Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Romans in Britain	**Mountains & Volcanoes**	**Victorians – local history**	**My town**	**Water**	**Electricity**

Aut 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Romans in Britian	**White Rose** **Times Tables** **Place Value** **Addition and Subtraction** **Area**	**Writing Stimulus** The Boy at the Back of the Class **Written Outcomes** Postcard Scripted News Report Critique Poster School Policy Free Verse Poetry Persuasive Poster Pamphlet Fact Cards Research Notes	**Sound** · identify how sounds are made, associating some of them with something vibrating · 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 that produced it · find patterns between the volume of a sound and the strength of the vibrations that produced it · recognise that sounds get fainter as the distance from the sound source increases.	**Roman Britain** ·Why did Julius Caesar come to Britain? · Should the Celts take on the Romans? · What image do we have of Boudica today? · How were the Romans able to keep control over such a vast empire? · What were Roman villas like? · How can we solve the mystery of why this great 400-year empire suddenly came to an end? · What have the Romans ever done for us?	**Art focus: Collage & Mosaics (tiles)** Artists/Artwork: Ancient Greek and Roman mosaics and artwork Can they use paper mosaic? Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities? Can they cut very accurately? Can they experiment using different colours? Can they use montage? Can they overlap materials?	<u>1/2 class alternate half terms</u> **Music** We will focus on story telling by composers using orchestral sounds (Grieg) and picture painting (Vivaldi). We will use body percussion and actions, together with tuned and untuned percussion to enable participation. **Gamalan** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 1** We will develop and apply our footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. **Swimming** Children should learn to: · swim competently, confidently and proficiently over a distance of at least 25 metres; · use a range of strokes effectively – e.g. front crawl, backstroke and breaststroke; · perform safe self-rescue in different water-based situations	**Do Murtis help Hindus understand God?** We will explore how Hindus express their beliefs through images of deities and symbols	**Computing systems and networks – The Internet** We will apply our knowledge and understanding of networks to appreciate the internet as a network of networks which need to be kept secure. We will learn that the World Wide Web is part of the internet and learn about who owns content and what we can access, add, and create. We will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	First week task – application to School, Green or Well-being council Family Links and Zones of Regulation (Lessons 8 and 9. Also selecting from 10,11 – 13)	**La Jolie Ronde** **Parts of the body:** *Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles* **Adjectives:** *Grand, petit, gros, long, pointu* **Parts of the body:** *La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song)*

Aut 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Mountains & Volcanoes	**White Rose** **Times Tables** **Multiplication & Division** **Problem Solving** **Length & Perimeter** **Fractions**	**Writing Stimulus** The Pebble in my Pocket **Written Outcomes** ▪ Free Verse Poetry ▪ Blackout Poetry ▪ Narrative Recount ▪ Explanatory Text ▪ Writing in Role ▪ Persuasive (Leaflet) ▪ Information Writing ▪ Narrative ▪ Persuasive (Letter) ▪ Historical Recount ▪ Free Writing **Reading Text** · The Firework-maker's Daughter by Phillip Pullman	**States of Matter** · compare and group materials together, according to whether they are 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.	**Mountains & Volcanoes** We will learn the main features of mountains and understand how they are formed. We will also learn about volcanoes and where and why they occur, with a focus on Mount Vesuvius in Italy. We will extend our knowledge by investigating the location of mountains, mountain ranges and volcanoes worldwide, including their defining physical and human characteristics.	**DT Project on a Page: Structures - shell structures** • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project.	<u>1/2 class alternate half terms</u> **Music** We will focus on story telling by composers using orchestral sounds (Grieg) and picture painting (Vivaldi). We will use body percussion and actions, together with tuned and untuned percussion to enable participation. **Gamalan** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 2** We will develop and apply our jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. **Swimming** Children should learn to: · swim competently, confidently and proficiently over a distance of at least 25 metres; · use a range of strokes effectively – e.g. front crawl, backstroke and breaststroke; · perform safe self-rescue in different water-based situations	**Does the Christmas narrative need Mary?** We will explore the role of Mary in Christian life and in the Christmas story in particular	**Creating media - Audio production** We will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. We will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. We will use Audacity to produce a podcast, which will include editing our work, adding multiple tracks, and opening and saving the audio files.	Families and close positive relationships Family Links and Zones of Regulation (Lessons 8 and 9. Also selecting from 10,11 – 13)	**La Jolie Ronde** **Asking for French translation**: Comment dit-on… en français? **Zoo animals:** Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très **Adjectives:** Grand, petit, gentil, rigolo, féroce

Spr 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL

Victorians	**White Rose** **Times Tables** **Fractions** **Decimals**	**Writing Stimulus** Mouse, Bird, Snake, Wolf by David Almond **Written Outcomes** ▪ Line Poetry and Kennings ▪ Creating a descriptive piece about characters and events ▪ Persuasive poster ▪ Writing in role as a character Playscript of a new scene **Reading Text** David Almond	**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.	**Victorians** · What were the main changes that took place during this time? · Children working in Victorian factories: was it as bad as they tell us? · If life was so hard for families in the towns why did so many leave the countryside and move to the towns in Victorian times? · What the Dickens was life like in the Victorian cities? · How did people feel about the coming of the railway? · What was it like going to school in Victorian times? · Victorian poor and the workhouse; what does Martha's story tell us? · The Victorian Era: Dark Age or Golden Age?	**Art focus: Drawing / Painting (portraits)** Artists/Artwork: 1. Prunella Clough 2. Patrick Heron 3. Thomas Sulley As well as portraits by William Collins, Thomas George Webster, Ramon Casas, john Ruskin and others Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?	<u>1/2 class alternate half terms</u> **Music** We will learn about pulse (John Adams) and rhythm (Steve Reich/ Bernstein), and tempo (Shigihara). Each of these elements lends itself to body percussion, untuned percussion for rhythm and ostinato, and experience of conducting a group to alter the pulse. **Gamalan** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 3** We will develop and apply our dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. **Swimming** Children should learn to: · swim competently, confidently and proficiently over a distance of at least 25 metres; · use a range of strokes effectively – e.g. front crawl, backstroke and breaststroke; · perform safe self-rescue in different water-based situations	**Is a holy journey necessary for believers?** We will explore the holy journeys made by Muslims and compare this to other believers; considering the reasons and impact for such journeys.	**Programming A – Repetition in shapes** We will learn about repetition and loops within programming. We will create programs by planning, modifying, and testing commands to create shapes and patterns. We will use Logo, a text-based programming language.	<u>Health and wellbeing</u> Foundations for Well-being Curriculum (PSHE Association)	**La Jolie Ronde** **Members of the family:** Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives:Mon, ma **Vocabulary for story: Le radis géant** La petite fi lle, tirer, tomber Pets: Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau

Spr 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
My Town	**White Rose** **Times Tables** **Decimals** **Money**	**Writing Stimulus** Tales of Wisdom and Wonder **Written Outcomes** ▪ Drawing and annotating ▪ A variety of information texts including digital ▪ The robot's backstory ▪ Robot's Log entries - descriptive observations ▪ Advisory emails ▪ Poetry ▪ Survival manual ▪ Interview questions for Hotseating ▪ Thought tracking ▪ Writing in role – log entry, letters and notes **Poetry** Moon Juice by Kate Wakeling	**Big Science** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	**Investigating Our Town** We will observe, measure and record the human and physical features of Headington, using a range of methods including photographs, sketch maps, plans, graphs and digital technology. We will use fieldwork to explore land use, environmental quality and traffic issues, and learn how to record, analyse and present our findings.	**Art focus: Textiles (weaving)** Artists/Artwork: 1. Thomas Wardle Can they use early textile and sewing skills as part of a project? Can they weave with fabric and thread?	<u>1/2 class alternate half terms</u> **Music** We will learn about pulse (John Adams) and rhythm (Steve Reich/ Bernstein), and tempo (Shigihara). Each of these elements lends itself to body percussion, untuned percussion for rhythm and ostinato, and experience of conducting a group to alter the pulse. **Gamalan** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 4** We will develop and apply our sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. **Swimming** Children should learn to: • swim competently, confidently and proficiently over a distance of at least 25 metres; • use a range of strokes effectively – e.g. front crawl, backstroke and breaststroke; • perform safe self-rescue in different water-based situations	**Should believers give things up?** We will explore Lent and its significance for Christian belief and practice	**Data and information – Data logging** We will consider how and why data is collected over time. We will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. We will collect data as well as access data captured over long periods of time. We will look at data points, data sets, and logging intervals.	<u>Health and wellbeing</u> Sun safety x1 lesson Dental Health x1 lesson <u>Families and close positive relationships</u> Belonging and community (relationships) Friendships and bullying X3 lessons	**Le Jolie Ronde** **Revision of pets vocabulary** *Verb – avoir (to have):* *J'ai – I have* *Je n'ai pas de – I haven't* *Connectives: Et, aussi* **Easter theme** *Quantifier: assez*

Sum 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
H2O	**White Rose** **Times Tables** **Time** **Shape**	**Writing Stimulus** • The Rhythm of the Rain by Grahame Baker-Smith **Written Outcomes** ▪ Visual Organisers ▪ Personal Narrative ▪ Poetry ▪ Writing in Role ▪ Persuasive Speech ▪ Biography ▪ Explanatory (Informal/Formal) ▪ Narrative **Reading Text** · The Lion, the Witch and the Wardrobe	**Living things & their habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.	**Water** • The Water Cycle • Water flow around the school • Water flow around the world • Water Supply and Demand in the UK • Who owns the water we drink? • The Global Goals	**DT focus: Pneumatics** • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project.	<u>1/2 class alternate half terms</u> **Music** We will look at dynamic contrast (Handel /Britten), requiring more advanced control on percussion instruments, str ucture (Purcell) which requires a greater aural understanding, p itch (Vaughan Williams), melod y (Beethoven) te xture (Wallon/Zi mmer) and timbre (Der byshire). **Gamalan** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from	**Real PE 5** We will develop and apply our reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. **Real Dance**	**Did Jesus really do miracles?** We will explore at least two miracles of Jesus and evaluate them from the view of a believer and a sceptic	**Creating media – Photo editing** We will develop our understanding of how digital images can be changed and edited, and how they can then be resaved and reused. We will consider the impact that editing images can have, and evaluate the effectiveness of our choices.	<u>Health and wellbeing</u> Cyber Sprinters x3 (e-safety) Water Safety x1 lesson Keeping Safe at Home x1 lesson	**Le Jolie Ronde** **Hobbies:** *Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc* **Revision of hobbies** **Opinions phrases:** *J'adore, j'aime, je n'aime pas* **Tu aimes…?** **Numbers 12-31**

						across the national curriculum as well as instrument-specific skills.					

Sum 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Electricity	**White Rose** **Times Tables** **Shape** **Statistics** **Position and Direction** **Consolidation**	**Writing Stimulus** Varjak Paw **Written Outcomes** Character summaries Advisory notes Writing in Role Missing Posters Poetry Persuasive Writing Newspaper report	**Electricity** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	How does Electricity change things?	**DT Focus - Electrical Systems** • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.	<u>1/2 class alternate half terms</u> **Music** We will look at dynamic contrast (Handel /Britten), requiring more advanced control on percussion instruments, str ucture (Purcell) which requires a greater aural understanding, p itch (Vaughan Williams), melod y (Beethoven) te xture (Wallon/Zi mmer) and timbre (Der byshire). **Gamalan -** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 6** We will develop and apply their ball chasing and balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. Athletics	**Does prayer change things?** We will explore the reasons why believers pray and what they believe the results are	**Programming B – Repetition in games** We will explore the concept of repetition in programming using the Scratch environment. We will discover similarities between Scratch and Logo. We will look at the difference between count-controlled and infinite loops, and use our knowledge to modify existing animations and games using repetition.	<u>Families and close positive relationships</u> Belonging and Community - Addressing discrimination and extremism x1 lesson Contributing to our community X4 lessons	**Le Jolie Ronde** **Revision of leisure activities and opinions phrases** **Two weather expressions:** *Il fait froid, il fait chaud* **Quantifiers:** *Très, un peu* **Clothes items for packing a suitcase:** *Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt*