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| Cycle A | Autumn | | Spring | | Summer | |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Literacy | Write stories that contain mythical, legendary or historical characters or events.  Write letters.  Write descriptions.  Write in first person.  Write stories of adventure  Write recounts.  Write in a journalistic style  Write instructions  **Class texts:**  **Escape from Pompeii**  **Romulus and Remus: The twins who made Rome** | Write persuasively.  Write stories of adventure  Write arguments  Write poems that convey an image (simile, word play, rhyme and metaphor).  Write in a journalistic style | Write non-chronological reports.  Write formally  Write in a journalistic style  Write stories that contain mythical, legendary or historical characters or events.  Write recounts.  Write stories that contain mythical characters. | Write stories of adventure  Write arguments  Write poems that convey an image (simile, word play, rhyme and metaphor).  Write non-chronological reports.  Poetry.  Spy stories | Write stories of adventure  Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.  Comic Strip ICT | Write stories that contain mythical, legendary or historical characters or events.  Write in a journalistic style  Write poems that convey an image  Write letters.  Write recounts.  Write persuasively. |
| History | **The Roman Empire**  The Roman Empire and its Impact on Britain.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Chronology.` | **The Roman Empire**  The Roman Empire and its Impact on Britain.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Chronology.` | **A local history study Waddesdon Manor**  A depth study linked to one of the British areas of study listed above  A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |  | **Saxons/Vikings**  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Chronology. |  |
| Geography |  |  | **A local history study Waddesdon Manor**  A depth study linked to one of the British areas of study listed above  A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | **Aquatic Biomes**  Describe and understand key aspects of: physical geography, including biomes and vegetation belts. |  | **Europe**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Capital City: London  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. |
| Science | **Keeping Fit and Healthy**  Identify the different types of teeth in humans and their simple functions.  Comparison of animal teeth: carnivores/herbivores | **Electricity**  Identify common appliances that run on electricity.  Construct a simple series electrical circuit.    Recognise some common conductors and insulators, and associate metals with being good conductors.  Identify and name the basic parts of an electrical circuit, including wires, cells, bulbs and buzzers. | **Materials**  Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius, building on teaching in mathematics.  Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. | **Scientific Enquiry.**  Gather, record, classify and present data in a variety of ways to help in answering questions.  Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | **Plants**  Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.  Identify how plants resemble their parents in many features.  Explore the requirements for plants for life and growth (air, light, water, nutrients, and room to grow) and how these vary between plants. | **Forces**  Notice that some forces need contact between two objects and some forces at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  Compare how things move on different surfaces. |
| Maths | Add and subtract using efficient mental and formal written methods.  Multiply and divide using efficient mental and formal written methods.  Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | Multiply and divide using efficient mental and formal written methods.  Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.  Explore numbers and place value so as to read and understand the value of all numbers.  Recognise and show, using diagrams, families of common equivalent fractions. | Use and apply measures to Explore numbers and place value so as to read and understand the value of all numbers.  Add and subtract using efficient mental and formal written methods.  Use and apply measures to increasingly complex contexts.  Multiply and divide using efficient mental and formal written methods  Recall multiplication and division facts for multiplication tables up to 12 × 12. | Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  Solve simple measure and money problems involving fractions and decimals to two decimal places. | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.  Estimate and use inverse operations to check answers to a calculation  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. | Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. |
| PE |  |  | Hip Hop (classteacher) |  |  |  |
| RE/PSHE | **Right and Wrong**  **Belonging** | **Beliefs about God**  **Understanding feelings** | **Founders and Prophets**  **Goal Setting** | **Holy Books**  **Rights and responsibilities** | **Rites of passage**  **Changes** | **Pilgrimages**  **New Beginnings** |
| Music | **Violin:**  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | **Violin:**  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | **Violin:**  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | **Violin:**  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | **Violin:**  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | **Violin:**  Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. |
| French | In the chosen modern language: - Speak - Read – Write  Basic questions. Family members. Descriptions (Wanted posters) Adjectives – m/f agreement | In the chosen modern language: - Speak - Read – Write  Hobbies and sports. Likes/dislikes. Verb “aimer”.  Christmas in France | In the chosen modern language: - Speak - Read – Write  At the market (fruits, vegetables, money) | Look at the culture of the countries where the language is spoken In the chosen modern language: - Speak - Read – Write: A study of Paris  Easter in France | In the chosen modern language: - Speak - Read – Write  Countries. Saying where you live (village, town) | In the chosen modern language: - Speak - Read – Write  Holidays in France – shops and restaurants |
| Art | **Chalk and Charcoal** | **Water colour** | **Mark Making** | **Printing**  Aquatic layered print. Look at works such as David Miller. | **Textiles** | **Mark Making**  Famous scenes from European cities: Eiffel tower, Tower of Pisa etc |
| ICT | **We are Researchers** | **We are Comic Writers** | **We are Animators** | **We are Animators** | **We are Historians** | **We are Travel Presenters** |
| PSHR  See policy for details of whole school initiatives. | **Healthy Lifestyle**  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences). To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.  **Eat well plate.** | **Positive Mindset** and **Relationships.**  To recognise what positively and negatively affects their mental and emotional health. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.  To recognise when they need help and to develop the skills to ask for help. To deepen their understanding of good and not so good feelings.  **(Links to Brilliant Schools)**  **School values**  **NSPCC workshop – Speak out, stay safe.** | **Equality and Diversity**  To reflect on and celebrate different /individual achievements, identify individual strengths and differences, set high aspirations.  **Cross curricular with RE.** | **Online Safety/ Social Media**  Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  **NSPCC visit**  **E-safety.** | **Safety**  To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ . To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.  Strategies for keeping safe - fire, water, rail, road safety and how to respond safely and appropriately to adults they may encounter who they do not know.  **Police visit.**  **Fire fighter visit.**  **Bikeability** | **Respectful relationships**  Strategies to understand the importance of respecting others, even when they are very different (physically, background, religion).  To recognise characteristics of healthy family life, commitment (inc, marriage and civil partnerships), caring relationships.  **Links with RE.** |