

<b>Subject</b>	<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>Topics</b>	Stones and Bones		Pole to Pole		Egyptians	
<b>Key Question</b>	How did Britain change from the Stone Age to the Iron Age?		What would it be like to visit the North or South Pole? Polar Preet and Matthew Henson		What were the achievements of the Ancient Egyptians? What was the impact of the Nile?	
<b>History</b>	<p>- Changes in Britain from the Stone Age to the Iron Age (could include technology, changes in farming, culture and defence)</p> <p>How does archaeology help us understand what life was like in prehistory?</p> <p>Sonenhenge</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>		<p>Significant polar explorers</p> <p>Matthew Henson</p> <p>Falcon Scott</p> <p>similarities and differences</p> <p>change and continuity</p>		<p>- Overview of where and when the first civilizations appeared</p> <p>Ancient Egypt</p>	
<b>Geography</b>	<p>Human Geography - settlement and land use</p> <p>Archaeological digs</p> <p>Hills and forts</p> <p>stone age roam</p> <p>Name and locate key topographical features and land use patterns of settlements in the UK.</p>		<p>Arctic and Antarctica</p> <p>physical geography</p> <p>Global warming</p> <p>Key differences between the poles</p> <p>Latitude and Longitude</p> <p>6 Geography Lessons</p>		<p>Where is Egypt? Compare geographical features to UK</p> <p>Geography- Understand the aspects of how the river was essential for the Egyptians</p> <p>.</p>	
<b>Key Texts</b>	Stone Age Boy Ugg (POR)	Firebird (power of Reading) Hot Like Fire, and Other Poems (power of Reading)	Ice Palace (power of Reading)	Tales told in Tents (Power of Reading)	The Green Ship (POR)  Ancient Egypt, Gods, Pharaohs and Cats (non fiction, Power of Reading)	The Viewer (POR)

<b>Guided Reading</b>	The Stone Age and Skara Brae (non-fiction)  Don't Cook Cinderella	Iron Man and the Iron Woman	Planet Omar-Accidental Trouble Magnet	An Alien in the Game Factory	Firework Maker's Daughter	Marcy and the Riddle of the Sphinx
<b>Equality and diversity</b>	John Wesley Gilber-Archaeologist and Margaret Murray		Female Pole Explorer- Preet Chandi, Polar Preet		Egyptian Women Pharaohs	
<b>Trips</b>	Butser Farm		London Aquarium	BFI Imax: Antarctica	British Museum	
<b>Science (Kent Scheme)</b>	Light and Shadow	Rocks	Animals Including Humans	Plants	Forces and Magnets	
<b>PE (MSSP scheme)</b>	Swimming Dance Unit 1	Tag Rugby Unit 1 Gymnastics Unit 1	Football Hockey	Basketball Gymnastics Unit 2	Rounders Athletics	Cricket Tennis
<b>Art</b>	Artist: Ancient Stone Age cave artists, Teyjah McAren  NC Focus: Drawing/Painting		Artist: Kenojuah Ashevak(print), Karoo Ashavak, Lucy Tasseor (sculpture) NC Focus: Print /Sculpture		Artist: Range of Ancient Egyptian artists NC Focus: Drawing/Sculpture.	
<b>DT</b>		<b>Make a healthy vegetable soup</b> Understand and apply the principles of a healthy, varied diet to make a healthy, vegetable soup		<b>Make a sledge</b> Develop and use knowledge of how to construct strong, stiff shell structures in order to make a sledge Develop and use knowledge of nets of cubes and		<b>Make an Egyptian headdress and necklace</b> Know how to strengthen, stiffen and reinforce existing fabrics Understand how to securely join

		<p>Know and use the technical and sensory vocabulary relevant to the project e.g grating, spreading</p> <p>Use basic hygiene rules before preparing food</p>		<p>cuboids and, where appropriate, more complex 3D shapes</p> <p>Know and use technical vocabulary relevant to the project e.g. net, shell</p>		<p>two pieces of fabric together</p> <p>Use different finishing techniques suitable to the fabric e.g use painting, fabric crayons, stitching, sequins, buttons and ribbons</p> <p>Understand the need for patterns and seam allowances</p> <p>Know and use technical vocabulary relevant to the project e.g fastening, pattern</p>
<b>RE</b>	<p>Symbols in Religion: Why do religions use symbols?</p>	<p>The Christian Bible: Has Christmas lost its true meaning?</p>	<p>Judasism - God and the Torah (Jigsaw): How do Jewish, beliefs, teachings and stories impact on daily life?</p>	<p>The Church, Worship and Festivals - (Jigsaw): Do people need to go to church to show they are Christians?</p>	<p>Islam Beliefs and Teachings (Jigsaw): Does praying at regular intervals help Muslims in their everyday lives?</p>	<p>Buddhism (Jigsaw): Can the Buddha's teachings make the world a better place?</p>
<b>PSHE (PSHE Association)</b>	<p>What makes a family; features of family life.</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour.</p>		<ul style="list-style-type: none"> <li>- The value of rules and laws; rights and freedoms.</li> <li>-How the internet is used; assessing information online.</li> <li>-Different jobs and skills; job stereotypes; setting personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Health choices and habit; what affects feelings; expressing feelings.</li> <li>- Personal strengths and achievements; managing and re-framing setbacks.</li> <li>- Risks and hazards; safety in the</li> </ul>		

					local environment and unfamiliar places.	
<b>ICT (Kapow)</b>	Networks Online Safety - Beliefs, opinions and facts on the internet	Scratch Online Safety -- Who should I ask?	Emailing Online Safety - When being online makes me upset	Journey inside a computer Online Safety - Sharing of information	Video trailers Online Safety - Rules of social media platforms	Comparison cards and databases Online Safety
<b>Music</b>	Let your spirit fly	Glockenspiel Stage	Three Little Birds	The Dragon Song	Bringing us Together	Reflect. Repeat and Replay
<b>MFL</b>	J'apprends le francais	Colours and Numbers	Animals, Pets, Opinions	Pencil case items	Food	The Hungry Giant

