



### English

**Autumn 1:** The Stone Age Boy- setting description, character description, diary entry, instructions, conversation  
**Autumn 2:** When the Giant stirred - setting description, letter, diary entry, poetry, retell  
**Spring 1:** The Iron Man - instructions, wanted poster, letter, story ending, debate, newspaper report  
**Spring 2:** The Magic Paintbrush - Character description, setting description, newspaper report, diary entry, story ending  
**Summer 1:** Flat Stanley: The great Egyptian grave robbery - diary entry, setting description, newspaper report, story ending, character description  
**Summer 2:** Around the world in 80 days - diary entry, newspaper

### Maths

- Number: Place value
- Number: Addition and Subtraction
- Number: Multiplication and division
- Number: Fractions
- Measurement: Time
- Geometry: Properties of Shape
- Measurement: Length and perimeter
- Measurement: Money
- Statistics
- Geometry: Properties of shape
- Measurement: Mass and capacity

### Science

**Autumn:**  
 Animals including humans  
 Rocks  
**Spring:**  
 Forces and Magnets  
 Light  
**Summer:**  
 Plants



	Geography	History	Art	Physical, Social, Health and Economic (PSHE) Inc RSE	Computing
<b>Autumn</b>	<p><b>Volcanoes &amp; Earthquakes:</b>                      What is the Earth's structure?                      Why might the Earth shake?                      When do waves become dangerous?                      Why do some mountains explode?                      Where can I find a volcano?                      Can humans live on a volcanic island?                      Are all volcanoes the same?</p>	<p><b>How did the lives of the ancient Britons change during the Stone Age and beyond?</b>                      What do people often imagine the Stone Age to be like?                      Who left their footprints on the beach and what were they doing there?                      What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?                      How were people living in Britain at the end of the Stone Age compared with the beginning?                      Why did the Stone Age come to an end about six thousand years ago?</p>	<p><b>Alma Thomas (F)</b>  <b>Colour</b> – Colour wheel - opposing and complimentary colours.                      Lighten and darken. Blending colours when printing  <b>Printing</b> – repeat pattern  <b>Texture/Collage</b> - know that spaces are an important aspect</p>	<p><b>Being Me in My World:</b>                      Setting personal goals                      Self-identity and worth                      Rules, rights and responsibilities  <b>Celebrating Difference:</b>                      Families and their differences                      Family conflict and how to manage it                      Witnessing bullying and how to solve it                      Giving and receiving compliments</p>	<p><b>Computing Systems and Networks</b> – Connecting Computers   <b>Creating Media</b> - Animation</p>
<b>Spring</b>	<p><b>Enter the Dragon:</b>                      Where is China located in the world?                      What are China's key human and physical features?                      What are the similarities and differences of London and Beijing?                      How does my school compare to a school in Beijing or London?                      What is the weather and climate like in China?                      What the culture like in China?                      Why is farming so important in China?</p>	<p><b>How do artefacts help us understand the lives of people in Iron Age Britain?</b>                      How can we recognise Iron Age hill forts today?                      What might hill forts have looked like when they were first built?                      Who were the Celts and what were they like?                      Did money exist in the Iron Age?                      Why have so many Iron Age artefacts been found underwater?                      Why are we still not living in the Iron Age?</p>	<p><b>Clarice Cliff – (F)</b>  <b>Form</b> – Working with clay, adding detail and texture.  <b>Colour</b> – mixing and matching colours  <b>Pattern</b> – To design a pattern complimentary to the brief</p>	<p><b>Dreams and Goals:</b>                      Difficult challenges and achieving success                      Dreams and ambitions                      Simple budgeting  <b>Healthy Me:</b>                      Exercise and fitness                      Attitudes towards drugs                      Respect for myself and others</p>	<p><b>Programming</b> – Sequence in Music   <b>Branching Databases:</b>                      Building and using branching databases to group objects using yes/no questions.</p>
<b>Summer</b>	<p><b>Travelling the UK &amp; Europe:</b>                      Where and what is Worcester?                      What is Europe?                      What is it like in Romania?                      What is the greenest way to travel to Europe?</p>	<p><b>Egyptians:</b>  <b>Why are the Ancient Egyptians significant in History?</b>                      What event happened in the Valley of the Kings in 1922?                      Why was the River Nile so important in Ancient Egypt?                      What was life like in Ancient Egypt?</p>	<p><b>Frida Kahlo (F)</b>  <b>Drawing</b> – Place features within a face, understanding how to draw facial features                      Draw faces – Self portrait  <b>Colour</b> – Watercolour                      Printing – Mono printing – background</p>	<p><b>Relationships:</b>                      Family roles and responsibilities                      Friendship and negotiation                      Awareness of how other children have different lives  <b>Changing Me:</b>                      How babies grow                      Understanding a baby's needs</p>	<p><b>Creating Media</b> – Desktop publishing   <b>Programming</b> – Events and Actions. Writing algorithms and programs that use a</p>

	How and why were the pyramids built? What are hieroglyphics and why were they used in Ancient Egyptian times? What is mummification and why was it so important to the Ancient Egyptians? Who were the Egyptian Gods? What were the main achievements of the Ancient Egyptians?		Family stereotypes Challenging ideas	range of events to trigger sequences of actions.
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	Music	Physical Education (P.E)	Modern Foreign Language (MfL)	Design and Technology (D&T)	Religious Education (R.E)
<b>Autumn</b>	Developing notation skills: How does music bring us closer together?  Christmas Production	Hockey – dribble / agility / balance / passing Netball – holding positions, attacking and defending Gymnastics – linking movements together Dance – around the world	Greetings, classroom instructions, age, colour, animals, pets and Christmas in France	<b>Cooking and Nutrition</b> Eating seasonally	L2.2 What is it like for some people to follow God? L2.11 How and why do people mark significant events of life?
<b>Spring</b>	Composing using your imagination: How does Music make the world a better place?  Recorders	Golf: Grip, adapt and stance Cricket: Anticipate, bowl, reflect Dodgeball: Aim, timing, tactics Gymnastics: Receiving body weight	Pets, shops, Alphabet, Easter in France	<b>Mechanisms</b> Pneumatic Toys Exploring pneumatics Mechanisms Research, design and develop models fit for purpose	L2.1 What do Christians learn from the creation story? L2.4 What kind of World did Jesus want?
<b>Summer</b>	Recorders  <b>Three Little Birds</b>	Egyptian Dance: agility, balance, precision Dance: Zumba Basketball: Control, variety, evaluate Tennis: strike, volley, serve, tactical development	Sport, simple opinions.	<b>Electrical Systems</b> Static electricity Investigate and analyse Design, develop and create a static electricity game	L2.12 How and why do people try to make the world a better place? L2.9 How do festivals and worship show what matters to a Muslim?

### **Online Safety:**

<b>Autumn</b>	Creating a class Code of Conduct. Online Bullying – I can explain what bullying is and how people can bully each other. Self-Image and Identity – I know I can represent myself in different ways online. Health, Well-Being and Life style – I can explain why spending too much time on technology can have a negative impact on people.
<b>Spring</b>	Privacy and Security – I can say why passwords are important and what makes a strong password. Safer Internet Day Online Reputation – I can search for information about other people online. I can explain why I need to be careful before sharing information online.
<b>Summer</b>	Copyright and Ownership – I can explain why my work belongs to me.

Online Relationships – I can describe ways people can get together online. I can explain the risks of communicating with people online.  
Managing online information – I can use key word searches in search engines and understand what autocomplete is.