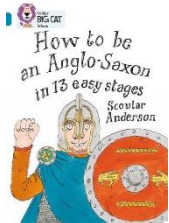




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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic and Big Question...</b> <b>Main subject drivers</b>	<b>Ancient Egypt</b> Who were the Ancient Egyptians? <b>History</b>	<b>Food Glorious Food</b> Are we what we eat? <b>Science</b>	<b>Anglo Saxons and Settlements</b> Why did the Anglo Saxons settle in England? <b>History</b>	<b>Sounds Amazing!</b> What's that Sound? <b>Science/D and T</b>	<b>Rivers</b> Do all Rivers lead to the Sea? <b>Geography</b>	<b>United Kingdom</b> What's it like to live in the UK? <b>Geography</b>
<b>Key Texts:</b>	 	  	  	 	 	 

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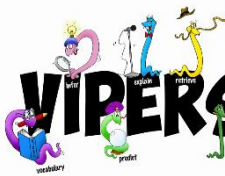
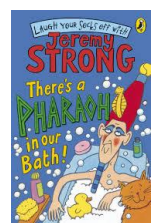
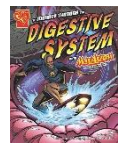
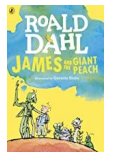

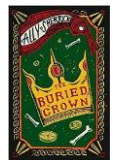
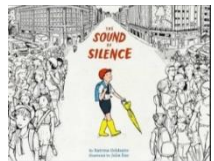
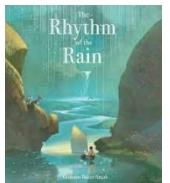

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<p><b>English</b></p>	<p><b><u>Character and setting descriptions</u></b> Children will describe Ancient Egypt and the main character Rhodopis.</p> <p><b><u>Newspaper Reports</u></b> Children will write an article documenting the wedding of the Egyptian Cinderella to the Pharaoh</p>	<p><b><u>Persuasive Letters</u></b> Children will write a letter to the main character John Midas, persuading him to eat their vegetable instead of chocolate.</p> <p><b><u>Writing from a Character's Perspective.</u></b> Children will write the story at two points from the perspective of Mrs Midas, John's mother</p>	<p><b><u>Kenning Poems</u></b> Children will read the first part of the Beowulf story and write a traditional Anglo Saxon Kenning poem about the two main characters,</p> <p><b><u>Anglo Saxon Stories</u></b> Children will write a typical Anglo-Saxon story using the Beowulf story as a guide.</p>	<p><b><u>Explanation Texts</u></b> How do we hear sound?</p> <p><b><u>Discussion text-</u></b> Is it ever right to kill an intelligent animal? Link to the treatment of animals in the Song for a Whale.</p>	<p><b><u>Non-Chronological reports-</u></b> wildlife along the river Aire? Focus on water voles as they are featured in the book 'The River Singers.'</p> <p><b><u>Story writing-</u></b> Children will produce creative writing basing a story from the perspective of the river</p>	<p><b><u>Write a diary entry</u></b> as one of Ahmet's friends.</p> <p><b><u>Write a newspaper report</u></b> Children will write an article documenting the journey of Ahmet.</p> <p><b>(See CLPE/Authorfy)</b></p>
<p><b>Reading VIPERS</b></p> 		 	 			

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<p><b>Maths</b></p> 	<p><b>Number:</b> Place value</p> <p><b>Number:</b> Addition and subtraction</p> <p><b>Measurement:</b> Length and perimeter</p>	<p><b>Number:</b> Multiplication and division</p> <p><b>Measurement:</b> Area</p>	<p><b>Number:</b> Fractions</p> <p><b>Number:</b> Decimals</p>	<p><b>Number:</b> Decimals</p> <p><b>Measurement:</b> Money</p>	<p><b>Measurement:</b> Time</p> <p><b>Statistics</b></p>	<p><b>Geometry:</b> Properties of shape</p> <p><b>Geometry:</b> Position and direction</p>
<p><b>Science</b></p> <p><b>Working Scientifically:</b></p> 		<p><b><u>Animals, including Humans</u></b></p> <p>Basic functions of digestive system</p> <p>Identify the different types of teeth in humans and their simple functions. Look at the effect of drinks on the enamel of the teeth- egg investigation.</p> 	<p><b><u>Electricity</u></b></p> <p>Look at electrical circuits and how they are built.</p> <p>Make own electrical circuits and investigate how components changing effect the circuit</p> <p>Use knowledge to create an electrical Easter card.</p> 	<p><b><u>Sound</u></b></p> <p>How are sounds made? How do we hear sounds? Look at different musical instruments and focus on stringed instruments. How does the string thickness effect the pitch? Volume- how to make a sound quieter and louder? How is sound affected by distance?</p> 	<p><b><u>States of Matter</u></b></p> <p>The water cycle- focus on water evaporating to a gas then changing back to a liquid Making our own water cycle in a cup to see the different states of water. Investigate how temperature affects the speed of evaporation.</p> <p>Environmental change – water voles</p> 	<p><b><u>Living Things and their Habitats</u></b></p> <p>Food chains and habitats. Learn about food chains and create and label using vocabulary: producer, consumer and predator Research animal habitats and look at diet and teeth shape relationships.</p> 

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<p><b>History</b></p>	<p><u><b>Ancient Egypt</b></u></p> <p><b>Main Enquiry – Who were the Ancient Egyptians?</b></p> <p>Timelines-AD, BC/BCE CE</p> <p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>What sources of evidence have survived and how were they discovered?</p> <p>What does the evidence tell us about everyday life for men, women and children?</p> <p>Mummification</p> <p>Organs of the body that were seen as important.</p>		<p><u><b>Britain's settlement by Anglo-Saxons and Scots</b></u></p> <p><b>Main Enquiry – Why did Anglo Saxons settle in Britain?</b></p> <p>Who were they?</p> <p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>Examine artefacts found around Britain - using sources of evidence and discuss what they tell us.</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p>			
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<p><b>Geography</b></p> 		<p><b><u>Chocolate and Fair Trade</u></b>          Does Chocolate Grow on Trees?          Follow the journey of chocolate from the plant to the chocolate bar.          Fair trade workshop</p>			<p><b><u>Do All Rivers Lead to the Sea?</u></b>          Rivers- focus on the river Aire           Parts of a river           Fieldwork- possibly around the river Aire?</p>	<p><b><u>UK Geography</u></b>           Countries of the UK.          Cities of the UK, Rivers of the UK           Human and physical features</p>
<p><b>RE</b></p> 	<p><b>Gospel</b>           What kind of world did Jesus want?</p>	<p><b>Gospel</b>           What are the deeper meanings of Festivals?</p>	<p><b>Festivals</b>           What are the deeper meanings of Festivals?</p>	<p><b>Salvation</b>           Why do Christians call the day that Jesus died "Good Friday?"</p>	<p><b>Kingdom of God</b>           When Jesus left, what was the impact of Pentecost?</p>	<p><b>Sikhism and Christianity</b>           How and why do believers show their commitments during the journey of life?</p>
<p><b>Collective Worship Values</b></p>	<p><b>Generosity</b></p>	<p><b>Perseverance</b></p>	<p><b>Responsibility</b></p>	<p><b>Love</b></p>	<p><b>Prayer</b></p>	<p><b>Service</b></p>
<p><b>Art</b></p>	<p><b>Drawing</b></p>		<p><b>Drawing and Printing</b></p>		<p><b>Painting Landscapes-</b></p>	

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	<p>Egyptian art</p>  <p>Egyptian inspired self-portrait</p> <p>Create a side profile self-portrait using appropriate media</p> <p>Design an Egyptian headdress</p> <p>Draw with accurate scale and relative size</p>		<p>Sketching Anglo-Saxon artefacts</p>   <p>Etching Anglo-Saxon patterns</p>		<p>David Hockey-Rivers/water painting</p>  	
<p>DT</p>		<p><b>Food and Nutrition</b> Who would eat your cereal bar? <b>Focus:</b> Healthy and varied diet <b>Outcome:</b> Design and make a new healthy cereal bar</p>	<p><b>Electrical Systems</b> <b>Multi-aspect</b> Who would you send an Easter card to? <b>Focus:</b> Structures and simple electrical systems (light) <b>Outcome:</b> design and make an Easter card</p>	<p><b>Structures</b> What music would you like to make? <b>Focus:</b> Shell structures to determine pitch <b>Outcome:</b> Design and make a musical instrument</p>		

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		<p>British Chefs e.g. Jamie Oliver (advocate for healthy eating in schools)</p> 	<p>with light electrical system</p>	<p>Research musical instrument designers</p> 		
<p><b>Music</b></p> 	<p align="center">See separate timetable – Roundhay Music</p>					
<p><b>Computing</b></p> 	<p>4.1 Coding</p> <ul style="list-style-type: none"> <li>• 2Code</li> </ul>	<p>4.2 Online Safety</p> <ul style="list-style-type: none"> <li>• 2Connect (Mind Map)</li> <li>• 2Publish Plus</li> <li>• Displayboards</li> </ul> <p>4.3 Spreadsheets</p> <ul style="list-style-type: none"> <li>• 2Calculate</li> </ul>	<p>4.3 Spreadsheets continued</p> <ul style="list-style-type: none"> <li>• 2Calculate</li> </ul>	<p>4.4 Writing for different audiences</p> <ul style="list-style-type: none"> <li>• Writing Templates</li> <li>• 2Simulate</li> <li>• 2Connect (Mind Map)</li> <li>• 2Publish Plus</li> </ul>	<p>4.5 Logo</p> <ul style="list-style-type: none"> <li>• 2Logo (text-based coding)</li> </ul> <p>4.6 Animation</p> <ul style="list-style-type: none"> <li>• 2Animate</li> </ul>	<p>4.7 Effective Searching</p> <ul style="list-style-type: none"> <li>• 2Quiz</li> <li>• 2Connect (Mind Map)</li> </ul> <p>4.8 Hardware Investigators</p> <ul style="list-style-type: none"> <li>• 2Quiz</li> <li>• 2Connect (Mind Map)</li> <li>• Writing Template</li> </ul>

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<p><b>PSHE</b></p> 	<p><b>Identity, society &amp; equality</b> Democracy</p>				<p><b>Physical health &amp; wellbeing</b> What is important to me?</p>	<p><b>Drug, alcohol and tobacco education</b> Making choices</p>	<p><b>Keeping safe and managing risk</b> Playing safe</p>	<p><b>Sex and relationship education</b> Growing up and changing</p>				
 <p><b>MindMate</b></p>	<p><b>Feeling good &amp; being me</b>  Feelings - Intensity I can use a range a words to describe my feelings</p>		<p><b>Friends &amp; Family</b>  Skills to maintain &amp; keep positive relationships I can describe a healthy relationship</p>		<p><b>Strong emotions</b>  Resisting pressure I can stand up for myself without hurting others</p>	<p><b>Solving problems/ Making it better</b>  Coping with difficult situations I can cope in difficult situations</p>	<p><b>Being the same, being different</b>  Know actions affect themselves &amp; others I know that discrimination can hurt people's feelings</p>	<p><b>Life Changes</b>  Positive &amp; negative effects on emotional wellbeing &amp; mental health  I am learning to accept that I will feel a wide range of emotions depending on the situation</p>				
<p><b>PE</b></p>  <p>One lesson indoors and one lesson outdoors per week</p>	<p><b>Invasion:</b> Basketball</p>	<p><b>Athletics:</b> Throwing and Jumping  Swimming</p>	<p><b>Gym-nastics:</b> Bridges</p>	<p>Skipping School  Swimming</p>	<p><b>Dance:</b> Space  Swimming</p>	<p><b>Health and Fitness:</b> Circuits</p>	<p><b>Net and Wall games:</b> Tennis S  Swimming</p>	<p><b>Invasion games:</b> Hockey</p>	<p><b>Dance:</b> Cats  Swimming</p>	<p><b>OAA:</b> Communication &amp; Tactics</p>	<p><b>Athletics:</b> Competitions Bramley Olympics S</p>	<p><b>Striking and Fielding:</b> Rounders Cricket</p>
<p><b>Spanish</b></p> 	<p>Revision of colours Parts of the body Adjectives Asking for Spanish translation</p>		<p>Zoo animals Hay Letters of the alphabet Verb – ser (to be) Es – he/she</p>		<p>Days of the Week Months of the Year Members the family</p>		<p>Pets Revision of learnt vocabulary Easter</p>		<p>Fruit Te Gusta? Revision of colours</p>		<p>Revision of hobbies Weather</p>	

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	Los dias del muertos	Christmas				
<b>Curriculum enhancements and experiences</b>	Egyptian workshop	Global workshop-Fairtrade	Anglo Saxon banquet/campfire telling story  Anglo Saxon workshop?	Sound Man workshop	Residential to Cober Hill	Refugee Pen Pals
		 How is Fair Trade fair?			  What has happened to water voles over the years?	 How can refugees feel safe?

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