|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 AxeKathleen Fidler | The Street Beneath my feetCharlotte Guillain | Greek MythsMarcia Williams | The Night GardenerThe Fan Brothers | Escape from PompeiiChristina Balit |
| **Writing outcomes** | Retell using dialogueInstructions on how to make a shadow puppetExplanation on light sources | Non- Chronological report on the Stone AgeDescriptive writing focusing on Skara BraeRecount | 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 eruptingFact 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 EvansMen and Gods – Rex Warner | Charlotte’s Web - E.B White | Pebble in my pocket Meredith HooperRunning 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 cycleHuman geography, including: types of settlement and land use, economic activity includingTrade links, and the distribution of natural resources including energy, food, minerals and waterPupils should be taught to use maps, atlases, globes and digital/computer mapping to locatecountries 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 GoldsworthyCreating rock sculpturesPainting rocks to create pattern | Greek Food TastingDesign and create a meal for Y4 to tasteUnderstand seasonality in produce | Georgia O’Keefe Plant art  | Frederick VarleyAlexander NepoteStormy 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 searchesUnderstand what computer networks do and how they provide multiple services | Use technology respectfully and responsiblyKnow different ways they can get help if concerned | Use a range of software for similar purposesCollect 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 compositionsUse 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 phrasesMusic: 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 WellbeingSee PSHE schemeUnit 1, Unit 2 and Unit 3 | Core 1: Health and WellbeingSee PSHE schemeUnit 4, Unit 5 and Unit 6 | Core 1: Health and Wellbeing – Unit 7 and 8Core 3: Living in the Wider World – Unit 1See 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 DayMother’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 exhibitionCreating an area of beauty displaying plants for the whole school to enjoy | Presentation of Writing to classes |
| **MAGIC Link** | MotivationAttitudeGumptionIndependence Collaboration  |  MotivationAttitudeGumptionIndependence Collaboration | MotivationAttitudeGumptionIndependence Collaboration | MotivationAttitudeGumptionIndependence Collaboration | MotivationAttitudeGumptionIndependence Collaboration | MotivationAttitudeGumptionIndependence 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 |