

Cycle B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	<p>Write in a journalistic style Write poems that convey an image. Write stories of adventure Write recounts. Write character descriptions. Write arguments Write descriptions.</p> <p>Class text: The Wreck of the Zanzibar.</p>	<p>Write chronological reports. Write in a journalistic style Write in first person. Write persuasively. Write character descriptions. Write arguments. Write formally. Write stories of adventure. Write letters. Write poems that convey an image (simile, word play, rhyme and metaphor).</p> <p>Class text: 'I was there... 1066'</p>	<p>Write arguments. Scene writing. Write character descriptions. Write persuasively. Write stories of adventure</p> <p>Class text: There's a Pharaoh in our bath.</p>	<p>Write poems that convey an image (simile, word play, rhyme and metaphor). Write stories of adventure Write arguments. Scene writing. Writing letters.</p> <p>Class texts: The plot on the Pyramid</p> <p>Antony and Cleopatra (adapted)</p>	<p>Scene and story writing. Writing recounts. Write poems that convey an image (simile, word play, rhyme and metaphor). Writing dialogue.</p> <p>Class texts: Running Wild</p> <p>The Fantastic Flying books on Mr Morris Lessmore</p>	<p>Write recounts. Write biographies. Write persuasively. Write letters. Write poems that convey an image (simile, word play, rhyme and metaphor). Writing dialogue. Scene writing. Write in a journalistic style.</p> <p>Class text: Shackleton's Journey.</p>
History		<p>Normans (1066) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (Not William the Conqueror)</p>	<p>Ancient Egypt Early Civilizations achievements and an in-depth study of Ancient Egypt. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Ancient Egypt Early Civilizations achievements and an in-depth study of Ancient Egypt. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>		
Geography	<p>Islands Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom. Scilly Isles.</p>				<p>Volcanoes/Earthquakes/Tsunami Describe and understand key aspects of mountains, volcanoes and earthquakes. Natural disasters.</p>	<p>Global Mapping To use maps, atlases, globes to locate countries, continents. Use 8 points of a compass, 4 and 6 figure grid references.</p>
Science	<p>Habitats Identify and name a variety of living things (plants and animals) in the local environment. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group and identify a variety of living things. Give reasons for classifying plants and animals based on specific characteristics. Construct and interpret a variety of food chains, identifying producers, predators and prey. Classify and group plants and animals based on basic characteristics.</p>	<p>Light Recognise that light is needed in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows. Observe and name a variety of sources of light, including those which are electric, flames and the sun. Recognise that light from the sun is dangerous and that there are ways to protect our eyes. Research more about the sun.</p>	<p>Properties of Materials Compare and group materials together different kinds of rock, based on their simple physical properties. Relate the simple physical properties of some rocks to their formation. Recognise that soils are made from rocks and organic matter.</p>	<p>Sound Observe and name a variety of sources of sound, noticing that we hear with our ears. Identify how sounds are made, associating some of them with something vibrating. Find patterns between the volume and the strength of the vibrations.</p>	<p>Ourselves and other animals. Food chains/webs in different climates/ environments Hibernation</p>	<p>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.</p>

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	Modern Dance: To perform dances. Learn a routine made up of basic movements. Choreograph own routine. Develop physical strength and suppleness by practising moves and stretching.	Skipping To skip to a given beat. Learn a range of skipping techniques and moves. Skip for an increased duration of time.	Street Dance To perform dances. Learn a routine made up of basic movements. Choreograph own routine. Develop physical strength and suppleness by practising moves and stretching.	Street Dance To perform dances. Learn a routine made up of basic movements. Choreograph own routine. Develop physical strength and suppleness by practising moves and stretching.	Country Dancing To perform dances. Learn a routine made up of basic movements. Choreograph own routine. Develop physical strength and suppleness by practising moves and stretching.	Athletics Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance.
RE	Pilgrimages	Festivals	Places of worship	Symbolism	Beliefs about God	Religion in the community
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	Watercolour Developing our brush techniques to create island waves, linked to our topic. Understanding how to mix and blend colours to add depth to our paintings.	Mixed techniques Using a mixture of mark making, water colour and pastels to create Norman shields.	Mark Making and sketching Look at the way in which Egyptian art portrays people. The ideas of perspective, proportion, scale and depth. Create realistic representations of people through sketch.	Mark Making and sketching Look at the way in which Egyptian art portrays people. The ideas of perspective, proportion, scale and depth. Create realistic representations of people through sketch.	Textiles Designing, planning and creating simple shapes using stitching techniques. Using the hessian material to indicate where to stitch.	Printing
ICT	We are Programmers Programming and animation of an Island scene.	We are presenters	We are bug fixers Finding and correcting bugs in programs.	We are opinion pollsters Collecting and analysing data to create an opinion poll based on Egyptian life and how to analyse the results.	We are communicators Communicating safely on the internet to learn about safety and video conference.	We are network engineers Using the internet to investigate how computer networks work. Using commands to begin programming for a map route.
PSHR See policy for details of whole school	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	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	Equality and Diversity To reflect on and celebrate different /individual achievements, identify individual strengths and differences, set high aspirations.	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.	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	Respectful relationships Strategies to understand the importance of respecting others, even when they are very different (physically, background, religion). To recognise characteristics of healthy

<p>initiatives.</p>	<p>make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>Eat well plate.</p>	<p>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.</p> <p>(Links to Brilliant Schools) School values NSPCC workshop – Speak out, stay safe.</p>	<p>Cross curricular with RE.</p>	<p>NSPCC visit E-safety.</p>	<p>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.</p> <p>Police visit. Fire fighter visit. Bikeability</p>	<p>family life, commitment (inc, marriage and civil partnerships), caring relationships.</p> <p>Links with RE.</p>
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