

	Autumn 1 Ancient Greeks	Autumn 2 Arctic Adventures	Spring 1 Black and British	Spring 2 Into the Unknown	Summer 1 Wings for Victory	Summer 2 Raging Rivers
Stunning starter (Hook)	Greek day	Ice discovery (using clues to find out when AI, the explorer)	Segregation Morning	Astronaut training	Air raid experience	River walk – Wessex River Trust
Fabulous finish (Outcome)	Treehouse Theatre	The Polar Express experience	Prepare a PowerPoint to explain the impact of Black and British people.	Newspaper competition	Evacuation camp	Make a river
Visitors/Trips	Treehouse theatre	Antarctic explorer	Library visit	InTech Planetarium		Wessex River Trust
English Text Driver (3) Writing outcome(s) and context (3)	<p><u>Leo and the Gorgon's Curse</u> Fact file – choosing a mythological creature to based their fact file on (3)</p> <p><u>The Journey through the Greek myths</u> Narrative Children will continue narrative from the story Theseus and the Minotaur. Create tension and build up to an action scene with vivid description (4)</p>	<p><u>Shackleton's Journey</u> Persuasive letter (3) SOA: Fact file</p> <p><u>Sky Song</u> -Story writing (character and setting description) (4)</p>	<p><u>Long Walk to Freedom</u> Diary Entries Linking between paragraphs using adverbials and linking sentences. (3)</p> <p>Biography: Linking ideas across paragraphs and clause structures (3)</p>	<p><u>Cosmic</u> Explanation – how to be an astronaut (3)</p> <p>SOA: Setting description /narrative</p> <p>Newspaper report e.g. first kid in space! (3)</p>	<p><u>Goodnight Mr Tom</u> For and against evacuation of children during WW2, including the three types of parenthesis (3)</p> <p><u>Letters from the Lighthouse</u> Story writing with a focus on a main event (Storm /boat heading towards quicksand/understanding secret code). Use a wide range of clause sentences/build atmosphere/tension (3)</p>	<p><u>Floodlands</u> Newspaper report: rising sea level/flooding affecting Norwich and surrounding areas (2)</p> <p><u>Persuasive speech</u> Why Doobie should be the leader of Eels Island? (From Doobie's perspective) (3)</p> <p>River Stories – poetry (2)</p>

<p>Reading</p>	<p><u>Who let the Gods Out?</u> Prediction and asking questions (to show understanding of what has gone before)</p>	<p><u>Race to the Frozen North</u> Comparisons of themes and conventions (heroism, battle to survive)</p> <p><u>The Polar Express</u> (For Christmas!) (1 week)</p>	<p><u>Journey to Jo'Burg</u> Identify the ideas from more than one paragraph. (Themes can be linked back to 'Race to the Frozen North')</p>	<p><u>Cosmic</u> Extract information and make notes using quotations and reference to the text Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p><u>Letters from the lighthouse</u> Explore how language has been used for effect Explore what the author has used to create atmosphere</p>	<p><u>Floodlands</u> Themes and conventions</p>
<p>Maths Focus Context Fluency/Reasoning skills</p>	<p>Number and place value Addition and subtraction (Measures context) (3)</p> <p>Multiplication and division Measurement (Area and arrays) (3)</p> <p>Fractions (1) Weekly problem solving introduced.</p>	<p>Fractions (1) Time (1) Geometry & measurement (2)</p> <p>Number: PV with measurement (mass, capacity) and all 4 operations. (3)</p>	<p>Fractions (2) Geometry (1) Addition and Subtraction (1) Fractions (1) Statistics- (1)</p>	<p>Measurement and geometry (2) Fractions (1) Addition and subtraction (2) Multiplication and division (2)</p>	<p>Multiplication and division (2) Geometry (1) 4 operations (1) Addition and subtraction, including stats (2)</p>	<p>Fractions (2) Geometry (1) Multiplication and division (2) 4 operations with decimals and measure (2)</p>
<p>Computing Focus / Purpose / Outcome</p>		<p>Computing Xplorers</p>		<p>Computing Xplorers</p>		<p>Computing Xplorers</p>
<p>Convert units using PV understanding and knowledge of times tables Start drip feeding time</p>		<p>Convert units using PV understanding and knowledge of times tables Practise mental strategies using facts and PV knowledge such as adding 99/0.99/near doubles/etc.</p>				

Science Focus / Purpose / Outcome	Light & Sight How light travels and behaves, including light sources, reflections and shadows. Resources: BRIGHT torches, mirrors and prisms	Sound How are sounds made? Travel? Can be changed? Investigate pitch and volume. Resources: app on iPads, tuning forks	Life cycles Mammals, amphibians, insects, birds and humans. Life processers – reproduction in plants and animals. Changes in humans from babies to old age. Resources: n/a	Space What are the planets in our solar system? How do the temperatures, etc vary across the planets? Moon cycles. Resources: model of planets (InTech trip)	Changing states Compare and group everyday materials – hardness, solubility, transparency, conductivity. New substances- how do we know if we have made a new substance? Resources: thermometers, see-through beakers	Fossils What is a fossil? What is a palaeontologist? The different types of fossils and how they are formed Resources: fossils, salt, flour, dough,
Art Focus / Purpose / Outcome	Mythological creatures Picking a creature and drawing them by pen & wash. Painting their creatures before creating clay sculptures of their creatures Resources: pens, pastels, poster paint and clay	Arctic Adventures Comparing and focusing on the artist, William Grill – colour, pattern, texture, line and shape - Arctic dogs Resources: pencils, inks, ink pots and ink pens	Art Mastery Nelson Mandela – mono printing Artist, Craftsperson Designer colour, design, texture, form and function; Resources: pencils, pastels, biro pens, photos of Nelson Mandela	Art Mastery – Space Marbling ink – planets Lucy Arnold Resources: marbling ink, marbles, sticks	Art Mastery – WW2 Pencil drawing Wax resist painting Henry Moore Colour, design, texture, form and function Resources: pencils, wax painting	Mixed material river – Lizzie McKellar Adding thread, beads etc to added to create the look of a reflection Colour, pattern, texture, line, shape, form and space Resources: watercolour paint, salt, thread, cellophane,
DT Focus / Purpose / Outcome			Flags: Textiles Create 'Free Nelson Mandela' Flags/SA flags/anti-apartheid flags Resources: sewing kit; needles, thread, threading helpers,	Pump rocket – understanding how pneumatics work to create a rocket, which is powered by pressurised air.	Structures & Electrical Systems: Air raid shelters. Build an air raid shelter as either a frame or freestanding structure, use an electrical system and computer programming to create a siren/alarm.	

			buttons, felt, fabric pens, fabric scissors,	Resource: syringes kit, 2x pumps, water bottles, tape, card	Resources: batteries, buzzers, motors, circuits, wires, corrugated cardboard, paint, glue guns, glue sticks, straws, dowel/wood, lollipop sticks, PVA glue, A3 card base (nature bits)	
Geography	<i>(Light touch)</i> GEOGRAPHICAL SKILLS Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	LOCATIONAL KNOWLEDGE Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	<i>(Light touch)</i> GEOGRAPHICAL SKILLS Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	EXPLORING AND COMPARING THE WIDER WORLD - Australia Explain how a locality has changed over time with reference to physical features and human features. Understand that different places may have similar / different characteristics and give reasons for these. Describe how change can lead to similarities between different places	<i>(Light touch)</i> HUMAN GEOGRAPHY Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	PHYSICAL GEOGRAPHY To describe and understand key features of rivers. Technically vocabulary to describe the features of courses of a river. Water cycle LOCATIONAL GEOGRAPHY Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
History Focus / Purpose / Outcome	Ancient Greece – a study of Greek life and achievements and their		Can they research about the lives of significant individuals? (Cross		A local history study (Eastleigh and the link to the Spitfire)	

	influence on the western world Can they explain how historical artefacts have helped us understand more about people's lives in the present and past?		curricular link to English) Nelson Mandela Describe the main changes in a period of history, from several perceptions – e.g. political, cultural		Describe the main changes in a period of history, from several perceptions – e.g. political, cultural	
PSHE	Being Me in My World	Celebrating Difference	Healthy Me	Dreams & Goals	Relationships	Changing Me
R.E.	Concept: BELONGING A How belonging is important to Muslims Islam at KS2 Pack RE0040	Concept: INTERPRETATION A Christmas – the two birth narratives Download	Concept: CREATION A Creation all faiths Christian Jewish Hindu & Muslim Moodle & Pack	Concept: SACRIFICE A Atonement	Concept: SACRED PLACES B Places of Worship Christian & Muslim	Concept: COMMUNITY Umma Hajj & Zakat Pack
P.E./Games	Dodgeball Fitness	Golf Basketball	Football Gymnastics	Hockey Tennis	Athletics OAA	Cricket Dance
Music	Greek tragedy – dynamics, tempo and structure Instruments:	Carol concert – dynamics and pitch Instruments:	A Bao A Qu – pitch and structure Instruments:	Space – texture and timbre Instruments:	Read, write, remember to twinkle – pitch and duration Instruments:	River journey – duration and structure Check with Helen/Katie that the links work Instruments:
Home Learning	<u>Weekly expectations</u> Spelling Shed (at least 3x weekly) TTRS (at least 3x weekly)	<u>Weekly expectations</u> Spelling Shed (at least 3x weekly) TTRS (at least 3x weekly)	<u>Weekly expectations</u> Spelling Shed (at least 3x weekly) TTRS (at least 3x weekly)	<u>Weekly expectations</u> Spelling Shed (at least 3x weekly) TTRS (at least 3x weekly) Reading	<u>Weekly expectations</u> Spelling Shed (at least 3x weekly) TTRS (at least 3x weekly) Reading	<u>Weekly expectations</u> Spelling Shed (at least 3x weekly) TTRS (at least 3x weekly)

	<p>Reading Half Term Project Greek artefact: either make or research a Greek artefact. What different media could you use to create your artefact? Could you create a fact file about a Greek artefact?</p>	<p>Reading Half Term Project Fact book: can you create a small book with a range of facts about either: -an arctic animal -an arctic explorer.</p>	<p>Reading Half Term Project What are the thoughts of people around you about segregation? Become an interviewer and ask a series of questions to a different person each week.</p>	<p>Half Term Project Can you create a model or a series of drawings about Pandora? Think about the description used within the English lessons to drive your ideas.</p>	<p>Half Term Project Can you create a model Spitfire? How could you explain the key features, which helped us win WW2, in your fact file?</p>	<p>Reading Half Term Project What is it like for communities around the world, that do not have easy access to clean water? How would your childhood have been different if you lived in one of these communities? (link to Summerwatch Task: Clean Water).</p>
--	---	--	---	---	---	---