

Dates	Autumn 1	Autumn 2 – Spring 1	Spring 1 – Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	How we express ourselves	How the world works	How we share the planet	Where we are in time and place	How we organise ourselves
<b>Central Idea</b>	People express themselves in many ways	All living things go through a process of change	People can make a positive change	The past shapes the present and the future	Crime punishment and justice- society knows best
<b>Lines of enquiry</b>	Through the arts we express feelings and ideas An inquiry into the nature of the self, family and what it means to be human People represent themselves (and their time period and creativity) through architecture How does the media influence thinking and decision-making?	An inquiry into the natural world and its laws; the interaction between the natural world and human societies, how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the	What are renewable and non renewable resources ? 2) Why do people compete for resources ? 3) Can we persuade people to buy environmentally friendly cars ?	How and why do people seek homes in new places? • What is work and why do people do it? Can we belong to more than one culture?	How we treat criminals tells us about the times we live in. How have sciences helped to achieve justice? How are ideas of crime and justice presented in literature?
<b>Focus curriculum areas and key themes</b>	Creative arts including : art , music, language and literacy . Digital literacy and online safety	Humanities. Geography and History of the United Kingdom during the time of the Romans and Celts	Science and technology.	Geography: People, places and time. PSHCE: responsible citizens	Science , History and Geography
<b>Reading</b>	<b>Hunters Bar reading strategies</b> – skills focus from short fiction extracts	<b>Hunters Bar reading strategies</b> – skills focus from short fiction extracts	Frankenstein – fiction  Do animals have emotions? – Non-fiction  Willow plate & other narrative poetry	Matchbox diaries – fiction  Explanation texts, e.g. The water cycle – non-fiction	
<b>Writing</b>	<b>Riddles</b> Using and punctuating direct speech Using possessive apostrophes  Children will read, analyse, plan, write and perform their own riddles.  <b>Report writing – Expressive art</b> Sub clauses BOYS conjunctions  Children will write a report about the history and context of expressive art, giving reasons for their own expressive artwork.	<b>Story settings – Horrid Henry</b> Conjunctions (time and cause) Prepositional phrases Fronted adverbials  Children to write a story setting to fit to a Horrid Henry book.  <b>Traditional tales narrative – The 3 little pigs</b> Subordinate clauses BOYS conjunctions Adverbs Fronted adverbials  Children will learn the well-known traditional tale of the 3 little pigs, then will use the language and structure to innovate their own Celtic narrative.	<b>Stories with a theme – Gothic graphic novel – Frankenstein</b> Punctuating direct speech Conjunctions Fronted adverbials  Children will read and respond to the Gothic novel Frankenstein, focusing on the skills above when writing playscripts, diary entries and character profiles throughout the course of the novel.  <b>Persuasion – do animals have emotions?</b> Paragraphs Using non-narrative organisational devices Conjunctions  Children will read and analyse persuasion texts, before writing their own persuasive text based on animals feeling emotions, a text we will have been reading for our whole-class reading sessions.  <b>Narrative poetry – Willow pattern</b> Fronted adverbials  Children will read a small range of narrative poems	<b>Playscripts – Matchbox diaries</b> Fronted adverbials Punctuating direct speech  Children will read and respond to the book ‘The Matchbox Diaries,’ before writing and performing their own playscript from it.  <b>Discussion – should Roma travellers leave Endcliffe Park?</b> Conjunctions  Children will read and analyse discussion texts before writing their own about a Roma traveller encampment on Endcliffe Park, which we will have been studying in topic lessons.  <b>Explanation - mountains</b> Causal, time and additive conjunctions  Children will analyse explanation texts and write their own about	Take one poet – poetry appreciation  Graphic novel  Red = KPI

			and one in detail. They will decorate their own willow plate which they will then write a short narrative poem about.	a ‘Tidy your bedroom machine,’ before applying the skills to writing about the formation of fold mountains, covered in topic work.	
<b>Maths</b>	<p>Place value Count backwards through zero to include negative numbers</p> <p>Addition &amp; subtraction Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Round any number to the nearest 10, 100 or 1000</p> <p>Add and subtract numbers with up to 4 digits using the written methods of 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.</p>	<p>Multiplication &amp; division Measurement – area</p> <ul style="list-style-type: none"> <li>Fractions</li> </ul> <p>Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to 1/4, 1/2 and ¾</p> <p>Find the effect of dividing a one- or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.</p>	<p>Convert between different units of measure [for example, kilometre to metre; hour to minute].</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>
<b>Art</b>	Learning about great artists and improving technique (paint) – abstract art	Use experiences, other subjects across the curriculum and ideas as inspiration for art work (Boudicca pictures)	Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities.	What does and artist and their work tell us about the time? Using mixed media refining mastery of the school	Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities.
<b>Computing</b>	<b><u>Google Sketch-up</u></b> Combining a variety of software, controlling and simulating, to design buildings	<b><u>MBlocky</u></b> Coding a floor robot to follow a sequence of instructions and make selections.	<b><u>MBlocky</u></b> Programming , fixing bugs and writing code	<b><u>MBlocky</u></b> Logical reasoning Following a pre-programmed route, finding the errors in the code and fixing them.	
<b>Design Technology</b>	Prepare and make a mainly savoury dish. Foods from our cultures	Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities.		<b><u>Plan, design and evaluate</u></b> a vehicle. Using cutting, joining and fastening. Can you include an electrical circuit to power a motor ?	How are we globally connected through communication?
<b>Geography</b>	Although specific geography objectives are not covered, children will continue to draw comparisons and consider the world around them.	<p>Name and locate key topographical features of the UK (hills, mountains, coasts, rivers)</p> <p>Describe and understand key aspects of human geography, specifically changes in types of settlement and land use.</p>	<p>Locate South America and countries within it on a map.</p> <p>Describe and understand the distribution of natural resources across the globe (oil and water)</p>	<p>Name and locate English counties on a map.</p> <p>Name and locate major cities in the U.K.</p> <p>Understand key aspects of physical geography, specifically mountains</p>	How has the world become smaller? Exploration , voyages , discovery South America , Brazil case study
<b>History</b>	specifically adressed, we will be covering historical content linked to important leaders throughout history	<p>Legacy of Roman culture on architecture</p> <p>The Roman empire and its impact on Britain. Chronological knowledge beyond 1066.</p> <p><b><u>National Curriculum Coverage</u></b></p> <ul style="list-style-type: none"> <li>A study of a theme in British History</li> <li>History of interest to <b><u>Skills</u></b> <ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Find out about beliefs,</li> </ul> </li> </ul>	<p>Britain’s settlements by Saxons.</p> <p>Viking and Anglo Saxon struggle for the kingdom of England.</p>	specifically adressed, we will be covering historical content linked to important leaders throughout history	<p>Industrial revolution – Sheffield industry</p> <p><b><u>National Curriculum Coverage</u></b></p> <ul style="list-style-type: none"> <li>A local history study <b><u>Skills</u></b> <ul style="list-style-type: none"> <li>Know key dates, characters and events of time studied</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Bring knowledge gathered from several sources together in a</li> </ul> </li> </ul>

		<i>behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</i> <ul style="list-style-type: none"> <li>Know key dates, characters and events of time studied</li> </ul>			<i>fluent account</i>
<b>MFL</b>	Spanish Counting	Spanish Greetings	French Family	French Counting	French Greetings
<b>Music</b>	<b>Garage band</b> improvise and compose music. Use other musical notations.	Although specific Music skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice.	Although specific Music skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice.	Music appreciation – listening to and analysing music and their story that it tells about the Romani culture	Although specific Music skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice.
<b>PE</b>	Travelling, rolling, kicking	Swimming Gymnastics	Swimming Gymnastics	Tennis and swimming	Swimming and rounders How does sport connect us to the wider world?
<b>PSHCE</b>	<p>How media might influence online decision making. Responsible online behaviour. How the media influences self esteem.</p> <p>Attitudes and mind-sets. Personal development. Target setting.</p>		Gender stereotypes. Environmental issues and sustainability.	Rights and responsibilities of our community	What inequalities exist between countries?
<b>RE</b>	Overview of main religions. Visits to Mosque and Church. What would a Muslim/Christian say to a Utilitarian?	Places of worship- Islam	Places of worship- Buddhism	Christian beliefs about God, the world and others	x
<b>Science</b>	<b><u>Sound</u></b> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<b><u>Muscles and bones.</u></b> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<b><u>The Water cycle</u></b> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<b><u>How our bodies work</u></b> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<b><u>How has science changed systems? What are Forces?</u></b> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<b>Enrichment</b> <i>(trips, experiences, visits, visitors, etc.)</i>	Mosque and Church visit		Castleton residential	Local visit – Endcliffe park – geography case study linked to travellers	Dance , performance carnival
<b>Resources</b> <i>(artefacts, texts, art materials etc)</i>	Creative movement video clips and live performances		9 v battery motor Buzzer, bulb , wire	Match box diaries text AA batteries	