



Term & Values	<u>Autumn 1</u> Friendship	<u>Autumn 2</u> Compassion	<u>Spring 1</u> Generosity	<u>Spring 2</u> Forgiveness	<u>Summer 1</u> Justice	<u>Summer 2</u> Courage
Theme Title	How to Grow your Dragon	Extreme Earth	Finding Your Voice	Global Gardens	The Iron Man	Sun, Sea and Sombreros!
History & Geography	<p>History: The Vikings and Anglo Saxons</p> <p>Skills: ~ Viking raids and invasions ~ Resistance by Alfred the Great and Athelstan, first King of England ~ Further Viking invasions and Danegeld ~ Anglo Saxon laws and justice ~ Edward the confessor and his death in 1066</p>	<p>Geography: Extreme Earth</p> <p>Exploring physical geography e.g. mountains, volcanoes and earthquakes</p> <p>Skills: ~ Human and physical geography</p>	<p>History: Theme of equality and the rights of women.</p> <p>Skills:</p> <ul style="list-style-type: none"> - A depth study of an aspect or theme in British History since 1066. - Suffragette movement - Focus on Pankhurst & Davison standing up for their beliefs - People that changed the world - Children's rights - Local politics (Mayor of new BCP Council is female) 	<p>Geography: Famous parks around the World</p> <p>Locate the world's countries, using maps to focus on similarities and differences of the physical Geography between UK, Europe & N/S America (New Forest & Compton Acres UK, Giverny water lily park Paris, Grand Canyon / Yosemite National park & Tierra del Fuego National Park in Argentina)</p> <p>Skills: ~ Geographical skills and fieldwork - using maps, atlases, globes and digital computer mapping to locate countries and describe features studied</p>	<p>History: Changes in Britain from Stone Age to Iron Age</p> <p>Our particular focus will be on the early Iron age period, exploring the ancient settlement on Hengistbury Head</p> <p>Skills: ~ Learn about late Neolithic hunter-gatherers and early farmers Bronze age religion, technology and travel e.g. Stonehenge ~ Iron age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>Geography: Spain and Catalonia</p> <p>To understand similarities and differences through the study of human and physical geography of a region in the UK (BCP) and a region in a European country</p> <p>Skills: ~ Location Knowledge ~ place knowledge</p>
Entry Point/visits	<p>Brilliant Beginning: Dress up as Vikings and have a Viking day</p> <p>Fantastic finale: We will visit Ancient Technologies Centre @ Cranbourne</p>	<p>Brilliant Beginning: For our entry point we will have a disaster day.</p> <p>Fantastic Finale: For our exit we will make erupting volcanoes.</p>	<p>Brilliant Beginning: For our entry point the children will have an unjust rule put into place.</p> <p>Fantastic Finale: Staging a protest based on the UNCRC. Writing poems from the perspective of Suffragettes. Peoples Parliament.</p>	<p>Brilliant Beginning: Travel to France to immerse themselves in the work of Henri Rousseau.</p> <p>Fantastic Finale: Plant sculptures in school.</p>	<p>Brilliant Beginning: We will visit Hengistbury Head and go on an archaeological dig. We will make roundhouses.</p> <p>Fantastic Finale: For our exit point, we will participate in a drama day. Children will be invited to come to school dressed as an Iron Age person. In addition, we will retell our completed portal stories.</p>	<p>Brilliant Beginning: Wear a crazy hat to school.</p> <p>Fantastic Finale: We will visit Pizza Express to make pizza and have a pizza party. The children will then write instructions based on this.</p>
Maths	<p>Numbers to 1000.</p> <ul style="list-style-type: none"> • We will learn numbers to 1000 and focus on the value of each digit: place value. We will learn how to compose and decompose numbers, compare, order and look for patterns. 	<p>Multiplication and Division.</p> <ul style="list-style-type: none"> • We will learn to multiply and divide by 3, 4 and 8. We will then use this experience of multiplication and division to solve word problems. • We will learn to multiply and divide using both informal 	<p>Length</p> <ul style="list-style-type: none"> • We will embed our understanding of measuring length in metres and centimetres before moving on to kilometres. We will learn to convert different units of measurement as well as 	<p>Money</p> <ul style="list-style-type: none"> • We will embed our previous learning on recognising different denominations (both notes and coins) and the simple addition and subtraction of money. We 	<p>Picture and bar graphs</p> <ul style="list-style-type: none"> • We will be learning about how to create and interpret picture graphs and bar graphs. We will create picture graphs where the pictures can represent more than 1 item. Then, we 	<p>Angles</p> <ul style="list-style-type: none"> • Making angles • Finding angles in shapes • Finding right angles • Comparing angles • Making turns <p>Lines and shapes</p>

	Addition and Subtraction. <ul style="list-style-type: none"> We will learn to use formal methods of addition and subtraction where regrouping is required. We will learn to solve problems using addition and subtraction, using the bar model as a visual aid. 		and formal methods. We will solve problems such as missing number problems and scaling problems.		compare different lengths. We will solve in which we will use our mental and procedural skills to solve problems with the aid of the bar model.		will then develop the concepts related to addition and subtraction of money using number bonds as a key method. We will then apply our new knowledge to solve word problems using bar modelling as a key strategy.		will start to create bar graphs. We will then read and interpret information from bar graphs.		<ul style="list-style-type: none"> We will be exploring different types of lines in addition to properties of shapes, both 2- and 3-D. We will learn to identify perpendicular and parallel lines, followed by horizontal and vertical lines. We will learn the vocabulary to describe 2-dimensional shapes and learn to draw them before making 3-dimensional shapes using nets and clay. 			
					Mass <ul style="list-style-type: none"> We will be using scales to measure mass in g and kg, reading scales that have different values for each marking. We will then solve some challenging word problems using the bar model. 								Fractions <ul style="list-style-type: none"> We will begin by counting using fractions and then making number pairs (the fraction equivalent to number bonds) before moving on to adding and subtracting fractions. We will explore equivalent fractions and look at simplifying fractions before comparing fractions with different denominators. We will be finding fractions of whole numbers as part of set and looking at sharing 1 and more than 1. We will apply our learning to solve increasingly sophisticated word problems. 	Perimeter of figures <ul style="list-style-type: none"> We will learn to measure the total length around a shape to find its perimeter before moving onto grid paper to measure the combined lengths of each side. We will learn to calculate perimeter by adding all of the lengths together. We will learn to solve problems using perimeter.
English Text and plot pattern and writer toolkit	The Manchester Ridgeback Genre Non-chronological report	Kassim and the greedy dragon Genre Adventure Toolkit Description	Tornado destroys local house! Genre Newspaper recount	Celebration Genre Poetry	Suffragette Genre Diary Entry Toolkit Characterisation	Bill's New Frock Genre Defeating the Baddie	The Great Kapok Tree Genre Dilemma Toolkit Suspense	Protect the New Forest Genre Persuasive	The Garden Genre Portal story Toolkit Setting	How does a dishwasher work? Genre Explanation	Adventures on Sandy Cove Genre Adventure Toolkit Dialogue	<i>How to make paella (or Spanish tapas)</i> Genre instructions		
Whole Class Reading	Guided Reading Carousel and Phonics		Let's Celebrate: Festival Poems for Around the World by Debjani Chatterjee and Brian D'Arcy		The Story of the Suffragettes Joanna Nadin	Bill's New Frock by Anne Fine	The Great Kapok Tree By Lynne Cherry	The Iron Man by Ted Hughes						
Core Reading Spine	The Boy Who Grew Dragons Andy Shedard		Seasons of Splendour: Tales, Myths and Legends of India. Madhur Jaffery and Micheal Foreman		Make More Noise Various Short Stories		Under the Canopy: Tales of Trees Iris Volant & Cynthia Alonso	Stig of the Dump Clive King		Giant Kate Scott				

<p>Science</p>		<p>Rocks</p> <p>Skills: ~ 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</p>	<p>Light</p> <p>Skills: ~ recognise that they need light in order to see things and that dark is the absence of light. ~ notice that light is reflected from objects ~ 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 a solid object. ~Find patterns in the way that the size of shadows change.</p> <p>We will make suffragette shadow puppets</p>	<p>Plants</p> <p>Skills: ~ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ~ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ~ investigate the way in which water is transported within plants ~ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Magnets & Forces (link to Iron Man)</p> <p>Skills: ~ compare how things move on different surfaces ~ notice that some forces need contact between two objects, but magnetic forces can act at a distance ~ I can observe how magnets attract or repel each other and attract some materials and not others. ~ I can describe magnets as having two poles ~ I can predict whether two magnets will attract or repel each other, depending on which poles are facing. ~ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>Animals including humans</p> <p>Skills: ~ I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. ~ Identify that animals, including humans, need the right types & amounts of nutrition & that they cannot make their own food; they get their nutrition from what they eat.</p>
<p>Computing</p>	<p>Online Safety & Google Accounts</p> <p>Skills: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Scratch – Smoking Car</p> <p>Skills: ~ Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ~ use sequence selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>Word Processing Skills</p> <p>Skills: ~ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Mine Sweepers (Lego WeDo)</p> <p>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Scratch – Music Machine</p> <p>Skills: ~ Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</p>	<p>Excel spreadsheets</p> <p>Skills: ~ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Digital Literacy Using a web search to produce an information PowerPoint</p> <p>Sun safety powerpoint/leaflets</p> <p>Skills: ~ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ~ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

				decomposing them into smaller parts. ~ use sequence selection and repetition in programs; work with variables and various forms of input and output.		
Art or D&T	<p>D&T – Construction</p> <p>In this Design and technology unit we will create picture frames. (PSHE link)</p> <p>Skills: ~Use research and develop design criteria to inform the design. ~Generate, develop, model and communicate their ideas. ~Select from and use a wider range of tools and equipment to perform practical tasks. ~Select from and use a wider range of materials and components. ~Investigate and analyse a range of existing products. ~Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ~Apply their understanding of how to strengthen, stiffen and reinforce structures that are more complex.</p>	<p>Art Fossils</p> <p>Sketching pencils/faux fossils/clay fossils/</p> <p>Skills: ~ To create sketch books to record their observations and use them to review and revisit ideas. ~ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>D&T Volcano eruptions</p>	<p>D&T – textiles (Suffragette Brooches)</p> <p>In this Design and technology unit we will plan, join, sew and fix a suffragette broach.</p> <p>Skills: ~ Design ~ Make ~ Evaluate ~ Technical knowledge</p> 	<p>Art Plants</p> <p>Focus artist: Henri Rousseau</p> <p>Skills: ~ To create sketch books to record their observations and use them to review and revisit ideas. ~ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	<p>DT – Iron Man Model Mechanics</p> <p>In this Design and technology unit we Design and make our own robot/Iron man. Use pneumatics to create a moving part on the iron man robot.</p> <p>Skills: ~ Design ~ Make ~ Evaluate ~ Technical knowledge</p> 	<p>Art Seascapes</p> <p>Skills: ~ To create sketch books to record their observations and use them to review and revisit ideas. ~ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ~ learn about great artists.</p>
R.E.	<p>Understanding Christianity Incarnation</p> <p>Key Question: What is the trinity?</p> <p>British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p>Living Difference Light <i>Diwali – Candlemas – Christmas</i></p> <p>Key Question: <i>How is light as a symbol found within the practice of Hinduism?</i></p> <p>British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p>Living Difference Good and Evil Holi and lent</p> <p>Key Question: What is the value of Holi to Hindus?</p> <p>British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p>Understanding Christianity Salvation</p> <p>Key Question: Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p>Understanding Christianity Gospel</p> <p>Key Question: What kind of world did Jesus want?</p> <p>British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.</p>	<p>Understanding Christianity Creation</p> <p>Key Question: What do Christians learn from the creation story?</p> <p>British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.</p>
Music Charanga	<p>Let Your Sprit Fly and The Dragon Song Style: A little bit Funky and music from around the world</p>	<p>Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Three Little Birds Style: Reggae</p>	<p>Plastic Style: Song writing and performance</p>	<p>Bringing us together Style: Disco/Anthem</p>	<p>Food and Staying Healthy Style: Music from around the world.</p>
P.E. & Games	<p>Complete PE</p> <p>Invasion: Netball Gymnastics: Linking (Mr Major)</p>	<p>Complete PE</p> <p>Invasion: Handball Gymnastics: Symmetry and Asymmetry (Mr Major)</p>	<p>Complete PE</p> <p>Swimming Invasion: Basketball (Mr Major)</p>	<p>Complete PE</p> <p>Swimming Invasion: Tag Rugby (Mr Major)</p>	<p>Complete PE</p> <p>Dance: Wild animals (for Christchurch dance competition) OAA: Problem solving (Mr Major)</p>	<p>Complete PE</p> <p>Striking and Fielding: Rounders Dance: Weather (for Christchurch dance competition)</p>

						Athletics (Mr Major)
French	<ul style="list-style-type: none"> Greetings Bonjour/ salut/ au revoir Comment ça va? Ça va bien/ ça va mal, ça va comme-ci comme-èa Introducing yourself Say what you're called and ask others what they're called. Comment tu t'appelles? Je m'appelle... Phonics vowels AEIOU (Y) sounds ecognise + imitate sounds of French vowels Family members (close family members) mon père/mon frère /ma mère/ ma soeur Christmas lesson Noel 	<ul style="list-style-type: none"> Numbers 0-12 un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze Phonics consonants + French Alphabet CH/K/S/T/J/G/Z, Learn French consonants + imitate sounds Age Learn how to say your age and ask others, Quel âge as-tu?/ J'ai ... Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Numbers 13-20 treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Colours bleu/blanc/rouge/marron/noir/violet/orange/jaune/rose/vert/gris Class instructions regardez/écoutez/écrivez/répétez/prenez vos stylos/Silence/ asseyez-vous/levez-vous/levez la main 	<ul style="list-style-type: none"> French Pancake Day "La Chandeleur". To know about Pancake Day in France and to compare it with the one in England and the rest of the world. Numbers 20-31 Months of the year les 12 mois de l'année French mother's Day "La fete des meres" All about mother's day in France, England,world Easter Paques All about Easter in France, England, etc ... Pets Les animaux domestiques L'oiseau/ le lapin/ le poisson/le chien/le hamster/le serpent / Le cochon-d'inde/la tortue/la souris/le chat Body parts Mon corps La tete/les epaules/les genoux/les pieds/les yeux/les oreilles/la bouche/le nez 			
P.S.H.E Jigsaw Scheme of Work	Being Me in my world and Recovery (Covid-19) British Value: Individual liberty Key Question: How can we make our classroom a safe and Happy place to learn?	Celebrating difference British Value: Tolerance of different cultures and religions, mutual respect. Key Questions: How are families diverse? What is bullying? What can I do? How can words cause harm?	Dreams and Goals British Value: Individual liberty. Key Question: How can I achieve my aspirations? How can I become a Ralph the Risk taker?	Healthy Me British Value: Individual liberty Key Question: How can I keep myself safe and healthy?	Relationships British Value: mutual respect Key Question: What makes a good friend? What strategies can I use to keep myself safe?	Changing Me *Please look at revised scheme of work in red folder British Value: Individual liberty Key Questions: How do babies grow? What assumptions are made about families? (stereotypes)
Heart Smart	Get Heartsmart <ul style="list-style-type: none"> Guard your heart Worms 	Don't forget to let the love in <ul style="list-style-type: none"> Heart to heart Trash or treasure 	Too much selfie isn't healthy <ul style="list-style-type: none"> Better to give of receive Points of view 	Don't rub it in, rub it out! <ul style="list-style-type: none"> Post it poster It's not permanent 	Fake is a mistake <ul style="list-style-type: none"> Handy Build on truth 	No way through isn't true <ul style="list-style-type: none"> Mission possible The hobbit