

| 2025-26 | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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) S * 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 | La Mariposa (Fiction)  Tolerance  Lonely Planet Kids: A Kid's Guide to London (Non-fiction) | | Varjak Paw (Fiction)  Individual Liberty  Cat, Roger the Dog by Ted Hughes and Macavity by TS Elliot (Poetry) | The Village that Vanished (Fiction)  Tolerance  Arthur and the Golden Rope (Fiction) | The Iron Man (Fiction)  Mutual Respect and Tolerance  The Sad Book (Non-fiction) | Wonder (Fiction)  Mutual Respect and Tolerance | Chocolate Cake and other poems for children by Michael Rosen (Poetry)  Into the Volcano: The Science, Magic and Meaning of Volcanoes C. Ard & W. Tang (Non-fiction) |
| Science | **All Living Things**  Identify and study plants and animals in their habitat and how the habitat changes throughout the year.  Recognise that environments can change and that this can sometimes pose dangers to living things.  **Take photos & complete habitat report to compare when re-visit in Spring and Summer**  Identifying, Classifying & Grouping - Using and making simple guides or keys to explore and identify local plants and animals  Classifying and grouping things into vertebrates and non-vertebrates  Keys  **Significant Figure:**  **- Liz Bonnin**  **(TV Presenter & Wildlife**  **Conservationist)** | | **States of Matter**  Compare and group materials together, according to solids, liquids or gases  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Observation Over Time - How does surface area affect the rate of evaporation? (Thermometers)  Identifying, Classifying & Grouping - Classifying different materials as solid, liquid or gas.  **Significant Figure:**  **- Daniel Fahrenheit**  **(Physicist who invented the**  **Fahrenheit temperature**  **scale and the thermometer)**  **The rhythm of the rain by Grahame Baker-Smith** | **Sound**  Identify how sounds are made  Recognise that vibrations from sounds travel through a medium to the ear  Find patterns between the pitch of a sound and features of the object  Find patterns between the volume of a sound and the strength of the vibrations  Recognise that sounds get fainter as the distance from the sound source increases  Pattern Seeking - Finding patterns with different noise sources and their pitch, between the volume of sound and the strength of the vibrations that produce it.  (Data loggers)  Comparative & Fair Testing - Exploring how to muffle sounds and create your own earmuffs.  **Significant Figure:**  **- Aristotle**  **(Philosopher who**  **developed the concept that**  **sound travels through air**  **due to the movement of air**  **particles)**  **Moses goes to a concert by Isaac Millman** | **Animals, Including Humans**  Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Identify and study plants and animals in their habitat and **how the habitat changes throughout the year**  *Including school pond, bug hotel etc*  Research - Research into teeth of different humans have.  **Significant Figure:**  **- Paul Sharpe**  **(Bioengineer who studies**  **how to regrow teeth if they**  **become damaged)**  **The poo that animals do by Paul Mason** | **Electricity**  Identify common appliances  Construct a simple series electrical circuit  Identify whether or not a lamp will light in a simple series circuit  Recognise that a switch opens and closes a circuit  Recognise some common conductors and insulators, and associate metals with being good conductors.  *British inventions/inventors - Electric motor: Michael Faraday, 1821 Television: John Logie Baird, 1925*  Comparative & Fair Testing - Investigate which materials are conductors and which are insulators.  **Significant Figure:**  **- Thomas Edison**  **(Inventor of the lightbulb**  **and power grid)** | **Re-visit & extend –** **All Living Things**  Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups  Recognise that environments can change and that this can sometimes pose dangers to living things.  Identify and study plants and animals in their habitat and **how the habitat changes throughout the year**  *Including school pond, bug hotel etc*  **Significant Figure:**  **- Dr Aarti Sehdev**  **(Neurobiologist)** |
| History /Geography | **G** **Local area fieldwork** – observe, measure & record human & physical features incl sketch maps, plans & graphs & digital technologies  Use 8 points of a compass for direction and 6-figure grid references of Ordnance Survey maps to build their knowledge of the United Kingdom Links with *Population.*  **Big Question: What makes a location desirable?** | | **H Ancient Rome**  Develop chronological understanding: timelines  Plot recent history on a timeline using centuries  Foundation myths, wars & development Roman Republic, myths, legends & religion. Roman politics & government The multicultural Roman Empire. Roman society & culture  End of Egyptian civilization.  **Big Question: How did Rome become so powerful?** | **H Roman Britain**  Ancient Britons, Claudius and invasion. Rebellions – Boudicca.  Hadrian’s Wall, Aquae Sulis. How Roman was Roman Britain? Collapse of Roman rule in Britain, impact on Britain incl. legacy – eg roads, sanitation, aqueducts. Roman London & archaeological remains. The Ivory Bangle Lady, the Aurelian Moors.  **Big Question: What changed in Roman Britain?** | **G** **European theme** – Focus on **Mediterranean countries and regions**  Environmental regions, key physical & human characteristic, countries & major cities, Mediterranean & temperate climate (UK), biomes & vegetation belts, human use of resources – food/water/materials, land settlement, tourism. Italy.  **The Water Cycle.** Make a biome in a bag  **Big Question: How do humans use the Mediterranean?**  Key Geographer - Michael Palin | **H Christianity In The Three Empires**  Focus on three cities: Rome, Constantinople and Adulis- representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity in the empires. Make links between Christianity and how it became the official religion of the Roman Empire.  **Big Question: How did rulers change Christianity?** | **G Volcanoes & Earthquakes** – (human & physical G of a region in a European country - Italy)  Structure of the Earth. Tectonic plates – California & the San Andreas fault.  eg Mt Etna - Sicily, (with reference to Vesuvius, Pompeii/Herculenium).  Link to settlements – Why do people still live near volcanoes?  Compare to a region in the UK (Sicily – settlement around Mt Etna and Wales - Snowdonia). Tourism.  **Big Question: How do volcanoes and earthquakes affect a place?**  Key Geographer - Katia Krafft |
| RE | **Judaism**- What is the Sukkah and how does it link to key events in the history of the Jewish people? | | **Judaism**- How is the belief in One God reflected in the Synagogue?  BV – Tolerance and acceptance of the beliefs of others.  Comparing faiths. | **Islam**- Why is the Qu’ran revered by Muslims? | **Christianity**- How do Christian beliefs and values influence Christians in their local community? | **Hinduism**-How do Hindus worship at home and in the Mandir? | **Sikhism**- How does the life of Guru Nanak teach about respect and equality? |

| 2025-26 | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Autumn term** | | | **Spring term** | | **Summer term** | |
| **1** | | **2** | **1** | **2** | **1** | **2** |
| Art & Design | **Portraits through time**  Artists: **Picasso, Kehinde Wiley, Frida Kahlo**  Children will look at how different artists have depicted the human form through time. They will create and explore an artistic timeline and explain some of the features of art from historical periods. They will use line, tone, shape, colour and proportion to represent figure and forms in movement. |  |  | **Pointilism**  Artist: **Seurat**,  Children will explore complementary colours and shading through pointillism. Children will create their own pointillism pictures using these techniques. | **Creating form in drawing and sculpture**  Artist **Barbara Hepworth**  Children will create form in drawing using shading and contour lines.  Children will carve their own soap sculpture. |  |
| D & T |  | **Mechanisms and Levers-**  Design & make a moving picture which uses levers and linkages to help tell a story (e.g. The Iron Man). | **Cooking and Nutrition-** Design & make nutritious meals being safe and hygienic |  |  | **Electrical Systems-**  Understand and use electrical systems in their products *[for example, series circuits incorporating switches, bulbs, buzzers and motors] to make a burglar alarm-*Understand how key events & individuals in D&T helped shape the world. |
| PE | **1-Gym**  Balance  **2- Net/wall**  *Directing the ball applying tactics*  *Tennis/Sitting volley ball* | **1-Dance**  *Dance actions*  2-**Invasion Games**  *Netball* | **1-Gym**  *Balance/counter balance*  **2-Invasion games**  *Keeping possession of the ball*  Tag Rugby | **1-Dance**  *Tudors*  **2-Invasion games**  *Marking and tackling*  BV – The rule of law – ‘Rules of the game’  Football | **1- Striking and fielding** *(fielding as a team)*  **2- Gymnastics**  *Flight* | **1-Athletics**  *Developing good running, jumping and throwing**techniques*  **2- OAA**  *Orienteering – Enfield Y4 scheme* |
| Computing | **Creating Media**  **Photo editing**  **Esafety:** Using technology safely and respectfully.  Consider the impact that uploading, posting and taking mages can have on others?  **STEM :** What careers are there that use photo editing  **Focus**  Develop understanding of how digital images can be changed and edited, resaved and reused.  Program; imovie  ipad | **Use a variety of software to accomplish goals.**  Esafety:Is what we read on the internet always true? What do you do if you have concerns about what your read/see on the internet?  STEM: How does this program get used? What purpose does it have?  Focus: use a range of programs to accomplish a goal: make a Powerpoint presentation to share information  Program: Powerpoint  Computer Room | **Programming and Debugging**  Esafety/(PHSE)  : Is it acceptable to download music illegally?  Why could happen if you download or share music using the internet?  STEM: How is programming used in the music industry?  Focus: design, write and debug programs to accomplish goals  Use sequence, selection and repetition in programs  Programs:  code.org D  Computing room | **Programming and Debugging**  Esafety/(PHSE)  : Is it acceptable to download music illegally?  Why could happen if you download or share music using the internet?  STEM: How is programming used in the music industry?  Focus: design, write and debug programs to accomplish goals  Use sequence, selection and repetition in programs  Programs:  code.org D (complete)  Computer Room | **Physical Computing**  E safety: Who are you really taking to on the internet?  STEM: What simple games have you played?  Programming: Developing a simple educational game  Focus: Use sequence, selection and repetition in programs  Program:  Vex123:  Coding card to vex online coding | **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: J2e  Cross curricular: Science and maths  ipad |
| Music | **Recorder Lessons**- Use and understand staff and other musical notations. | **Recorder lessons-**  Play and perform in solo and ensemble contexts, using their musical instruments with increasing accuracy, fluency, control and expression.  **Class assembly Songs-**Children will be rehearsing and performing a range of songs with corresponding actions. | **Glockenspiel-**  Children will be learning about the language of music through playing the glockenspiel and will explore and develop playing/ notation reading skills.  **(Charanga)** | **Stop**- Children will develop their own performance of the rap. Links with PSHE- song theme relates to anti-bullying and kindness.  **(Charanga)** | **Lean on Me**- Children will learn a Soul/gospel song.  Children will learn an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.) and singing are all linked. | **International Day Song -** To learn, sing and perform a traditional cultural song. |
| MFL | Portrait  including colours, the face and body parts | Face descriptions  family members | Les quatre amis (The Four Friends)  Extend to visiting different countries | In the classroom | Ça pousse! (Growing things) Bean plants | Where I live  The weather  Celebrations – Bastille Day |
| PSHE | E-safety  Be Proud of Who You Are Week/BV  Anti-racism  Personal Safety  NSPCC – PANTS  Emotional barriers to Learning  Developing Resilience | Coping with disappointment  Celebrating each other’s strengths  Protecting against cyberbullying  Different types of relationships  Losing someone we care about | Review e-safety  Growing Up: Main stages of life  What is puberty?  Puberty changes and reproduction  Changes in relationships at home  Being Active  Friendships | Confidence and self-esteem  Strengths and Weaknesses  Habits and self-control  Effects of Alcohol and risks  Limits to drinking alcohol  Choosing the right health service | Review e-safety  Housing needs and wants  Home is..  Rights and Responsibilities at home  Celebrations in different cultures  Accepting differences | Celebrating Differences & Tackling Homophobia  Using accounts to keep money safe  What are charities?  Rules & responsibilities in society |
| Enrichment opportunities | Local Area & Broomfield Park Visit | Place Of Worship Visit- **Synagogue** | History Day- **Romans** |  |  | Natural History Museum Visit |