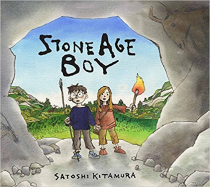


Autumn 1: Through the Ages

PSHCE: Being in my world.

Science

Can they:

- identify that animals, including humans need the right types and amounts of nutrition?
- identify 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?

Working scientifically

Can they:

- **ask relevant questions?**
- use different types of scientific enquiries to answer them?
- set up simple practical enquiries, comparative/ fair tests?
- make systematic and careful observations?
- take accurate measurements using standard units with thermometers/data loggers?
- gather, record, classify and present data in a variety of ways?
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?
- report on findings from enquiries using oral and written explanations?
- use displays or presentations of results and conclusions?
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- identify differences, similarities or changes related to simple scientific ideas and processes?
- **use scientific evidence to answer questions or to support their findings?**

Science Writing: Pre-historic recipe with nutritional values.

Computing: **Creating a presentation**

Can they:

- use Powerpoint and Google to research topics and present ideas?
- write a letter in word?

English

Letter (Letter to the museum explaining what Stone age boy has discovered)

Can they:

Composition

- make the main features of the type of writing clear to the reader?
- explain the main events in chronological order?

SPAG

- use adverbs to express time and cause e.g. then, next, after and soon?
- use a range of noun phrases?

Non-chronological report (Presenting information about the three ages)

Composition

Can they:

- ensure their writing looks like a report e.g. headings, introduction, information organised into sections?
- develop each section of their writing with detail?
- include relevant information and ideas in each paragraph?

SPAG

- use a range of conjunctions e.g. when, if, because, although to extend sentences?
- Use technical vocabulary?

Narrative (New chapter for Stig of the Dump)

Composition

Can they:

- create setting and character in narrative?
- include a sequence of events, which lead to a suitable ending?

SPAG

- use a possessive apostrophe with singular and plural nouns?
- use a mixture of simple and complex sentences?
- include dialogue?

Instructions (A prehistoric recipe)

Can they:

Composition

- write instructions which are presented appropriately for the form (e.g. recipe)
- show the reader their viewpoint e.g. as an expert, advisory tone?
- use numbering, line breaks or paragraphing to organise their instructions.

SPAG

- Use imperative verbs consistently?
- use "how, when and where" words and phrases (adverbials)?

Spelling: im-, in-, dis-, -ous, -ly & homophones

PE: Basketball/Netball (coach led) and gymnastics & dance (teacher led)

History

Chronological understanding

Can they:

- place the three prehistoric ages studied on a time line?
- use dates and terms related to the study unit and passing of time?

Knowledge and Interpretation

Can they:

- find out about every day lives of people in times studied?
- Identify and give reasons for different ways in which the past is represented (e.g. cave painting)?
- compare the prehistoric life to ours and consider reasons for the differences we find?
- Compare the three ages to one another and give reasons for developments.
- look at representations of the period e.g. Museum visit
- distinguish between different sources – compare different versions of the same story?

Historical Enquiry

Can they:

- use a range of sources to find out about a period ?
- observe small details e.g. artefacts, pictures?
- select and record information relevant to the study?
- begin to use the library and internet for research?

DT Food

Can they:

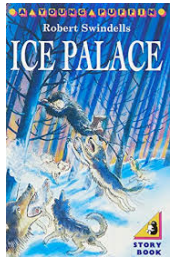
- prepare ingredients hygienically?
- select and use appropriate utensils?
- measure ingredients to the nearest gram accurately?
- follow a recipe?
- assemble or cook ingredients?
- prepare and cook a variety of predominantly savoury dishes including, where appropriate, the use of a heat source?
- use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking?
- understand that a healthy diet is made up from a variety and balance of different food and drink?

Music: I've been to Harlem & Mexican wave

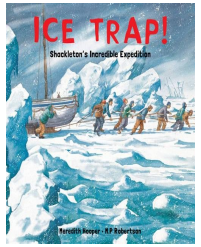
Trip and Visits: Pre-history puppet show at the museum of London

RE: Sikh Beliefs and Lifestyle

End Point: A food tasting for parents.



Autumn 2: Frozen Worlds



End Point: Learning assembly linked to topic

Trip and Visits: Invite 'Polar Fun Days' in to school to lead an expedition workshop.

Spelling:, -ly, -ation, ch, -ion, -ian & homophones

Science

Can they:

- recognise that they need light in order to see things and that dark is the absence of light?
- notice that light is reflected from surfaces?
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
- recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- find patterns in the way that the size of shadows change?

Working scientifically

Can they:

- ask relevant questions?
- use different types of scientific enquiries to answer them?
- set up simple practical enquiries, comparative/ fair tests?
- make systematic and careful observations?
- **take accurate measurements using standard units with thermometers/data loggers?**
- gather, record, classify and present data in a variety of ways?
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?
- **report on findings from enquiries using oral and written explanations?**
- use displays or presentations of results and conclusions?
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- identify differences, similarities or changes related to simple scientific ideas and processes?
- use scientific evidence to answer questions or to support their findings?

Science writing

Explanation text about light and shadows.

Geography

Can they:

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, southern hemisphere, Tropics, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones (including day and night)?
- use the eight points of a compass, 4 and 6 figure grid references, symbols and key?

English

Informal recount (Recount the story of Shackleton's adventure)

Can they:

Composition

- sequence events and information chronologically?
- write in the first person narrative?

SPAG

- use adverbs to express time and cause e.g. then, next, after and soon?
- use fronted adverbials?

Formal recount: Newspaper article (Linked to Shackleton's expedition)

Composition

- write a clear introduction using 5 Ws?
- use a formal tone

SPAG

- use a mixture of simple and complex sentences?
- use a range of connectives e.g. when, if, because, although to extend their sentences?

Poetry (Frozen places – poem in the present tense)

Composition

Can they:

- follow a given structure?

SPAG

- use prepositions?
- match verbs to tenses?
- Use powerful vocabulary?

Narrative (Own mini-chapter for the Ice Palace)

Can they:

Composition

- include a sequence of events, which leads to a suitable ending?
- use a mixture of simple and complex sentences.

SPAG

- Use a range of noun phrases?
- use a range of adverbs in my writing e.g. to create suspense (suddenly…)
- use prepositions e.g. before, after, during, in and because of?

Explanation text (linked to Science)

Composition

Can they:

- use features of an explanation text: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram?

SPAG

- use the present tense?
- use technical vocabulary?
- use adjectives or noun phrases to give more information ?

History **Shackleton**

Chronological understanding

Can they:

- place the event studied on a time line?
- use dates and terms related to the study

Knowledge and Interpretation

Can they:

- identify reasons for - and results of - Shackleton's actions?
- explain why Shackleton did what he did?

Historical Enquiry

Can they:

- use a range of sources to find out about an event?
- observe small details using artefacts or pictures?
- select and record information relevant to the study?
- begin to use the library and internet for research?

Music: Make that sound! & Tell me a story, shining star

PE: Basketball/Netball (coach led) and gymnastics & dance (teacher led)

RE: Sikh Beliefs and Lifestyle

PSHCE: Celebrating difference

Art

Skill- Collage Ice palace Ivan Drawing

Sugested Artist- Kurt Schwitters

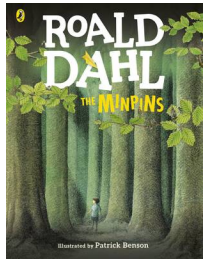
Can they:

- Experiment with the potential of various pencils?
- Make close observation?
- Initial sketches as a preparation for painting?
- Accurate drawings of people – particularly faces?

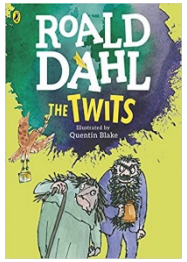
Computing **Logo Programming**

Can they:

- explore shapes and angles using Logo Turtle Academy?



Spring 1: The World of Roald Dahl



Music: My dog & Step back baby

Science

Can they:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk/leaves and flowers?
- 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?
- investigate the way in which water is transported within plants?
- explore the part that flowers play in the life-cycle of flowering plants including pollination, seed formation and seed dispersal?

Working scientifically

Can they:

- ask relevant questions?
- use different types of scientific enquiries to answer them?
- set up simple practical enquiries, comparative/ fair tests?
- make systematic and careful observations?
- take accurate measurements using standard units with thermometers/data loggers?
- **gather, record, classify and present data in a variety of ways?**
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?
- report on findings from enquiries using oral and written explanations?
- use displays or presentations of results and conclusions?
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- **identify differences, similarities or changes related to simple scientific ideas and processes?**
- use scientific evidence to answer questions or to support their findings?

Science writing:

Write an explanation text about the life cycle of a flower.

End Point: Learning assembly linked to topic

Trip and Visits: Roald Dahl Museum and Story Centre (Great Missenden)

English

Diary entry (linked to the Twits)

Can they:

Composition

- start a new paragraph when they begin to describe a new event?
- clearly explain the main events?

SPAG

- use fronted adverbials to sequence events?
- write in the past tense but use present tense for dialogue?
- use adjectives to provide detail and description?

Narrative (New trick chapter)

Can they:

Composition

Can they

- include a sequence of events, which lead to a suitable ending?

SPAG

- add dialogue to a story?
- use a range of noun phrases?
- use prepositions e.g. before, after, during, in and because of?

Persuasion (create a persuasive advert for the suction boots that the Minpins wear)

Can they:

Composition

- sequence ideas and information logically?
- write a series of persuasive points?

SPAG

- use adjectives and adverbs to add detail and persuasion?
- use an imperative verb at the beginning of a sentence e.g. “Go down to your toy store!”
- use advertising phrases and slogans?

Explanation text (linked to science)

Can they:

Composition

- include the main features of an explanation: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram?

SPAG

- use technical vocabulary?
- use adverbs to express time and cause e.g. then, next, after and soon?
- use a mixture of simple and complex sentences?

Art- Skill -Form Clay Twit sculptures **Suggested Artist-** G Manzu

Can they:

- Plan and develop?
- Experience surface patterns / textures?
- Discuss own work and work of other sculptors?
- Analyse and interpret natural and manmade forms of construction?

Geography Roald Dahl’s Home town (plot on the map where certain story settings are)

Can they:

Geographical enquiry

Can they:

- identify key features of a locality by using a map?
- accurately plot places on a map?
- use basic OS symbols?

Physical Geography

Can they:

- use maps and atlases appropriately by using contents and indexes?
- confidently describe physical features in a locality?

Human Geography:

Can they:

- confidently describe human features in a locality?

PE: Tag rugby/ handball (coach led) and hockey/tennis (teacher led)

Computing **Creating a vlog**

Can they:

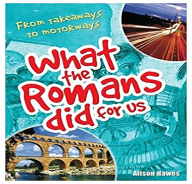
- create a fake news vlog about a character and event in The Twits?
- use OS apps on the iPad and discuss GPS?
- use Busy Things to do worksheets on plants?

PSHCE: Dreams and goals

RE: Hindu Beliefs and Lifestyle

Spelling: re-, anti-, super-, sub-, dis- & homophones

Spring 2: Londinium vs London



Science

Working scientifically (fair investigation using catapults.)

Can they:

- ask relevant questions?
- use different types of scientific enquiries to answer them?
- **set up simple practical enquiries, comparative/ fair tests?**
- **make systematic and careful observations?**
- take accurate measurements using standard units with thermometers/data loggers?
- gather, record, classify and present data in a variety of ways?
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?
- report on findings from enquiries using oral and written explanations?
- use displays or presentations of results and conclusions?
- **use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?**
- identify differences, similarities or changes related to simple scientific ideas and processes?
- use scientific evidence to answer questions or to support their findings?

Science writing: Instruction text on how to use the catapult for best results.

DT Make a Roman Catapult

Can they:

- cut and join materials accurately and safely by selecting appropriate tools?
- drill, screw, glue and nail materials?
- measure and mark out to the nearest millimetre?
- order their design steps?
- explore an existing product: who designed and made the product, where products were designed and made, when products were designed and made?

Trip and Visits: A bus tour/ walking tour around London.
Roman gallery at the Museum of London

End Point: Learning assembly linked to topic, Mosaics

English

Diary entry (two comparative entries)

Can they:

Composition

- sequence events and information chronologically?

SPAG

- use nouns and pronouns for clarity?
- use a range of connectives e.g. when, if, because, although to extend sentences?
- use adventurous language?

Newspaper article (linked to Londinium)

Composition

Can they:

- Write a clear introduction with 5Ws?
- write so that the general purpose is clear?

SPAG

- include dialogue in the form of a quote?
- write in the past tense but use present tense for dialogue?
- use adverbs to express time and cause e.g. then, next, after and soon?

Non chronological report (shared one about Roman London, independent one about modern London.)

Can they:

Composition

- organise ideas with related information next to each other?
- develop each section of writing with detail?
- include an introduction and conclusion?

SPAG

- use a range of noun phrases?
- use technical vocabulary?

Poetry

Can they:

Composition

- use a rhyming structure?

SPAG

- experiment with adjectives to create impact?
- use a range of adverbs in my poetry?
- use similes in poetry?

Spelling: in-, im-, -ous, -ly & homophones

PE: Tag rugby/ handball (coach led) and hockey/tennis (teacher led)

History

Chronological understanding

Can they:

- order historical events chronologically using a timeline?

Knowledge and Interpretation

Can they:

- describe the difference between the lives of the people in London now and in Roman London.

Historical Enquiry

Can they:

- use artefacts to build up a picture of how people lived in the past?
- give more than one reason for an argument?
- compare past and present beliefs?

Geography

Geographical enquiry

Can they:

- use correct words to describe a place and the events that happened there?
- identify key features of a locality by using a map?
- accurately plot places on a map?
- use basic OS symbols?

Physical Geography

Can they:

- use maps and atlases appropriately by using contents and indexes?
- confidently describe physical features in a locality?

Human Geography:

Can they:

- confidently describe human features in a locality?
- explain why a locality has certain human features?

Music: Chilled-out clap rap and The bare necessities

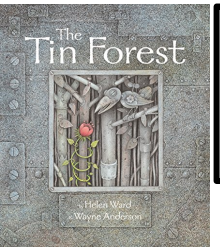
Computing **Creating a News Report**

Can they:

- type a news report up on Word?
- use Google to research their trip to London?

PSHCE: Healthy Me

RE: Hindu Beliefs and Lifestyle



Summer 1: Reduce, Re-use, Re-cycle

DT Making own Magnetic Game

Can they:

- cut and join materials accurately and safely by selecting appropriate tools?
- measure and mark out to the nearest millimetre?
- apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)?
- order their design steps?

Geography

Can they:

- understand what impact reducing, reusing and recycling has on our environment locally, nationally and globally?
- use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including the use of ordinance survey maps) to build their knowledge of the United Kingdom and the wider world?

Trip and Visits: The Recycling Discovery Centre (Southwark)

RE: Buddhist Beliefs and Lifestyle

Spelling: -ture, ch, -ation, -ion, -ian & homophones

End Point: Create a recycling campaign in school: Eco-warriors.

English

Poetry (setting poem, describing the Tin Forest)

Composition

Can they:

- follow a given poem structure?
- show organisation of verses so that they follow a theme?

SPAG

- use a range of adverbs?
- use a range of noun phrases?
- use similes?

Narrative (Re-write the story from the old man's perspective, focusing on emotion)

Composition

Can they:

- create setting and character in narrative?
- write in the first person narrative?

SPAG

- use dialogue? (use inverted commas)
- use a range of adverbs to create suspense (suddenly…) ?

Persuasive letter (persuading children to recycle)

Can they:

Composition

- use paragraphs to show when they introduce a new point?
- write a series of persuasive points?

SPAG

- use adjectives and adverbs to add detail and persuasion to the argument (only, just, soon, ever)?
- write sentences in consistent present tense?
- Use persuasive openers e.g. Surely you agree, Most people agree…)

Instructions (How to play my magnetic game)

Can they:

Composition

- write instructions which are presented appropriately for the form (e.g. rules for playing a game)?
- Show the reader their viewpoint e.g. as an expert, advisory tone?
- use numbering, line breaks or paragraphing to organise their instructions.

SPAG

- Use imperative verbs consistently?
- use "how, when and where" words and phrases (adverbials?)

Music: Sunshine in my heart & Senwa dedende

PE: Rounders/ kick rounders (coach led) and Athletics (teacher led)

PSHCE: Relationships

Science Magnets and Forces

Can they:

- compare how things move on different surfaces?
- understand that some forces need contact between two objects but
- magnetic forces can act at a distance?

observe how magnets attract or repel each other and attract some materials and not others?

- compare and group 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 with attract or repel each other?

Working scientifically

Can they:

- **ask relevant questions?**
- **use different types of scientific enquiries to answer them?**
- set up simple practical enquiries, comparative/ fair tests?
- make systematic and careful observations?
- take accurate measurements using standard units with thermometers/data loggers?
- gather, record, classify and present data in a variety of ways?
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?
- report on findings from enquiries using oral and written explanations?
- **use displays or presentations of results and conclusions?**
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- identify differences, similarities or changes related to simple scientific ideas and processes?
- use scientific evidence to answer questions or to support their findings?

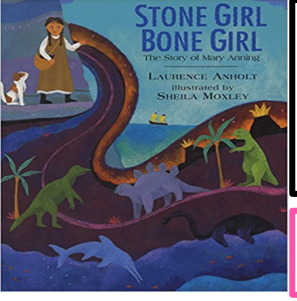
Science Writing:

Instructional writing (Instructions for how to play the magnetic game).

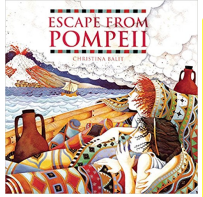
Computing **Collecting Opinions**

Can they:

- use Google Forms or Survey Monkey to do a school survey on Recycling?
- put the results into J2Data on LGFL and analyse them?



Summer 2: Astonishing Earth



Trip and Visits: Natural History Museum (Dinosaurs)

PSHCE: Changing me

Science Rocks and Fossils

Can they:

- compare and group together different types of rocks on the basis of their appearance and simple physical properties?
- describe in simple terms how fossils are formed?
- recognise that soils are made from rocks and organic matter?

Working scientifically

Can they:

- ask relevant questions?
- use different types of scientific enquiries to answer them?
- set up simple practical enquiries, comparative/ fair tests?
- make systematic and careful observations?
- take accurate measurements using standard units with thermometers/data loggers?
- gather, record, classify and present data in a variety of ways?
- **record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?**
- report on findings from enquiries using oral and written explanations?
- use displays or presentations of results and conclusions?
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- identify differences, similarities or changes related to simple scientific ideas and processes?
- use scientific evidence to answer questions or to support their findings?

Science writing:

Non-chronological report about Dinosaurs (taught through English.)

Geography

Can they:

- Use maps, atlases, globes and digital/computer mapping to locate the ring of fire?

English

Diary entry (First person narrative from the perspective of a Pompeii Survivor)

Can they:

Composition

- start a new paragraph when they begin to describe a new event?

SPAG

- use prepositions e.g. before, after, during, in and because of?
- use fronted adverbials to sequence events?
- use a possessive apostrophe with singular and plural nouns?

Poetry (Shape poems – Volcanoes)

Can they:

Composition

- use a shape structure to engage the reader?

SPAG

- Use similes in their poetry?
- Use onomatopoeia?
- experiment with adjectives to create impact?

Newspaper Article (Discovery of a dinosaur fossil)

Can they:

Composition

- sequence events and information chronologically?
- write a clear introduction using 5 Ws?

SPAG

- use a mixture of simple and complex sentences?
- use a range of connectives e.g. when, if, because, although to extend their sentences?

Non-Chronological report (Dinosaurs)

Can they:

Composition

- Write a clear introduction and conclusion?
- organise ideas with related information next to each other?

SPAG

- use words and phrases (technical vocabulary) to give the meaning precisely?
- use a range of connectives e.g. when, if, because, although to extend their sentences?

Spelling: re-, anti-, super-, sub-, dis- & homophones

Music: Four white horses & Barbeque Blues

Art

Suggested Artist- Andy Warhol **Skill-** Fabric Printing –Dinosaur, bones (press print, string and foam)

Can they:

- Develop textures/patterns?
- Combining and overlay patterns?
- Design and produce prints?
- Discuss and evaluate own work and that of others?

History Dinosaurs

Chronological understanding

Can they:

- use a timeline in a specific time in history to set out the order things may have happened?

Knowledge and interpretation

Can they:

- suggest why certain events happened as they did in history?
- suggest why certain people acted the way they did in history?

Historical enquiry

Can they:

- recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- research a specific event from the past?
- use their information finding skills in writing to help them write about historical information?
- Can they use specific search engines on the Internet to help them find information more rapidly?

Computing **Programming & coding using scratch.**

Can they:

- use sequences in coding and give instructions with dinosaur animations?
- explore maps and and globes on google earth and google expeditions?
- explore poetry videos and read poetry out loud and record it on iPads?

PE: Rounders/ kick rounders (coach led) and Athletics (teacher led)

RE: Buddhist Beliefs and Lifestyle

End Point: Learning assembly linked to topic