




All items in **bold are non-negotiable** statutory content from the curriculum 2014. The Yearly plan should contain **coverage and content** for each topic in subject areas.

There is no specification at this stage of numbers of lessons or for specific lesson learning objectives.

	Autumn 1 <sup>st</sup> Half	Autumn 2 <sup>nd</sup> Half	Spring 1 <sup>st</sup> Half	Spring 2 <sup>nd</sup> Half	Summer 1 <sup>st</sup> Half	Summer 1 <sup>st</sup> Half
Theme:	Stone age		Romans		How London has changed	
Visit/Trip/inspiration day	<b><i>Hook for beginning of the term:</i></b> Workshop: stone-age.		<b><i>Hook for beginning of the term:</i></b> Colchester Castle		National History Museum?	
Products/Outcomes					Tudor Banquet.	
English	<ul style="list-style-type: none"> <li>• Instructions; Based on How to Wash a Woolly Mammoth.</li> <li>• Adventure story: Based on Wolf Brother.</li> <li>• The Croods: T4W, change the story and re-write it.</li> <li>• Ice Age: T4W, change the story and re-write it.</li> <li>• Free Verse: simile about Christmas.</li> <li>• Explanation text on the Stone Age lifestyle.</li> <li>• Story writing on John Lewis Advert.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Persuasion: To be a Roman a Roman soldier. Leaflet and speech based on Avoid Being a Roman Soldier (The Danger Zone)</li> <li>• Newspaper report: Boudica</li> <li>• Plays into drama: Julius Caesar dying.</li> <li>• Author Study: Jeremy Strong, based on Romans on the Rampage. T4W re-write story. Biography of Jeremy Strong.</li> <li>• Recount on trip</li> <li>• Explanation text: about castles.</li> <li>• Myths based on a story from The Orchard Book of Roman Myths.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Explanation text: of Great Fire of London</li> <li>• Non Chron report based on the 3 aspects studied: Great Fire of London, Travel and Henry VII, Titled 'How London has Changed'.</li> <li>• Shakespeare Study.</li> <li>• Toby and the Great Fire of London. T4W and change the story.</li> <li>• Discussion title 'Were the changes good or bad which were made to London.' - write a one-sided argument.</li> <li>• Recount on trip.</li> </ul>	
Cross - Curricular writing	<ul style="list-style-type: none"> <li>• Diary entry as a character from the text/film.</li> <li>• Letter to a character.</li> </ul>		<ul style="list-style-type: none"> <li>• Instructions on how to prepare for battle</li> </ul>		<ul style="list-style-type: none"> <li>• Newspaper report on Great Fire of London.</li> </ul>	
Mathematics	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> </ul>		<ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Fractions and decimals</li> </ul>		<ul style="list-style-type: none"> <li>• Length and perimeter</li> <li>• Time</li> <li>• Shape</li> <li>• Volume and capacity</li> <li>• Co-ordinates</li> <li>• Statistics</li> </ul>	
Science	<p><b><i>Rocks</i></b> (Linked to Stone Age)</p> <ul style="list-style-type: none"> <li>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>▪ recognise that soils are made from rocks and organic matter.</li> </ul>		<p><b><i>Animals including humans</i></b></p> <ul style="list-style-type: none"> <li>▪ 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>▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b><i>Light</i></b></p>		<p><b><i>Forces and Magnets</i></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare how things move on different surfaces</li> <li>▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>▪ observe how magnets attract or repel each other and attract some materials and not others</li> </ul>	

	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>		<ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>		<ul style="list-style-type: none"> <li>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>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	
Computing	Communicating In The Digital World Digital Communication and Sharing Information	Communicating In The Digital World Producing and Editing Media	Exploring the Digital World Collecting, Analysing and Evaluating Real World Data	Exploring the Digital World Modelling and Simulations	Exploring the Digital World Collecting, Analysing and Evaluating Real World Data	Exploring the Digital World Control and Programming
Geography	<ul style="list-style-type: none"> <li>Use 4 points of a compass to build knowledge of the UK</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>Use 4 points of a compass to build knowledge of the UK</li> </ul>	
History	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>		<ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>British resistance, for example, Boudica</li> </ul>		<ul style="list-style-type: none"> <li>a local history study</li> <li>how the locality was affected by a significant national or local event or development or by the work of a significant individual.</li> <li>3 different aspects of history in London, e.g. great fire of London, London underground and the, fashion? Travel? Road network? How each monarch changed the landscape of London – e.g. tudors. How Henry VIII changed the landscape of London.</li> </ul> <p><a href="https://www.theguardian.com/cities/2014/may/15/the-evolution-of-london-the-citys-near-2000-year-history-mapped">https://www.theguardian.com/cities/2014/may/15/the-evolution-of-london-the-citys-near-2000-year-history-mapped</a>  <a href="http://www.bbc.co.uk/news/uk-england-london-36774166">http://www.bbc.co.uk/news/uk-england-london-36774166</a></p>	

			<a href="http://home.bt.com/tech-gadgets/internet/expedia-uses-google-maps-and-photos-to-compare-london-landmarks-past-and-present-11364050085093">http://home.bt.com/tech-gadgets/internet/expedia-uses-google-maps-and-photos-to-compare-london-landmarks-past-and-present-11364050085093</a>		
RE	The Bible (Christianity) Living as a Hindu (Hinduism)		The teaching of Jesus (Christianity) The mosque and prayer (Islam)		Journey to the Promised Land (Judaism) The Guru Granth Sahib and the Gurdwara (Sikhism)
Music	Mammia Mia	Five Gold Rings	Glockenspiel 3	Benjamin Britten - Cuckoo!	Lean On Me Reflect, Rewind, Replay.
Art and Design	<p><b><u>Drawing: Cave drawing</u></b></p> <ul style="list-style-type: none"> <li>· Use different hardnesses of pencils to show line, tone and texture.</li> <li>· Annotate sketches to explain and elaborate ideas.</li> <li>· Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>· Use shading to show light and shadow.</li> <li>· Use hatching and cross hatching to show tone and textures.</li> </ul> <p><b><u>Print – stone age story and name.</u></b></p> <ul style="list-style-type: none"> <li>· Use layers of two or more colours.</li> <li>· Replicate patterns observed in natural or built environments.</li> <li>· Make printing blocks (e.g. from coiled string glued to a block).</li> <li>· Make precise repeating patterns</li> </ul> <p><b><u>Textiles: stone age animal, felt and stuff.</u></b></p> <ul style="list-style-type: none"> <li>· Shape and stitch materials.</li> <li>· Use basic cross stitch and back stitch.</li> <li>· Colour fabric.</li> <li>· Create weavings.</li> <li>· Quilt, pad and gather fabric.</li> </ul> <p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>· Understand the need for a seam allowance.</li> <li>· Join textiles with appropriate stitching.</li> <li>· Select the most appropriate techniques to decorate textiles.</li> </ul>		<p><b><u>Sculpture: Roman round house</u></b></p> <ul style="list-style-type: none"> <li>· Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>· Include texture that conveys feelings, expression or movement.</li> <li>· Use clay and other mouldable materials.</li> <li>· Add materials to provide interesting detail.</li> </ul> <p><b><u>Collage: mosaic</u></b></p> <ul style="list-style-type: none"> <li>· Select and arrange materials for a striking effect.</li> <li>· Ensure work is precise.</li> <li>· Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b><u>Sculpture and Painting: Roman shields.</u></b></p> <ul style="list-style-type: none"> <li>· Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>· Mix colours effectively.</li> <li>· Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>· Experiment with creating mood with colour.</li> </ul>		<p><b><u>Drawing: London landscape then/ now before/ after.</u></b></p> <ul style="list-style-type: none"> <li>· Use different hardness of pencils to show line, tone and texture.</li> <li>· Annotate sketches to explain and elaborate ideas.</li> <li>· Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>· Use shading to show light and shadow.</li> <li>· Use hatching and cross hatching to show tone and textures.</li> </ul>
Design Technology			<p><b><u>Construction: roman round house/ shield.</u></b></p> <p>Choose suitable techniques to construct products or to repair items.</p> <ul style="list-style-type: none"> <li>· Strengthen materials using suitable techniques.</li> </ul> <p><b><u>Materials: roman round house/ shield.</u></b></p> <ul style="list-style-type: none"> <li>· Cut materials accurately and safely by selecting appropriate tools.</li> <li>· Measure and mark out to the nearest millimetre.</li> <li>· Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> </ul>		<p><b><u>Food: Royal Banquet. Make sandwiches/ decorate cakes/ biscuits.</u></b></p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> <li>· Measure ingredients to the nearest gram accurately.</li> <li>· Follow a recipe.</li> <li>· Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul> <p><b><u>Mechanics: horse cart/ car.</u></b></p> <ul style="list-style-type: none"> <li>· Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product</li> </ul>

		• Select appropriate joining techniques.	(such as levers, winding mechanisms, pulleys and gears).			
PSHE	Core 1: Health and well being		Core 2: Relationships	Core 3: Living in the wider world.		
PE	<ul style="list-style-type: none"> <li>• VS Gymnastics Unit P</li> <li>• Tag Rugby</li> </ul>	<ul style="list-style-type: none"> <li>• VS Dance Unit 1</li> <li>• Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• VS Gymnastics Unit Q</li> <li>• VS Dance Unit 2/3</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Rounders</li> </ul>	<ul style="list-style-type: none"> <li>• VS Dance Y6 Unit 3 (Rainforest)</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Tennis</li> <li>• Sports Day</li> </ul>