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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Curriculum** | How far can you throw your shadow? | Who first lived in Britain? | What do rocks tell us about the way the Earth was formed? | Why were the Ancient Greeks ruled by their Gods? | What makes plants and flowers grow and flourish? | What makes the Earth angry? |
| **Core Text** | Orion and the Dark Emma Yarlett | The Boy with the Bronze Axe  Kathleen Fidler | The Street Beneath my feet  Charlotte Guillain | Greek Myths  Marcia Williams | The Night Gardener  The Fan Brothers | Escape from Pompeii  Christina Balit |
| **Writing outcomes** | Retell using dialogue  Instructions on how to make a shadow puppet  Explanation on light sources | Non- Chronological report on the Stone Age  Descriptive writing focusing on Skara Brae  Recount | Descriptive piece – what goes on below the ground?  Information text on Stalactites and stalagmites  Fictional story | Create own creature for a Greek Myth – character profile  Comparative report – Greece now and then.  Travel brochure of Greece | Character Profile of the Night Gardener –  Retell the story from the point of view of William.  Prediction – Writing a sequel to the Night Gardener. | Instructions on ‘Jacks’ or ‘Knucklebones’  Description of the Volcano erupting  Fact file about Rome |
| **Poetry** | The Sound Collector | Michael Rosen – Performance poetry | Acrostic Poems | Kenning Poems - Medusa | Riddle Poetry | Bushfire by Jacky Kay |
| **Reading / Additional reading** | The Owl Who Was Afraid of the Dark – Jill Tomlinson | Stone-Age Boy - Satoshi Kitamura  The First Drawing – Mordicai Gerstein | Stig of the dump – Clive King | Who Let the Gods out? Maz Evans  Men and Gods – Rex Warner | Charlotte’s Web - E.B White | Pebble in my pocket Meredith Hooper  Running Wild – Michael Morpurgo |
| **Curriculum Links – Science/ Geography/ History/** | Recognise that they need light in order to see things and that dark is the absence of light  Notice that light is reflected from surfaces  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 an opaque object  Find patterns in the way that the size of shadows change. | Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | 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. | Know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world  Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind | 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. | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,  Volcanoes and earthquakes, and the water cycle  Human geography, including: types of settlement and land use, economic activity including  Trade links, and the distribution of natural resources including energy, food, minerals and water  Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate  countries and describe features studied |
| **Art/ D&T** | Art - Children to create a sketch showcasing a use of shadows. Kumi Yamashita as a focus artist/photographer | D.T - Create a stone age shelter using junk modelling | Andy Goldsworthy  Creating rock sculptures  Painting rocks to create pattern | Greek Food Tasting  Design and create a meal for Y4 to taste  Understand seasonality in produce | Georgia O’Keefe  Plant art | Frederick Varley  Alexander Nepote  Stormy Art |
| **Computing** | Write programmes that accomplish specific goals | Design a sequence of instructions, including directional instructions | Discern when it is best to use technology and where it adds little or no value | Navigate the web to complete simple searches  Understand what computer networks do and how they provide multiple services | Use technology respectfully and responsibly  Know different ways they can get help if concerned | Use a range of software for similar purposes  Collect and present information |
| **Music** | Play clear notes on instruments and use different elements in composition | Create repeated patterns with different instruments improve my work; explaining how it has been improved | Composer – Edward Greig (The Hall of the Mountain King)  Combine different sounds to create a specific mood or feeling | Use musical words to describe a piece of music and compositions  Use musical words to describe what they like and do not like about a piece of music | Recognise the work of at least one famous composer | Listen carefully and recognise high and low phrases  Music: Pompeii - Bastille |
| **French/MFL** | Name and describe people, a place and an object  •have a short conversation, saying 3 to 4 things  •give response using a short phrase  •start to speak, using a full sentence | | Read and understand a short passage using familiar language  •explain the main points in a short passage  •read a passage independently  •use a bilingual dictionary or glossary to look up new words | | Write phrases from memory  •write 2-3 short sentences on a familiar topic  •write what they like/dislike about a familiar topic | |
| **Enrichment activities** | What’s the attraction – additional science unit.  The Iron Man – Ted Hughes |  |  |  | How can Usain Bolt move so quickly? |  |
| **RE** | What does it mean to be Christian in Britain today?  Christianity | What does it mean to be Christian in Britain today?  Christianity | What do different people believe about God?  Christianity | Why are festivals important to religious communities? | Why do people pray? | Why is the Bible so important for Christians today?  Christianity |
| **PE** | Athletics | Athletics; including Athletics 365 awards. | Dance – repeating & creating simple sequences | Gymnastics – balancing; travelling in a variety of ways. | Multi-Skills: developing agility and co-ordination | Games: Rounders |
| **PSHE** | Core 1: Health and Wellbeing  See PSHE scheme  Unit 1, Unit 2 and Unit 3 | | Core 1: Health and Wellbeing  See PSHE scheme  Unit 4, Unit 5 and Unit 6 | | Core 1: Health and Wellbeing – Unit 7 and 8  Core 3: Living in the Wider World – Unit 1  See PSHE scheme | |
| **SMSC/ British Values** | Rules (BV: Law)  Reinforcing rules  School Council Democracy | Christmas  Children in Need (M)  Anti-bullying week (BV: Tolerance, SM)  Remembrance (BV: Tolerance, Respect)  UK General Election – December 2019 (BV) | Chinese New Year (C, BV: Tolerance, Respect)  Shrove Tuesday (spiritual) | World Book Day  Mother’s day (S, M)  Comic Relief/Sport Relief (Charity)  Ash Wednesday (Sp, C)  Easter (Sp, C) | Sports Day (BV: Respect) | Father’s Day (S, M) |
| **Display theme/ End of unit project** | Art display – shadows. | Stone Age Display of Stone Age Shelters | Presentation of art in the style of Andy Goldsworthy | Greek food tasting to Y4 | Presentation of art work in the form of an exhibition  Creating an area of beauty displaying plants for the whole school to enjoy | Presentation of Writing to classes |
| **MAGIC Link** | Motivation  Attitude  Gumption  Independence  Collaboration | Motivation  Attitude  Gumption  Independence  Collaboration | Motivation  Attitude  Gumption  Independence  Collaboration | Motivation  Attitude  Gumption  Independence  Collaboration | Motivation  Attitude  Gumption  Independence  Collaboration | Motivation  Attitude  Gumption  Independence  Collaboration |
| **Trips/WOW’s/ Fundraising** | WOW – Create an art gallery | Stone Age Visit to school | Bring in a collection of rocks and let the children touch and talk about them. | Greek meal | Walk to Forest Park to explore wildlife including roots | Creating a working volcano |