|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1**  **7 weeks 2 days** | **Autumn 2**  **7 weeks** | **Spring 1**  **6 weeks** | **Spring 2**  **6 weeks** | **Summer 1**  **5 weeks** | **Summer 2**  **8 weeks** |
| **Skills for Success** | Resilience | Self Belief | Responsibility | Understanding Yourself | Co-operation | Risk taking |
| **Visits and Visitors** | Bike ability | Jewish Visitor    Use the Tavistock Blue Plaque Trail to explore the development of Tavistock from Anglo-Saxon Times to the Victorian era.    Visit Tavistock Guildhall- KS2 Mining Heritage Workshop. | Eden project? | Faith Trail (Synagogue & Mosque) | London residential |  |
| **Garden Days** | Team building, paint Blue John gem stone, forces push pull, landscape art, tea and story. | Team building, create beastie, bug hotels, recreate skeletons with labels, butterfly feeder, sweep for bugs, tea and story. | Canal Walk - leaf collection (for art activity), tree ID.  Leaf art, cooking, team building, story. | Team building, Role play, fire as light source, French instructions and opaque and translucent objects, tea and story. | Team building, bird box (firebird),  Shapes in nature,  Sorting rocks  Den building  Willow/twig shapes,  tea and story. | Team building, den building, pitfall trap to catch Greek beast, plant id and lifecycle, mud/clay pots,  tea and story. |
| **English** | The Tear Thief (3 weeks)  Earth Verse - To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery **(3 weeks)** | Jungle Survival guide (How to survive Christmas) (3 weeks)  The Piano – To write a flashback (3 weeks) | ***Extreme Animals* by Nicola Davies – Non-fiction text about a range of plants and the extreme places they grow (3 weeks)**  Dragonology (4 weeks minimum) | ***Kensuke’s Kingdom -* write an extended story based on their own version of Chapter 4 including describing the setting and relating this to the character’s feelings and the plot. (4 weeks)**  The book of hopes (2 weeks) Focus on a different story each week. | Shadow cage – (3 weeks) creating atmosphere through word choice  London brochure (3 weeks) | Beowolf – write a story about overcoming a monster-4 weeks  Car advert (3 weeks) |
| **Mathematics** | Decimal Fractions (5 weeks)  Money (2 weeks) | Negative numbers (2 weeks)  Short multiplication and division (5 weeks) | Area and scaling (5 weeks)  Calculating with decimal fractions (1 week) | Calculating with decimal fractions (2 weeks)  Factors, multiplies and primes (4 weeks) | Fractions (5 weeks) | Fractions (2 weeks)  Converting units (2 weeks)  Angles (3 weeks) |
| **Science** | Physics – Earth and Space  Describe the movement of the Earth and other planets relative to the sun in the solar system.    Describe the movement of the moon relative to the Earth.    Describe the sun, Earth and moon as approximately spherical bodies.    Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.    Describe the life process of reproduction in some plants and animals. | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.    Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. | compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  demonstrate that dissolving, mixing and changes of state are reversible changes.  explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Describe the changes as humans develop to old age. |
| **Computing** | Computing systems and networks – connecting computers | Creating media – Video production | Programming A – Selection in physical computing | Data and information – flat-file databases | Creating media – introduction to vector graphics | Programming B – selection in quizzes |
| **Online Safety** | Self-image and identity | Online relationships | Online reputation  Managing information online | Health and well-being. | Privacy and security  Copyright | Online Bullying |
| **History** | Shang Dynasty 1766 to 1046 B.C  • Know how Shang society was structured and the differences between rich and poor.  • Know how the development of writing, bronze, technology and weapons affected Shang advancement.  • Study the Shang belief system and the use of oracle bones and compare | - | 8th and 9th Century - Viking and Anglo Saxon invasions  • Know when and why the Anglo-Saxons, Vikings and Normans invaded and the impact on existing inhabitants  • Know the different roles of men and women in Anglo-Saxon society  • Compare life in early Saxon times to time of Norman invasion |  | History of the Tower of London 1070AD • Know how the function of the Tower has changed over the years and be able to offer explanations for this.  • know the different people associated with the Tower (William I, 2 Princes & Richard III, Anne Boleyn and Guy Faulkes) |  |
| **Geography** |  | Countries and capital cities of Europe  Vocab: Europe, country, capital city, population |  | I know the difference between human and physical features and can give examples from each country. |  | Compare the UK with a major European country.  I can use N, NE, E, SE, S, SW, W and NW to describe the position of different countries in relation to each other. |
| **Music** | Living on a prayer | Classroom Jazz 1 | Make you feel my love | Fresh Prince of Bel-Air | Dancing in the street | Reflect, Rewind and replay |
| **Art** |  | **Printing**  To develop colour printing skills. To design and make our own prints (relief printing). Experiment with colour in paint to express moods, emotions and atmosphere.  Inspired by the work of Delitia Martin, pupils create relief printing of themselves  Honey #1 Relief, Lithography 22x30 2014 Pricing Available Upon Request |  | **Collage**  (Cross curricular link to volcanoes, Geography)  Select and arrange materials for a striking effect. To develop an awareness of shape, symmetry and balance. Sort and arrange materials.  Inspired by the work of Alma Thomas, pupils create volcanic scenes in nature. |  | **Sculpture/3D –**  *(Cross curricular with History)*  Use claying and enhance finishes and fixing techniques.  Pupils make Anglo-Saxon shields |
| **Design Technology** | **Mechanisms**  **CAMS**   * Understand that mechanical systems have an input, process and an output.   • Understand how cams can be used to produce different types of movement and change the direction of movement.  • Know and use technical vocabulary relevant to the project. |  | **Textiles**  **Combining different fabrics and using computer aided designs in textiles.**   * A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.   • Fabrics can be strengthened, stiffened and reinforced where appropriate. |  | **Frame Structures**  • Understand how to strengthen, stiffen and reinforce 3-D frameworks.  • Know and use technical vocabulary relevant to the project. |  |
| **Personal Social Health Education** | SfS – Resilience  Health & Prevention  Being Safe  Mental Wellbeing (Emotions)  Mental Wellbeing (Self Care) | SfS – Self Belief  Respectful Relationships  Anti-Bullying Week  Mental Wellbeing – seek support  Money Sense | SfS – Responsibility  Healthy Eating  Health & Prevention  Safer Internet Day  Respectful Relationships  Drugs, alcohol & tobacco | SfS – Understanding Yourself  Family and people who care  Caring Friendships  Money Sense  Drugs, alcohol & tobacco | SfS – Co-operation  Respectful relationships  Physical Health & Fitness  Money Sense | SfS – Risk Taking  First Aid  Preparing for Transitions |
| **Religious Education** | What does it mean if Christians believe God is loving and holy | What does it mean to be a Muslim in Britain today? | Why is the Torah so important to Jewish people? | Creation and science – Conflicting or complimentary? | How can following God bring justice and freedom? | What matters most to humanists and Christians? |
| **Physical Education** | **PERSONAL**  I have begun to challenge myself  I know where I am with my learning | **SOCIAL**  I am happy to show others and tell them about my ideas  I show patience and support others listening carefully to them about their work | **COGNITIVE**  I have begun to identify areas for improvement  I can explain what I am doing well | **PHYSICAL**  Ican select and apply a range of skills with good control and consistency  I can perform and repeat longer sequences with clear shapes and controlled movement | **CREATIVE**  I can respond differently to a variety of tasks  I can make up my own rules and versions of activities | **HEALTH/FITNESS**  I can explain why we need to warm up and cool down  I can describe how and why my body changes before and during exercise  I use equipment appropriately and move and land safely |
| **Hockey** | **Orienteering** | **Tri Golf** | **Athletics** | **Handball** | **Striking and fielding/sports day practice** |
| **French KS2** | Me and my friends | Time in the city | At the market | Clothes | Out of this world | Going to the seaside |