

| 2025-26 | | | | | | |
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| **Autumn term** | | | **Spring term** | | **Summer term** | |
| Events | * Be Proud Week 3rd-9th September) * Show Racism the Red Card (11th October) * Creative Writing Week-(20th October) * Remembrance Day (11th November) * Anti-bullying Week "Power for Good" Odd Socks Day 10-14 Nov * Interfaith Week (1st-5th December) * Christmas Jumper Day and Festive Concert (12th December) | | * Poetry by Heart Week (2-6th Feb) * Safer Internet Day (10th February) * World Book Day (5th March) * Red Nose Day (13th? March) * Creative Writing Week (16th March) * Creative Maths Day (23rd March) * Autism Awareness Day (26/3 for 2nd April) | | * Storyboards Art and Animations (Stop Motion) Week (18-22nd May) * World Environment Day (5th June) * STEM week (29th June) * Sports Day * International Day (10th July) | |
|  | **1** | **2** | **1** | **2** | **1** | **2** |
| Core Text | Jack’s Fantastic Voyage (Fiction)  Baboon on the Moon (Film Clip) | Jemmy Button (Fiction)  Mutual Respect and Tolerance  Caribbean Dozen- Grace Nichols/ John Agard (Poetry/Black History) | Gregory Cool (Fiction)  Individual Liberty *STEM Positive and negative impact of electricity/technology on our lives*  My Shadow by Robert Louis Stevenson (Poetry)  The Angel of Nitshill Road (Fiction) | Katie and the British Artists (Fiction) | Tales of Wisdom and Wonder/The Shepherd’s Dream (Fiction)  Someone by Walt de la Mare (Poetry) | The Firework Maker’s Daughter (Fiction)  There's a Pebble in my Pocket (Non-fiction) |
| Science | **Light**  Recognise need light in order to see things; that dark is the absence of light  Light is reflected from surfaces  Light from the sun can be dangerous; there are ways to protect their eyes  Shadows are formed when the light from a light source is blocked by a solid object  Find patterns in the way that the size of shadows change  Data loggers  Pattern Seeking & Identifying, Grouping & Classifying - Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.  **Bar graph**  Classifying and grouping transparent, translucent and opaque objects.  **Significant Figure:**  **- Percy Shaw**  **(Inventor of the cat’s eye)**  **The King Who Banned the Dark by Emily Haworth-Booth** | **Forces and Magnets**  **C**ompare how things move on different surfaces  Magnetic forces can act at a distance  Observe how magnets attract or repel each other and some materials and not others  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  Describe magnets as having two poles; predict whether two magnets will attract or repel each other  Comparative & Fair Testing/Identifying, Grouping & Classifying - Cars down a ramp (change angle/surface/size of wheels)  Comparing strengths of metals and non-metals.  Comparing different magnets and their strengths.  Grouping and classifying different forces within school.  **Significant Figure:**  **- William Gilbert**  **(Doctor who developed the theory of magnetism)** | **Rocks**  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Explore different kinds of rocks and soils, including those in the local environment  Research - Research how fossils are formed  Identifying, Grouping & Classifying - Classify different rocks using a branching database.  **Significant Figure:**  **- Dr Anjana Khatwa (Earth scientist)** | **Rocks**  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  Comparative & Fair Testing - Testing the hardness of different rocks.  Pattern Seeking - How absorbent are rocks?  **Significant Figure:**  **- James Hutton**  **(Scientist who studied rocks**  **and the effects of natural**  **processes on them, such as**  **rain, running water, tides,**  **and volcanoes, on the**  **development of the Earth)**  **A rock is lively by Dianna Hutts Aston** | **Plants**  Identify and describe the functions of different parts of flowering plants  Explore requirements of plants for life and growth  Investigate the way in which water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants  Observation Over Time - Observe coloured water travelling up plants stem  (Labelled Diagrams)  **Significant Figure:**  **- Jan Ingenhousz**  **(Doctor & Scientist who**  **discovered the process of**  **photosynthesis)**  **What’s inside a flower? By Rachel Ignotofsky** | **Animals, including Humans**  **I**dentify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Identify that humans and some other animals have skeletons and muscles for support, protection and movement  Identifying, Grouping & Classifying Classification of skeletons. Identifying and grouping animals with and without skeletons.  Research - Researching and learning the names of different bones.  **Significant Figure:**  **- Adelle Davis**  **(Biochemist & Nutritionist**  **who linked health and diet)** |
| History / Geograp  hy | **H** Achievements of the earliest civilisations - **Ancient Egypt** – depth study  Review the importance of rivers for early settlement and civilisations.  Begin study of Ancient Egypt and the River Nile.  Archaeology – How do we find out about the past? Create an archaeological dig/explore the profession  **Big Question: How did Ancient Egypt change over time?** | **G** **Mountains** and mountainous regions of Himalayas and Snowdonia and the relationship between mountains & weather & people. Why do people live near/on mountains? Tourism & effects.  Mountain ranges - UK mountainous regions – Brecon Beacons, Highlands, Lake District, **Snowdonia**, Pennines, Yorkshire Dales.  Worldwide ranges – including **the Himalayas,** famous mountains – the 7 summits. Famous mountaineers – Tenzing Norgay and Sir Edmund Hilary (Hilary & team practised on Snowdon)  Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features  **Big Question: How do people adapt to living on mountains?**  Famous Geographer – Tenzing Norgay | **G** Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features  Coastal processes (erosion, transportation & deposition) and landforms.  Jurassic coast, including significance of its rocks and fossils. Contrast the Jurassic coast to other coastal habitats in the Indian Ocean – coastal erosion in the **Bay of Bengal.**  **Big Question: How does the location of Jurassic Coast affect its coastline?**  Conservation Group - The Jurassic Coast Trust | **H** Use a timeline within a specific time in history to set out the order things may have happened  **Cradles of Civilisation** – First big settlements and cities in the Middle East. Mesopotamia – the land between two rivers. (+ Reference to the Shang Dynasty and Indus Valley). Multiculturalism: The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction.  **Big Question: How similar and how different were Ancient Egypt and Ancient Sumer?** | **G**  Name & locate counties & cities of UK, geographical regions, human & physical characteristics & key topographical features and land; and understand how some of these aspects affect each other.  **Rivers**  *Including local fieldwork River Lea/New River RGS Rivers fieldwork. Collect data and link to data handling in maths.*  **Big Question: How do rivers, people and land affect each other?** | **H Ancient Greece**  Develop chronological understanding: timelines  Draw a timeline with different time periods outlined showing different information (eg periods of history, when famous people lived etc).  Briefly study Ancient Persia and its empire to set the scene.  Greek city states inc. Sparta and Athens, Athenian democracy and empire.  Ancient Greece – culture and learning, religion, language and thought.  **Big Question: What is the legacy of the Ancient Greeks?** |
| RE | **Sikhism**- What is Sikh Diwali? How is it different to Hindu Diwali? | **Judaism**- Why is the Torah of importance to Jewish People? | **Christianity**-What are the Stories of the Christian Bible and How do they influence Christians? | **Alevisim**- How do Alevis Worship?  What can we learn about Alevi beliefs from the Cemevi?  BV – Tolerance and acceptance of the beliefs of others.  Comparing faiths. | **Islam**- How does the life of the Prophet Muhammed Guide Muslims in their daily lives? | **Worldview**- What can we learn from religions about deciding what is right and wrong? |

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| Art & Design | **Abstract Art through shape and expression:**  Artist **Kandinsky**  Improve mastery of sculpture techniques with a range of materials  Children will also look at abstract art and use shapes and colours to express feelings. |  |  | **Impressionism and Post impressionist Art:**  Artist **Van Gogh** –  Create a background using a wash, use a range of brushes to create different painting effects  To create implied texture and add texture to their paintings. | **Pop Art:**  Artist – **Andy Warhol**  Children will learn the blotting technique that Andy Warhol used and create their own Pop art inspired by his work. |  |
| D & T |  | **Textiles (Puppets)**  Design using sketches & diagrams, make & evaluate a puppet. | **Cooking & Nutrition**  Design & make nutritious meals using a heat source.  Retrieval/review: What is a healthy meal? Cut, hygiene, peel, grate, **Yotam Ottolenghi** (Year 2) |  |  | **Structures (Shell Structure)**  Design and make packaging for an item to ensure it can be transported safely (e.g. **a a cookie box**).  Use stiffening and strengthening techniques to make your packaging durable. |
| PE | **1-Dance**  *Linking Dance actions*  **2-Net/wall**  **Tennis/sitting**  **Volleyball** | **1-Gymnastics**  *Travelling with a change of direction*  **2- Tag Rugby**  *Throwing for accuracy/jumping for height* | **1-Gym**  *Stretching and curling*  **2-Invasion games**  Netball  BV – The rule of law – ‘Rules of the game’ | **1-Dance**  *Exploring Cultural Dance*  **2-Football** | **1- OAA**  **2**-**Striking and fielding**  *How to strike a ball* Cricket/rounders | **1-Athletics**  *Running short and long, distance*  *Throwing and jumping* |
| Computing | **Physical Computing**  Esafety: Using technology safely and respectfully.  Are you safe using web cams and sharing photos?  STEM: What games have you played? How they created?  Focus:  Programming commands and debugging.  Use logical reasoning to explain how the simple algorithms work and detect and correct errors.  Program: Vex123  Vex 123 | **Use a variety of software to accomplish goals.**  E safety – you tube/ uploading videos -  How do we evaluate what we see on the internet?  STEM: Where do we see videoing used in everyday life? What careers are their in videoing?  Focus: Videoing performance –Use software on a digital device to design and create content for a given goal.  Program: Movie maker  Ipad (using year 4 ipads) | **Collecting and analysing data**  Esafety: Why are surveys online a safety concern?  What happens to the information you share?  STEM: What jobs need you to analyse data? What do people use graphs for?  Focus: Create a branching database. Enter data and make it into a graph  -select and sue programs to analyse, evaluated and present data and information  Program: 2investigate/ 2Question or J2e  Cross curricular: Science and maths  Chromebook | **Programming and Debugging**  Esafety: How safe are you?  What happens when you are contacted by someone you don’t know?  Should you be talking to other gamers you don’t know?  STEM: What animations do you know? What famous animators do you know?  Focus: Programming an Animation  Use sequence, selection and repetition programs  Design, write and debug programs  Program: : Code.org  Course c  Chromebooks | **Programming and Debugging**  Esafety: Using technology safely and respectfully.  Are you safe using web cams and sharing photos?  STEM: What games have you played? How they created?  Focus:  Programming commands and debugging.  Use logical reasoning to explain how the simple algorithms work and detect and correct errors.  Program: Code.org  Course c  Chromebooks | **Word processing/ Editing**  Esafety: False advertisement/ clicking on the wrong things.  Focus:  Creating a yearbook page. Text Boxes, Photos, Headings / creating year  Cross curricular:  Make product design for DT container  Program: publisher  Computer Room |
| Music | **Let Your Spirit Fly-**  Children will be listening and appraising. They will also develop their singing technique through vocal games.  **(Charanga)** | **Glockenspiel-**  Children will be learning about the language of music through playing the glockenspiel and will explore and develop playing/ notation reading skills.  **(Charanga)** | **Three Little Birds-** Children will be learning to sing, play, improvise and compose with this song and will listen and appraise other Reggae songs.  **(Charanga)**  **Class assembly Songs-**Children will be rehearsing and performing a range of songs with corresponding actions. | **The Dragon Song-**  Children will develop their own performance of the folk melody. Links with PSHE- song theme relates to kindness, respect, friendship, acceptance and happiness.  **(Charanga)**  BV- Mutual Respect and tolerance. | **Bringing Us Together-**  **(Charanga)** | **International Day Song -** To learn, sing and perform a traditional cultural song. |
| French | Moi (All about me)  I live in London/J’habite a londres | Colours | On fait la fête (Celebrations) | In the classroom | Jeux et chansons (Games and songs) | Where I live  The time  Celebrations – Bastille Day |
| PSHE | E-safety  Be Proud of Who You Are Week/BV  Anti-racism  BV – Individual Liberties. Rights and responsibilities  Responding to different viewpoints  Resolving conflict | Resisting pressure from others  Taking responsibility for behaviour  Learning styles  Planning to reach a goal  Recognising feelings in others & understanding body language  Being assertive | Review e-safety  Differences: male and female  Personal Space & Touch  Family Differences  Gender roles at home and school | Why People Smoke  Physical effects of smoking  No Smoking  Being physically active | Review e-safety  Staying safe  Our community in the media  Organisations which help our community  Rubbish and recycling | Celebrating Differences & Tackling Homophobia  Ways to pay  Lending and borrowing  Earning money  Jobs  Other people’s lives around the world |
| Enrichment Opportunities |  |  | **Science Museum** | **Place of Worship Visit- Cemevi** | **River Walk** | **History Day**- Ancient Greece |