

*The planning below details suggested learning that pupils may experience during that topic. It will be adapted to the class/year group and their interests and next steps. The half-termly curriculum leaflet that parents receive in the beginning of each half-term will outline the experiences and objectives that will be covered.*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching termly topic	<b>Rainforests</b> (heavily geography)		<b>We will rock you</b> (mix of geography and history)		<b>Inventions that changed the world</b> (heavily history)	
Half-termly focus and key questions	<p><b><i>The spirit of the rainforest</i></b></p> <p>What effects can human beings have on the natural world?</p> <ul style="list-style-type: none"> <li>Where are rainforests found?</li> <li>How are rainforests structured?</li> <li>What animals and plants can we expect to find in the rainforest?</li> <li>What are the people like who live in the rainforest?</li> <li>How do their lives compare to ours?</li> </ul>	<p><b><i>Journeys and adventures</i></b></p> <p>How can we save the rainforest?</p> <ul style="list-style-type: none"> <li>How do indigenous tribes use and live in the rainforest?</li> <li>Indus Valley case study – How does this ancient civilisation on the flood plain of the Indus river compare and contrast with the Yanomami and Yawanawa tribes in South America?</li> <li>What are the threats to the rainforest?</li> <li>How can we counteract the threats to the rainforest?</li> </ul>	<p><b><i>Volcanos and earthquakes</i></b></p> <p>How are volcanos and earthquakes formed?</p> <ul style="list-style-type: none"> <li>How are earthquakes and volcanos formed and what impact do they have on the physical and human geography of our planet?</li> <li>Mount Vesuvius case study - What happened to Pompeii in 79AD?</li> <li>How does rock formation and erosion create pebbles?</li> </ul>	<p><b><i>Stone Age to Iron Age</i></b></p> <p>How did Britain change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> <li>How did Britain change from the Stone Age to the Iron Age?</li> <li>Neolithic case study - Who were the Skara Brae?</li> <li>What was Bronze Age religion, technology and travel like?</li> <li>What were Iron Age hill fort settlements like?</li> <li>How are fossils formed and what can they tell us about this time period?</li> </ul>	<p><b><i>Ancient Civilisations</i></b></p> <p>What impact did Ancient Greek and Roman civilisations have on Britain?</p> <ul style="list-style-type: none"> <li>How have the achievements of Ancient Greek civilisations influenced the development of the Western world and future inventions?</li> <li>What inventions did the Romans bring to Britain during the Romanisation of Britain from 43 – 410AD?</li> </ul>	<p><b><i>What does the future hold?</i></b></p> <p>What inventions may occur in the future?</p> <ul style="list-style-type: none"> <li>How have inventions changed our daily lives?</li> <li>What are the most significant inventions of the last hundred years?</li> <li>British history theme beyond 1066 case study - What impact did the invention of the railway have on Britain?</li> <li>Which invention case studies have particularly inspired you?</li> <li>Can you invent a product of the future?</li> </ul>

Super starter	Decorating the classroom as a rainforest and developing rainforest topic table and library for the classroom.		KGS building as a disaster relief centre in the event of an earthquake! Plan how they would accommodate people. Children to write and perform announcements for the television telling people what to do in the case of an emergency.  Stage an eruption of the volcanoes we have created in DT lessons.		Adult dresses up as an Ancient Greek comes to speak to the children!	Host a Roman inventions exhibition for parents. Children transform the classroom into a museum exhibition displaying the inventions that the Romans brought to Britain.
Possible visits and visitors	ZooLab Rainforest Discovery workshop.	Rainforest Café Trip	Chiltern Open Air Museum – Stone Age School Workshop.		Portals to the Past – KS2 The Ancient Greeks workshop. <a href="http://www.portalstothepast.co.uk/classes/ks2-ancient-greeks/">http://www.portalstothepast.co.uk/classes/ks2-ancient-greeks/</a>	
Fantastic finish	Present a travel guide to the Amazon Rainforest or Sherwood Forest, persuading tourists to visit.	Present a Panorama style TV report investigating the destruction of the rainforest and how to counteract the threats.	Present a historical TV news report detailing the eruption of Mt. Vesuvius and its impact on people’s lives.	Write and perform a play script in the style of ‘Stone Age Boy,’ where you trip and fall into a world that existed 20,000 years ago.	Write a letter to distant relatives explaining what has happened to your life and your country now that the Romans have invaded Britain.	Film a Dragons Den style TV programme where you present your invention of the future to a panel of experts to see if they will invest in it!
English SPOKEN LANGUAGE <i>(all objectives are taught throughout the academic year)</i>	<ul style="list-style-type: none"> <li>• Pupils understand that spoken language underpins the development of reading and writing</li> <li>• There is continual development of pupils’ confidence and competence in spoken language and listening skills</li> <li>• Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write</li> <li>• Pupils are assisted in making their thinking clear to themselves, as well as to others</li> <li>• Pupils build secure foundations by using discussion to probe and remedy their misconceptions</li> <li>• Pupils are taught to understand and use the conventions for discussion and debate</li> <li>• All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama</li> <li>• Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role</li> <li>• Pupils are given opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances</li> </ul>					
English READING <i>(all strands are taught throughout the academic year: Decoding, Vocabulary,</i>	<ul style="list-style-type: none"> <li>• The Great Kapok Tree, by Lynne Cherry</li> <li>• Where the forest meets the sea, by Jeannie Baker</li> <li>• Pongo, by Jesse</li> </ul>	<ul style="list-style-type: none"> <li>• Running Wild, by Michael Morpurgo</li> <li>• Amazon adventure: Unfolding journeys, by Steward Ross and Jenni Sparks</li> <li>• The Vanishing</li> </ul>	<ul style="list-style-type: none"> <li>• Everything Volcanos and Earthquakes, by Kathy Furgary</li> <li>• A rock is lively, by Dianna Hutts Aston and Sylvia Long</li> <li>• Escape from</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age Boy, by Satoshi Kitamura</li> <li>• The boy with the bronze axe, by Kathleen Fidler</li> <li>• The pebble in my pocket, by Meredith</li> </ul>	<ul style="list-style-type: none"> <li>• Meet the Ancient Romans, by James Davies</li> <li>• What the Romans did for us, by Alison Hawes</li> <li>• You wouldn’t want to</li> </ul>	<ul style="list-style-type: none"> <li>• So you want to be an inventor, by Judith St Georg</li> <li>• Rosie Revere Engineer, by Andrea Beaty</li> <li>• Neo Leo, by Gene Baretta</li> </ul>

<p><i>Inference, Predicting, Explain, Retrieve, Sequencing and Summarising)</i></p>	<p>Hodgson</p>	<p>Rainforest, by Richard Platt and Rupert van Wyk</p>	<p>Pompeii, by Christine Balit</p> <ul style="list-style-type: none"> <li>The Firework Maker’s Daughter, by Philip Pullman</li> </ul>	<p>Hooper and Chris Coady</p> <ul style="list-style-type: none"> <li>The history detective investigates: Stone Age to Iron age, by Clare Hibbert</li> </ul>	<p>be a slave in Ancient Greece, by Fiona Macdonald</p> <ul style="list-style-type: none"> <li>A visitor’s guide to Ancient Greece, by Lesley Sims</li> </ul>	<ul style="list-style-type: none"> <li>I, Galileo by Bonnie Christensen</li> <li>Clever Lazy, by Joan Bodger</li> </ul>
<p>English WRITING &amp; HANDWRITING <i>(all strands are taught throughout the academic year: Purpose &amp; effect, Grammar, Punctuation, Handwriting, Spelling)</i></p>	<p>Stories with unfamiliar settings: •Setting descriptions •Direct speech •Imaginative diary entries Non-chronological reports: •Fact files •Use of titles, headings, subheadings and diagrams Performance Poetry: •Reciting a wider range of familiar poems by heart •Reading and performing free verse</p>	<p>Stories from a range of cultures: •Letter writing to compare cultures •Persuasive texts Discussion texts: •Balanced arguments •Presenting own opinions on various issues Poet appreciation: •Focus on the poems of one particular poet •Researching the poet’s background •Performing their poems by heart</p>	<p>Stories with a historical setting: •Creative recounts from the perspective of a historical character Instructions: •Based on more complex ‘How to...’ experiences •Time conjunctions and imperative verbs Acrostic poems: •Related to key topic words •Performance element</p>	<p>Play scripts with a historical setting: •Play scripts set in a particular historical period •Dialogue set in a particular historical period Historical Fact Files: •Focus on particular historical settings Patterns on a page: •Shape poems •Based on particular features of a period in history</p>	<p>Myths and Legends: •Re-writing a Greek myth with a focus on characterisation •Writing own myth or legend with a focus on characterisation Letters: •Letters from real or imaginary characters from the ancient Greek and Roman worlds Limericks: •Use of set/stock phrases •Inclusion of humour •Use of rhyme and rhythm</p>	<p>Adventure and Mystery stories: •Following a clear story mountain planning structure •Focusing on plot and character development Explanation Texts: •Use of flow-charts to explain a process •Focus on including all relevant details Haiku: •Understanding syllable patterns •Understanding line structure •Traditional links with nature and the seasons</p>
<p>Mathematics (from Power Maths Scheme of Work)</p>	<ul style="list-style-type: none"> <li>Unit 1: Place value within 1000</li> <li>Unit 2: Addition and subtraction</li> <li>Unit 3: Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4: Multiplication and division</li> <li>Unit 5: Multiplication and division</li> <li>Unit 6: Money</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7: Statistics</li> <li>Unit 8: Length</li> </ul>	<ul style="list-style-type: none"> <li>Unit 9: Fractions</li> <li>Unit 10: Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Unit 11: Time</li> <li>Unit 12: Angles and properties of shape</li> </ul>	<ul style="list-style-type: none"> <li>Unit 13: Mass</li> <li>Unit 14: Capacity</li> </ul>
<p>Science  <i>Working</i></p>	<p>PLANTS  <i>Working Scientifically</i></p>	<p>ANIMALS INCLUDING HUMANS</p>	<p>ROCKS  <i>Working Scientifically</i></p>	<p>FORCES AND MAGNETS  <i>Working Scientifically</i></p>	<p>LIGHT  <i>Working Scientifically</i></p>	<p>Review and deepen scientific learning from Year 3 objectives</p>

<p><i>Scientifically (objectives taught throughout the year)</i></p>	<p>What is the relationship between structure and function in plants?</p> <ul style="list-style-type: none"> <li>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>I can 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</li> <li>I can investigate the way in which water is transported within plants</li> <li>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><i>Working Scientifically</i> How important is nutrition for the functioning of the skeleton and muscles in animals?</p> <ul style="list-style-type: none"> <li>I can identify 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</li> <li>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p>What are the different types of rocks and soils and how does the environment affect this?</p> <ul style="list-style-type: none"> <li>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>I can recognise that soils are made from rocks and organic matter</li> </ul>	<p>What are magnetic forces and how do they work?</p> <ul style="list-style-type: none"> <li>I can compare how things move on different surfaces</li> <li>I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>I can observe how magnets attract or repel each other and attract some materials and not others</li> <li>I can 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</li> <li>I can describe magnets as having 2 poles</li> <li>I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p>What is light and how can it move or change?</p> <ul style="list-style-type: none"> <li>I can recognise that we need light in order to see things and that dark is the absence of light</li> <li>I can notice that light is reflected from surfaces</li> <li>I can recognise that light from the sun can be dangerous and that there are ways to protect our eyes</li> <li>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>I can find patterns in the way that the size of shadows change</li> </ul>	
<p>Geography</p>	<p><u>Rainforests:</u> <i>The Spirit of the rainforest</i> <i>Journeys and adventures</i></p> <ul style="list-style-type: none"> <li>I can use maps to locate and identify the 7 continents of the world</li> <li>I can show which continents some of the world's rainforests belong to</li> </ul>	<p><u>We will rock you:</u> <i>Volcanos and Earthquakes</i> <i>Stone Age to Iron Age</i></p> <ul style="list-style-type: none"> <li>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p><u>Inventions that changed the world:</u> <i>Ancient civilisations</i> <i>What does the future hold?</i></p> <ul style="list-style-type: none"> <li>I can understand how inventions have helped settlements to evolve over time, with a particular focus upon: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>			

	<ul style="list-style-type: none"> <li>I can describe the location of some of the world's rainforests in relation to Europe and major world countries, such as Russia</li> <li>I can compare and contrast the environmental regions and key physical and human characteristics of South American rainforests with major European countries and cities</li> <li>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a rainforest region within South America</li> <li>I can think about the types of people who might live in the rainforest and why they chose to do so</li> <li>I can compare and contrast a rainforest settlement with my own, looking particularly at: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the eruption of Mount Vesuvius in 79AD as a case study and the affect this had on the city of Pompeii</li> <li>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) on our planet Earth</li> <li>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, particularly from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how inventions, such as the railway, can alter the human and physical geography of different regions in the United Kingdom, North America and Europe</li> </ul>			
History	<p><u>Rainforests:</u> <i>The Spirit of the rainforest</i> <i>Journeys and adventures</i></p> <p><i>(Please note that this topic is heavily geography based and that history curriculum objectives are hit in the Spring and Summer terms)</i></p> <ul style="list-style-type: none"> <li>I can conduct an in-depth study of the ancient civilisation in the Indus Valley</li> <li>I can compare and contrast the Indus Valley settlement to rainforest settlements</li> </ul>	<p><u>We will rock you:</u> <i>Volcanos and Earthquakes</i> <i>Stone Age to Iron Age</i></p> <ul style="list-style-type: none"> <li>I can explain changes in Britain from the Stone Age to the Iron Age</li> <li>I can discuss the late Neolithic hunter gatherers and early farmers, including a case study of the Skara Brae</li> <li>I can tell you about religion, technology and travel in the Bronze Age, including a case study of Stonehenge</li> <li>I can explain what Iron Age hill fort settlements were like</li> </ul>	<p><u>Inventions that changed the world:</u> <i>Ancient civilisations</i> <i>What does the future hold?</i></p> <ul style="list-style-type: none"> <li>I can explain what life was like in Ancient Greece and the influence that Greek life and achievements had on the Western world, including future inventions</li> <li>I can discuss the impact of the Roman Empire on Britain</li> <li>I can tell you about the Romanisation of Britain, including the inventions and changes that the Romans brought to our country</li> <li>I can conduct a study of an aspect or theme in British history that extends my chronological knowledge beyond 1066, for example the invention of the first railways</li> </ul>			
Computing	<p><u>Dancing Robots:</u></p> <ul style="list-style-type: none"> <li>Children will use Scratch Jnr to create their own Rainforest story</li> <li>Children will learn how to create an Algorithm and Debug a</li> </ul>	<p><u>Rainforests</u></p> <ul style="list-style-type: none"> <li>Children will explore rainforests through new Virtual Reality VR apps.</li> <li>Outcome-children will create their own interactive learning games for Year 1</li> </ul>	<p><u>Keyboard Adventures</u></p> <ul style="list-style-type: none"> <li>Children will master the art of using a keyboard</li> <li>Children will learn how to use shortcuts</li> <li>Outcome: Children's typing skills will be tested-type up Shape Poem</li> </ul>	<p><u>My online life:</u></p> <ul style="list-style-type: none"> <li>Improve children's knowledge of the risks of their online lives and to develop skills when using online services</li> <li>Online safety activities</li> </ul>	<p><u>Online Detectives</u></p> <ul style="list-style-type: none"> <li>Children are taught advanced internet searching</li> <li>Outcome-children will research Roman/Greek God write facts</li> </ul>	<p><u>T-shirt Designer</u></p> <ul style="list-style-type: none"> <li>The children will become illustrators and design their own t-shirts</li> <li>Children will learn about design, budget and profit</li> <li>Dragons Den presentation-RWP</li> <li>DT day T-shirt</li> </ul>

	program						
Art	Drawing	Painting	Printing	Mixed Media	Sculpture	Collage	
Design and Technology	We will create our own rainforest animal from junk modelling materials.  We will design and make our own tribal masks.		We will make our own model volcanoes.	We will be designing an outfit for a human living in the Stone, Bronze or Iron Age.	We will be creating our own Roman mosaic, using cardboard and coloured paper.	We will be designing our own invention and presenting this Dragon Den style.	
Personal, Social, Health and Economic Education	<i>Jigsaw: Being Me in My World</i> School Value Focus: WE CARE and Collaborate (revisited throughout the year)	<i>Jigsaw: Celebrating Difference</i> School Value Focus: Enjoy	<i>Jigsaw: Dreams and Goals</i> School Value Focus: Aspire	<i>Jigsaw: Healthy Me</i> School Value Focus: Endeavour	<i>Jigsaw: Relationships</i> School Value Focus: Wonder	<i>Jigsaw: Changing Me</i> School Value Focus: Reflect	
Religious Education	Signs and Symbols	How and why do Hindus celebrate Diwali?	What do we know about Jesus?	Jewish Celebrations ( <i>Visit to a synagogue</i> )	What is the Bible and why is it important to the Christians?	Islamic Rites of Passage	
Music	Focus: Recorder/Singing/ Moving <ul style="list-style-type: none"> <li>Singing development/aural awareness</li> <li>Singing games and rounds</li> <li>Recorder skills – tonguing, minimum notes BAG CD</li> <li>Mixture of rote learning, staff notation and playing from memory</li> </ul>		Focus: Recorder/Singing/ Body Percussion <ul style="list-style-type: none"> <li>Singing development – rounds and singing games</li> <li>Teacher led body percussion – coordination development</li> <li>Recorder continuation</li> </ul>		Focus: Ensemble Development <ul style="list-style-type: none"> <li>Playing and singing in parts (recorder/singing/body percussion/classroom percussion if available)</li> <li>Recorder skills - minimum notes BAG CD low E</li> </ul>		
Physical Education	Invasion games - Basketball and swimming		Dance and swimming	Gymnastics	Dodgeball	Striking games - Hockey	Athletics
Spanish (Language Angels scheme of work)	Me presento In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Count to 20 in Spanish.</li> <li>Say their name and age in</li> </ul>	Puedo In this unit the children will learn to: <ul style="list-style-type: none"> <li>Recognise some common Spanish verbs/activit</li> </ul>	La familia In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Say the nouns in Spanish for members of their family.</li> </ul>	Desayuno en el café In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Order from a selection of foods from a Spanish menu.</li> <li>Order from a selection of drinks from a Spanish menu. Ask for</li> </ul>	Tienes una mascota? In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Repeat, recognise the eight nouns (including the correct article for each) for pets in Spanish.</li> <li>Tell somebody in</li> </ul>	tbc	tbc

	<p>Spanish. ·</p> <ul style="list-style-type: none"> <li>• Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling.</li> </ul>	<p>ies.</p> <ul style="list-style-type: none"> <li>• Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>• Use these verbs in the infinitive with puedo.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</li> </ul>	<p>the bill.</p> <ul style="list-style-type: none"> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul>	<p>Spanish if they have or do not have a pet. ·</p> <p>Ask somebody else in Spanish if they have a pet.</p> <ul style="list-style-type: none"> <li>• Tell somebody in Spanish the name of their pet. · Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).</li> </ul>		
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