to protect/save the environment?</p> <p><b>ENP – Making Change:</b> Resistance to coral bleaching Working scientifically evaluating associated personal, social , economic and environmental implications</p>	<p><b>PRIOR LEARN:</b> How can we keep our body healthy? How can we ensure we keep our teeth healthy? Can you name the different food groups? What does a balanced diet consist of?</p> <p>Understand salivary glands and taste buds. Know the different types of teeth. Understand the intestines. Understand the food pyramid and why it is important. Know about vitamins and minerals. Understand the food chain; know how natural cycles work.</p> <p><b>PSHE Link:</b> about what good physical health means, how to recognise early signs of physical illness. H5. How to maintain good oral hygiene. Why regular visits to the dentist are essential, the impact of lifestyle choices on dental care. H11.</p> <p><b>POST LEARN:</b> Match up the pictures with the definitions, Which teeth belong to which description? How can we have and keep a balanced and healthy diet?</p>

Computing	<b>Online Safety (1 Wk)</b>  Define cyberbullying Know how to respond to a hurtful message or comment online.	<b>Online Safety (1 Wk)</b>  Access a trusted search engine. Understand that different search terms give different results.	<b>Online Safety (1 Wk)</b>  Know what plagiarism is.	<b>Online Safety (1 Wk)</b>  Identify which information to keep private online.	<b>Online Safety (1 Wk)</b>  Explain what digital citizenship is.	<b>Online Safety (1 Wk)</b>  Tell someone else at least one way to stay safe online.
	<b>Word Processing</b>  Can I use ingeneous images? Can I adjust layouts for a specific purpose? Can I use tables? Can I transform a layout? Can I create my own layout using tables?	<b>Computing systems &amp; the internet</b>  Can I explore connecting networks? Can I explain what the internet is made of? Can I explain what a website is? Can I explore ownership of the web? Can I explore real and fake information?	<b>Programming Turtle Logo</b>  Can I explore procedures? Can I use colour? Can I use fill? Can I use setpos? Can I use labels? Can I use arcs?	<b>Scratch</b>  Can I explore quizzes? Can I create a short quiz? Can I use backdrops? Can I create quizzes? Can I complete my quiz with sounds?	<b>Animation</b> Can I explore the history of animation? Can I use stick animation? Can I record movement? Can I use structured timing? Can I use stop motion?	<b>The Project</b>  <i><u>The final project is a showcase of the skills learnt throughout the year.</u></i>
	<b>Vocabulary</b>  Format, image, insert, word, docs, poster, format, edit, document, colour, font, size, align, select, webpage, copy, paste, toolbar, copyright, review, table, toolbar, rota, border, cell, navigate, shading, columns, rows, tool, menu,picture	<b>Vocabulary</b>  World wide web, internet, search, keyword, network, connection, wifi, page, webpage, website, http, www, url, hyperlink, ownership, information, real, fake, copyright, plagiarize	<b>Vocabulary</b>  Algorithm, instruction, commands, forward (fd), left (lt), right (rt), move, turn, clear, variable, penup, pendown, calculation, procedure, fill, colour, setpos, setx, sety, setxy, random, label, arc	<b>Vocabulary</b>  Cons, content, debug, evaluate, multiple-choice, online, open and closed, quiz, software, backdrop, algorithm, edge, forever, join, loop, motion, operators, sensing, variable, wait, timer, score, sensor, timing	<b>Vocabulary</b>  Animate, animation, still image, zoetrope, flip book, thaumstrobe, stereoscope, frame, onion skinning, loop, frame rate, stop, play,	<b>Design and create an original character using appropriate software – create two characters from scratch.</b>  <b>Use snipping tool to create posters, including scratch characters and create on word. Poster to advertise the end of year talent show.</b>
	<b>ECW – OB 4.1, 4.2, 4.3</b> PSHE Link: Strategies for keepings safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. H42 PSHE - about the benefits of the internet, the importance of balancing time online with other activities; strategies for managing time online. H13. Recognise ways in which the internet and social media can be used positively and negatively. L11, How to assess the reliability of information L12 How information on the internet is ranked, selected and targeted. L14. People behave differently online R14				<b>Geography Link – Rainforests</b>	<b>End Project: to create posters on word, using the scratch characters.</b>



Spanish	<p><b>Revise Phonetics *</b> <b>Introducing Myself (recap basics)</b></p> <p>To ask and answer questions on how they are.</p> <p>Learn how to say their name in Spanish and ask somebody their name in Spanish.</p> <p>Consolidate numbers 1-10. Revise numbers and consolidate numbers 1-20</p> <p>¿cuántos años tienes?</p> <p>Introduce new question ‘¿dónde vives?’ and answer ‘vivo...’.</p> <p>complete short presentation about yourself.</p> <p>Revise all language covered so far and complete assessment for the unit.</p>	<p><b>Food and Drinks (in general)</b></p> <p>Learn 15 different foods. Cognates and unfamiliar vocabulary for food.</p> <p>(1. las golosinas, 2. los plátanos 3. los helados 4. el pescado 5. el queso 6. el pan 7. el jamón 8. el pollo 9. los tomates 10. la lechuga 11. las manzanas 12. las patatas 13. los huevos 14. la carne 15. las verduras)</p> <p>How to express opinions using “<i>me gusta, me encanta, no me gusta, prefiero</i>” Learning about singular and plural</p> <p><i>Me gusta vs me gustan</i></p> <p>Start recognising some connectives such as “y”, “pero” and “sin embargo”. Role play: ordering food at the market</p> <p>Being able to have a conversation at the market, greeting and asking questions in Spanish.</p> <p>Cultural lesson on Christmas in Spain</p>	<p><b>Ordering Food and Tapas</b></p> <p>Introduce the vocabulary for ordering drinks.</p> <p>Revise the drinks and food vocabulary from previous unit.</p> <p>Introduce breakfast foods</p> <p>Saying what you normally have for breakfast la</p> <p>Consolidate all the language learned in this unit</p> <p>Role play: speaking activity in a Spanish bar/restaurant and completing the unit assessment.</p>	<p><b>School</b></p> <p>Introduce the vocabulary for classroom objects.</p> <p>Revise the classroom objects from previous lesson and integrate the next five.</p> <p>Consolidate the vocabulary for classroom objects and introduce the vocabulary tengo and no tengo.</p> <p>Create longer sentences: ‘En mi estuche tengo...’ and ‘En mi estuche no tengo...’</p> <p>Introduce the vocabulary for school subjects</p> <p>Recap ‘me gusta’ and ‘no me gusta’ in relation to school subjects.</p>	<p><b>Countries (Nationalities, Holidays)</b></p> <p>Saying what country you live in. Learning countries and nationalities /languages spoken in those countries. <i>Vivo en – I live in</i></p> <p><i>Inglaterra, Gales, Escocia, Irlanda, España, Francia, Alemania, Portugal, Italia.</i></p> <p><i>En ... se habla ...</i> <i>inglés, galés, gaélico, español, francés, alemán, portugués, italiano.</i></p> <p>Saying where you go on holiday and who with. <i>Normalmente voy de vacaciones a...</i></p> <p><i>Con mi familia, con mis amigos, con mis padres, con mi hermano, con mi hermana, con mi madre, con mi padre, con mis abuelos.</i></p>	<p><b>Town Where You Live (countryside, city, etc)</b> <b>Song or story in Spanish</b></p> <p>Learn <i>En mi pueblo hay – in my town there is</i></p> <p>Learn the vocabulary for 10 places town <i>1. un parque, 2. una escuela, 3. una tienda, 4. un banco, 5. una biblioteca, 6. un restaurante, 7. un cine, 8. un hospital, 9. una playa, 10. una plaza</i></p> <p>Describing where you live <i>Vivo en el campo, en un pueblo, en una ciudad, vivo en las montañas, vivo en la costa</i></p> <p>Revise opinions and justifications to express opinions on places in town.</p> <p>Explore a literary text looking at familiar vocabulary. Learn new vocabulary for particular characters to be able to understand what has been written</p>
Music (Wider Opportunities)	<p><b>Woodwind – Clarinet</b> <b>St Helen’s Music Hub</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>					

Art/DT (KAPOW)	<p><b>Structures:</b> <u>Pavilions</u></p> <p>-Produce a range of free-standing frame structures of different shapes and sizes. -Design a pavilion that is strong, stable and aesthetically pleasing. -Select appropriate materials and construction techniques to create a stable, free-standing frame structure. -Select appropriate materials and techniques to add cladding to their pavilion.</p>	<p><b>Drawing:</b> <u>Power Prints</u></p> <p>-Create several pencil tones when shading and create a simple 3D effect. -Explore the effect of holding a pencil in different ways and applying different pressures. -Use charcoal and rubber to show areas of light and dark in their drawings. -Demonstrate an awareness of the relative size of the objects they draw. -Use scissors with care and purpose to cut out images. -Try out multiple arrangements of cut images to decide on their composition. -Use different tools to create marks and patterns when scratching into a painted surface. -Show some awareness of how to create contrast by including areas with more and less marks. -Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.</p>	<p><b>Mechanisms:</b> <u>Making a slingshot car</u></p> <p>-Work independently to produce an accurate, functioning car chassis. -Design a shape that is suitable for the project. -Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. -Construct car bodies effectively. -Conduct a trial accurately and draw conclusions and improvements from the results.</p>	<p><b>Painting &amp; Mixed Media:</b> <u>Light and dark</u></p> <p>-Share their ideas about a painting. -Describe the difference between a tint and a shade. -Mix tints and shades by adding black or white paint. -Discuss their real-life experiences of how colours can appear different. -Use tints and shades to paint an object in 3D. -Try different arrangements of objects for a composition, explaining their decisions. -Produce a clear sketch that reflects the arrangement of their objects. -Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. -Paint with care and control to make a still life with recognisable objects.</p>	<p><b>Food &amp; Nutrition:</b> <u>Adapting a recipe</u></p> <p>-Describe features of biscuits using taste, texture and appearance. -Follow a recipe with support. -Use a budget to plan a recipe. -Adapt a recipe using additional ingredients.</p>	<p><b>Craft &amp; Design:</b> <u>Fabric of nature</u></p> <p>-Describe objects, images and sounds with relevant subject vocabulary. -Create drawings that replicate a selected image. -Select imagery and colours to create a mood board with a defined theme and colour palette. -Complete four drawings, created with confident use of materials and tools to add colour. -Understand the work of William Morris, using subject vocabulary to describe his work and style. -Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. -Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. -Understand different methods of creating printed fabric in creative industries. -Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs.</p>
PSHE	<p><b>Relationships</b></p> <p><b>Family and Friends</b> Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18</p> <p><b>Safe Relationships</b> Responding to hurtful behaviour Managing confidentiality Recognising risks online PoS Refs: R20, R23, R27, R28</p> <p><b>Respecting Ourselves and Others</b> Respecting differences and similarities Discussing difference sensitively PoS Refs: R32, R33</p> <p><b>Health and Wellbeing</b> <b>Physical Health and Mental Wellbeing</b> Maintaining a balanced lifestyle Oral hygiene and dental care Developing a growth mindset What is ‘mental health’</p> <p>PoS Refs: H2, H5, H11</p>		<p><b>Living in the wider world</b> <b>Belonging to a community?</b> What makes a community? Shared responsibilities PoS Refs: L4, L6, L7</p> <p><b>Media Literacy and Digital Resilience</b> How data is shared and used PoS Refs: L13, L14</p> <p><b>Money and Work</b> Making decisions about money Using and keeping money safe PoS Refs: L17, L19 L20, L21</p>		<p><b>Growing and Changing</b> Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty PoS Refs: H30, H31, H32, H34</p> <p><b>Keeping Safe</b> Medicines and household products Drugs common to everyday life PoS Refs: H10, H38, H40, H46</p>	
	<p><b>ECW – SI 1.1, 1.2 / ORel 2.1, 2.2</b> <b>Anti-Bullying Week: 13.11.23 – 17.11.23</b></p>		<p><b>ECW – Orep 3.2/MO 5.1, 5.2, 5.3</b></p>		<p><b>ECW – HWL 6.1, 6.2, 6.3</b></p>	

	No Outsiders: Everyone Different, Everyone Welcome Objectives and Texts					
	<p>Text: Along Came a Different</p> <p>Learning intention: To help someone accept difference.</p> <p>Outcome: I know we are different/I can tell you ways we are different/I know why some people are afraid of difference/I can help people to accept difference.</p> <p>NO: L1</p>	<p>Text: Dogs Don’t Do Ballet</p> <p>Learning intention: To choose when to be assertive.</p> <p>Outcome: I know what assertive means/I know why being assertive is sometimes hard.</p> <p>NO: L2</p>	<p>Text: Red: A Crayon’s Story</p> <p>Learning intention: To be proud of who I am.</p> <p>Outcome: I know why people sometimes don’t speak up/I know everyone in my school should be proud of who they are.</p> <p>NO: L3</p>	<p>Text: Alfred and Albert</p> <p>Learning intention: To find common ground.</p> <p>Outcome: I know there are more things that we have in common that divide us.</p> <p>NO: L4</p>	<p>Text: When Sadness Comes to Call</p> <p>Learning intention: To look after my mental health.</p> <p>Outcome: I know what mental health is/I know what situations can affect my mental health/I have strategies to a look after mental health.</p> <p>NO: L5</p>	<p>Text: Julian is a Mermaid</p> <p>Learning intention: To show acceptance.</p> <p>Outcome: I know there are different ways to dress/I know people can choose what they wear/I know people in my community wear different thing/I am accepting of difference.</p> <p>NO: L6</p>
RE (Lancashire: Sacre)	<p><b>Hindu Dharma</b></p> <p>What might a Hindu learn through celebrating Diwali?</p> <ul style="list-style-type: none"><li>· Vishnu</li><li>· Rama &amp; Sita</li><li>· Diwali</li></ul>	<p><b>Christianity – God</b></p> <p>How and why might Christians use the Bible?</p> <ul style="list-style-type: none"><li>· The Bible</li><li>· Christian life- guided by wisdom, teachings and authority.</li></ul> <p>PSHE Link: That marriage is a commitment freely entered by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves. R3 R4 R5</p> <p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>	<p><b>Sikhism</b></p> <p>How do Sikhs express their beliefs and values?</p> <ul style="list-style-type: none"><li>· The 5 Ks</li><li>· Equality</li><li>· The Gurdwara</li></ul>	<p><b>Christianity – Jesus</b></p> <p>Is sacrifice an important part of religious life?</p> <ul style="list-style-type: none"><li>· Jesus in the wilderness</li><li>· Lent</li><li>· Sacrifice</li></ul>	<p><b>Islam</b></p> <p>Why do Muslims fast during Ramadan?</p> <ul style="list-style-type: none"><li>· The five pillars of Islam</li><li>· Ramadan</li></ul> <p>Visit to Mosque 7.5.25</p>	<p><b>Christianity – Church</b></p> <p>If life is like a journey, what’s the destination?</p> <ul style="list-style-type: none"><li>· Parables</li><li>· Love for all</li></ul> <p>PSHE Link: To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. R9</p>
PE	<p><b>Football</b></p> <p>Move body to correct position to stop and control a ball</p> <p>Pass the ball with inside of feet, whist on the move</p> <p>Dribble the ball using inside, outside hook and drag back, beginning to accelerate</p> <p>Defend- moving forward to close down space to tackle in a conditioned game.</p> <p>Intercept a pass</p> <p>Shooting- Strike a moving ball (past a goalkeeper) with some accuracy</p> <p>Encourage children to talk about tactics when attacking and defending</p> <p>Small sided games - up to 7v7</p>	<p><b>Indoor Athletics</b></p> <p>Display dribbling and changing direction at speed</p> <p>Demonstrate accuracy and distance when passing</p> <p>Ensure accurate passing, turning and moving</p> <p>Develop ways to beat an opponent</p> <p>Introduce pressure when dribbling, shooting and defending in a game</p>				



	<p><b><u>Tag Rugby</u></b></p> <p>Play a tag game whilst moving at speed, keeping close to an opponent</p> <p>Pass the ball backwards/ sideways with control whilst moving</p> <p>Move with control in a variety of directions holding the ball in the correct position</p> <p>Use speed and space to avoid a passive defender</p> <p>Beat a defender at speed to score a try in an isolated game situation</p> <p>Play adapted games, children encouraged to think of tactics when attacking and defending</p>	<p><b><u>Romans Dance</u></b></p> <p>Keep in time with my group in a performance</p> <p>Perform movements with high or low energy with control</p> <p>Dance in unison and canon with a partner/group performing a range of movement patterns</p> <p>Perform dance movements using variety of space elements e.g. levels, formations and pathways</p> <p>Perform with expression and energy</p> <p>Can use their own movements based on a range of themes to create a dance performance</p> <p><b>History Link: Romans</b></p>				
--	---	---	--	--	--	--