

Autumn	Spring	Summer
<p><b>In Geography, our big question is: Why do people live next to Volcanoes?</b> We will look at several enquiry questions to help us answer the overarching question. We will look at specific locations, Hiemaye in Iceland.</p>  <p><b>In History, our big question is: What can we remember the Romans for?</b> Looking at a range of historical sources, we will investigate who the Romans were and where they came from.</p> 	<p><b>In Geography, our big question is: Why are Mountains so important?</b> Learn about the importance of mountains in both physical geography and human interactions. Understanding of mountains and their role.</p>  <p><b>Why do some Earthquakes cause more damage than others?</b> We will introduce earthquakes and related geological concepts in physical geography. It helps students understand why earthquakes occur in specific regions due to the movement of tectonic plates and their impact on human life</p> 	 <p><b>In History and Geography, our big questions are: Was life better in Anglo-Saxon or Roman times? Were the Vikings raiders or settlers?</b> We will investigate what happened when the Romans left Britain. Using evidence, we will compare Roman and Anglo-Saxon life in Britain. Following this, continuing the 'dark ages' as they are sometimes referred to, we will study the arrival of the Vikings. We will begin to compare and contrast the Viking arrival and settlement with both Anglo-Saxons and the Romans and consider their wider impact.</p>
<p><b>Key Texts</b> The BFG Iron Man Sensational Sicily Nikola Tesla: A life Electric</p>	<p><b>Key Texts</b> The Whale The Wizards of Once The Float</p>	<p><b>Key Texts</b> Once Upon a Raindrop Aladdin and the Enchanted Lamp Gut Garden The River</p>
<p><b>As writers, we will:</b></p> <ul style="list-style-type: none"> <li>Write a description of a dream in the style of the BFG, gobblefunking with words.</li> <li>Write an adventure story based on the Iron Man.</li> <li>Plan and create a persuasive holiday brochure for Rome.</li> <li>Biography</li> </ul>	<p><b>As writers, we will:</b></p> <ul style="list-style-type: none"> <li>Write an adventure story that includes the discovery of a creature.</li> <li>Write a newspaper report about a strange incident at school.</li> <li>Big Idea replicated onto a new plot - Write a story about a child who has fun outside with a home-made toy but something goes wrong.</li> </ul>	<p><b>As writers, we will:</b></p> <ul style="list-style-type: none"> <li>Create a script for a factual tour of a topic of your choice.</li> <li>Write a story set in modern times about a child who discovers a magical object that grants wishes.</li> <li>Write an explanation text on how food chains work.</li> <li>Write and perform a poem.</li> </ul>
<p><b>As mathematicians, we will explore:</b></p> <ul style="list-style-type: none"> <li>place value</li> <li>addition and subtraction</li> <li>length and perimeter</li> <li>multiplication and division</li> </ul>	<p><b>As mathematicians, we will explore:</b></p> <ul style="list-style-type: none"> <li>multiplication and division</li> <li>measurement: area</li> <li>fractions</li> <li>decimals</li> </ul>	<p><b>As mathematicians, we will explore:</b></p> <ul style="list-style-type: none"> <li>decimals * money *time *statistics</li> <li>properties of shape</li> <li>position and direction</li> </ul>
<p><b>As scientists, we will investigate:</b></p> <ul style="list-style-type: none"> <li>how sounds are made and how they travel to the ear</li> <li>investigate pitch and volume</li> <li>construct a simple series electrical circuits and identify and name its basic parts</li> </ul>	<p><b>As scientists, we will investigate:</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>As scientists, we will:</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change.</li> </ul>
<p><b>As musicians, we will:</b></p> <ul style="list-style-type: none"> <li>Learn to recognise, move and keep time to a beat</li> <li>Learn to sing Mamma Mia in tune and with the correct timing</li> </ul>	<p><b>As musicians, we will:</b></p> <ul style="list-style-type: none"> <li>Learn to clap along to a rhythm and appraise music.</li> <li>Learn to sing Lean on me and Blackbird and to add rhythm accompaniment.</li> </ul>	<p><b>As musicians, we will:</b></p> <ul style="list-style-type: none"> <li>Play notes accurately in simple rhythms and play in time with class ensemble pieces</li> <li>Improvise short 2 bar tunes</li> </ul>
<p><b>Physical Education</b> Basketball Dance Gymnastics Hockey</p>	<p><b>Physical Education</b> Badminton Problem solving Swimming</p>	<p><b>Physical Education</b> Striking and Fielding Athletics Tri golf</p>
<p><b>In PSHE, we will:</b> Being Me in My World. 'Who am I and how do I fit?' Celebrating Difference. Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>In PSHE, we will:</b> Dreams and Goals. Aspirations, how to achieve goals and understanding the emotions that go with this. Healthy Me. Being and keeping safe and healthy</p>	<p><b>In PSHE, we will:</b> Relationships. Building positive, healthy relationships. Changing Me. Coping positively with change</p>
<p><b>In Art we will:</b> Use variety of art materials and create volcano art in the style of Nick Rowland. Work with clay to create a model of a Roman Emperor. We will become fashion designers and use paper and card to create a Roman outfit.</p>	<p><b>In Art we will:</b> Use a variety of materials to make a 3D sculpture of a mountain. Create a one-off sketchbook to jot down creative ideas linked to our topic</p>	<p><b>In Art we will:</b> Use collage to imagine an Anglo-Saxon face. Explore printing techniques.</p>
<p><b>In DT we will:</b> Design and make a Christmas card that lights up using our knowledge of circuits.</p>	<p><b>In DT we will:</b> We will design and make an earthquake resistant building</p>	<p><b>In DT we will:</b> Design and make a coin purse for an Anglo-Saxon citizen.</p>
<p><b>In Spanish, we will:</b> learn how we introduce ourselves and focus on the core Spanish skills; learn about Spanish culture and how they celebrate Christmas.</p>	<p><b>In Spanish, we will:</b> build on our core Spanish skills adding shapes, numbers and colours to form basic sentences; Revise core skills (Days of the week, Months, Dates and use them to ask and answer questions).</p>	<p><b>In Spanish, we will:</b> develop vocabulary and known phrases to include fruits. We will set up a Spanish café and consolidate all the language learned throughout the year.</p>
<p><b>In ICT, we will:</b> Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.</p>	<p><b>In ICT, we will:</b> Learn how and why data is collected over time. Use special input devices called sensors to monitor the environment.</p>	<p><b>In ICT, we will:</b> Learners will identify the input device (microphone) and output devices (speaker or headphones) and use scratch programming</p>
<p><b>In RE we will:</b> Explore and debate the questions: <b>What do Hindus believe God is like?</b> <b>What is the 'Trinity' and why is it important for Christians?</b></p>	<p><b>In RE, we will:</b> Explore and debate the questions: <b>What does it mean to be Hindu in Britain today?</b> <b>Why do Christians call the day Jesus died Good Friday?</b></p>	<p><b>In RE, we will:</b> Explore and debate the questions: <b>For Christians, what was the impact of Pentecost?</b> <b>How and why do people mark the significant events of life?</b> Children will enter a piece of art into the NATRE Spirited Arts competition.</p>

