
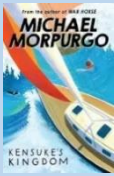

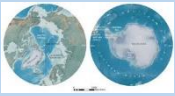




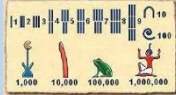








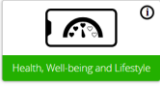




	Autumn – Cycle A		Spring – Cycle A		Summer – Cycle A		Autumn – Cycle B		Spring – Cycle B		Summer – Cycle B	
Topic	Anglo-Saxons 	Kensuke's Kingdom/Journey  round the world	Walter Tull 	Artic/Antarctica 	Queen Elizabeth II 	Rivers 	Lawmakers and Lawbreakers 	Energy 	Numbers over time 	Oh la la! 	WWII – The Blitz 	Weather and Tourism 
English	<p>How to build and Anglo-Saxon house – instructions. The magician's shop- fantasy setting Cinquains and haikus I wish - poetry Kensuke's Kingdom: Debate- Should children be allowed to have holidays in term time? Kensuke's Kingdom: Storm! Diary entry</p> <p>Kensuke's Kingdom Ice Palace</p>		<p>The Canal- warning tale The fire unicorn – non chronological report – own beast. Autumn Gilt – poetry Six ways of looking at the moon- poetry Ice Matters – Polar Bears – Information text</p> <p>War Game - Christmas Truce The Diary of Walter Tull Ferno</p>		<p>The magic box - poetry Malamander – description/story opening Portable paradise - poetry Our Jacko – historical fiction Biography Explanation – How a jellyfish stings Beast Quest – sequel- quest story</p> <p>Sepron the Sea Serpent The Boy who met a whale</p>		<p>Zelda Claw and the raincat- suspense Should children do chores? Discussion Letters – persuasive writing Poetry – Dreams King of the fishes If only- poetry</p> <p>The Firework Maker's Daughter The Last Bear</p>		<p>Ten things found in a wizard's pocket Voices in the Park The Red Eye Seasons Haikus The Nowhere Emporium – fiction Leaflet about Paris</p> <p>The Invention of Hugo Cabret</p>		<p>The Lion and the Unicorn How to survive life as an evacuee Rose Blanche The Story cage - poem WW2 poems Mountain ogres- information text</p> <p>Friend or Foe Wild Robot</p>	
History	<p>Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Who were the Anglo-Saxons? Why did they come to Britain? What kind of people were they? How far can we trust surviving evidence? Why was Alfred the Great 'great'? How much from Saxon times do we use today? 		<p>Walter Tull</p> <ul style="list-style-type: none"> Who was Walter Tull and why is he a significant figure? Can we spot the differences between Walter's life and the lives of footballers today? What was it like for Walter when he played football at a match in Bristol? What is the significance of Walter Tull's experiences in the British Army? 		<p>Who was the real Queen Elizabeth II?</p> <ul style="list-style-type: none"> What is the role of a monarch? How well does the Monarchy reflect society today? How has the power of monarchy changed over time? Who was Queen Elizabeth II? Why did the Queen become the Queen? Who are the royal family? 		<p>Chronological Unit: Can laws change over time?</p> <ul style="list-style-type: none"> What is the law? How does something become the law? How were laws made in the past? Who makes the law? What is the role of the church in this? Has the church ever been involved in breaking the law? How has history shaped the fairness of our laws? 		<p>Chronology - How important have numbers been over time?</p> <p>A chronological study that extends pupils' knowledge beyond 1066.</p> <p>How important have numbers been over time? How can numbers reveal and reflect changes in our lives? What was the biggest influence of</p>		<p>The Blitz: all we need to know about World War II?</p> <ul style="list-style-type: none"> How significant was the Blitz? World War II: whose war? What was the impact of World War II on people in our locality? How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain: is this all we need to know about 	

			<ul style="list-style-type: none"> • What is the British Empire and how has it changed throughout history? • How did the rise of the British Empire impact on those colonised? • How did the British Empire come to an end? 		numbers in the 20th century?	<p>children in World War II?</p> <ul style="list-style-type: none"> • New opportunities? How significant was the impact of World War II on women? • What did men do in World War II? Did all men have to fight? • When was the most dangerous time to live? How different was the Blitz?
Geography	<p>Can you take us on a journey around the world?</p> <ul style="list-style-type: none"> • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the names of some countries and major cities in Europe. • To know the world's different climate zones (ie polar). • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To name and know the features of four contrasting counties of the UK. 	<p>Why is Antarctica uninhabitable for humans?</p> <ul style="list-style-type: none"> • To know vegetation belts are areas of the world which are home to similar plant species. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans. • To know the world's biomes i.e., Polar regions. • The Arctic is the Northernmost part of the planet whereas the Antarctic is the southernmost. • The Arctic circle is an imaginary circle around the North Pole • Antarctica is quite a small continent that 	<p>How are rivers formed?</p> <p>Map of the world and of the UK – naming the most significant rivers including the five longest rivers of the UK</p> <ul style="list-style-type: none"> • Journey of a river : from source to sea. • Mapping the River Severn – including a focus on map work and grid references. • Flooding impact of major flooding and how we prepare against flooding. • Fieldwork - River Rea in Cleobury Mortimer. Field sketch of middle and lower river course. How is the river formed, meanders, erosion, speed and velocity, following the route of the river. Benefits and threats of living by a river. The impact of flooding on local residents. • Data analysis from field work • How we use and manage rivers. 	<p>Energy: How do we energise our homes and country?</p> <ul style="list-style-type: none"> • Know about some of the human features related to the UK, e.g. industry and environment • Know about the importance of power in our lives • Know how important electricity is for homes and industry • Know what is meant by fossil fuel • Know some types of renewable energy • Know why it is important to find more environmentally friendly sources of energy 	<p>France: Can you take us round Europe?</p> <ul style="list-style-type: none"> • To know the names of some of the world's most significant rivers. • To know the names of some countries and major cities in Europe. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was 	<p>How does the weather affect tourism?</p> <ul style="list-style-type: none"> • To know the names of some of the world's most significant mountain ranges. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the names of some of the world's most significant rivers. • To know the names of some countries and major cities in Europe. • To know that nearly settlements would have been by water sources such as rivers. • To know the world's different climate zones (ie polar). • To know that the Equator is a line of latitude indicating the hottest places on Earth

		<p>nobody can visit. Humans cannot live in the Artic.</p> <ul style="list-style-type: none"> To know the positive and negative effects of living in a polar region. 	<p>· The formation of waterfalls – erosion and deposition.</p>		<p>made or built by humans.</p> <ul style="list-style-type: none"> Know the physical features of France including the alps. 	<p>and splitting our globe into the Northern and Southern Hemispheres.</p> <ul style="list-style-type: none"> To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To name and know the features of four contrasting counties of the UK.
Science – Developing Experts	<p>Animals, including humans-Year 5</p> <p>States of matter – Year 4</p>	<p>Electricity -Year 4</p> <p>Earth and Space – Year 5 objectives</p>	<p>Properties of materials – Year 5</p> <p>Living things and their habitats – Year 4</p> <p>(SRE – split for Year 5 and 6)</p>	<p>Forces – Year 5</p> <p>Animals, including humans-Year 4</p>	<p>Changes of materials – Year 5</p> <p>Sound – Year 4</p>	<p>Living things and their habitats – Year 5 objectives</p> <p>Living things and their habitats – conservation - Year 4</p> <p>(SRE – split for Year 5 and ,6)</p>
DT	<p>Shell Structures using CAD</p> <p>Christmas box/3D Christmas tree decoration</p>	<p>Electrical Systems - Simple Programming and Control</p> <p>(link to Computing – Crumble)</p>	<p>Food – Healthy and varied diet</p> <p>Design and make own healthy picnic for river visit – savoury biscuits/scones – combining ingredients</p>	<p>Electrical Systems: Simple circuits and switches</p> <p>Design and make an alarm (light or buzzer) to protect your home</p>	<p>Food: Celebrating culture and seasonality/ Healthy and varied diet</p> <p>Healthy Eating – toaster wrap pockets.</p>	<p>Textiles- 2D shape to 3D product</p> <p>Sock Teddies</p>
Art – Kapow	<p>Drawing – Power Prints- Year 4</p>	<p>Painting and mixed media – Light and Dark- Year 4</p>	<p>Structure and 3D – Interactive installation – Year 4</p>	<p>Craft and Design – Fabric of Nature- Year 4</p>	<p>Painting and mixed media – Portraits Year 5</p>	<p>Sculpture and 3D – Mega Materials Year 4 recycled structure</p>
PSHE/RSE	<p>Relationships</p> <p>Families and friendships: Safe relationships: Respecting ourselves and others:</p>	<p>Living in the Wider World</p> <p>Belonging to a community Media literacy and digital resilience Money and work</p>	<p>Health and Wellbeing</p> <p>Physical health and mental wellbeing Growing and changing Keeping safe</p>	<p>Relationships</p> <p>Families and friendships: Safe relationships: Respecting ourselves and others:</p>	<p>Living in the Wider World</p> <p>Belonging to a community Media literacy and digital resilience Money and work</p>	<p>Health and Wellbeing</p> <p>Physical health and mental wellbeing Growing and changing Keeping safe</p>
Exploring Spirituality	<p>Unit 25</p> <p>What kind of World does Jesus want?</p>	<p>Unit 26</p> <p>What was the impact of the Pentecost?</p>	<p>Unit 27</p> <p>What do Hindus believe God is like?</p>	<p>Unit 29</p> <p>What does it mean to be a Hindu in Britain today?</p>	<p>Unit 28</p> <p>Why do Christians call the day that Jesus died Good Friday?</p>	<p>Unit 30</p> <p>How and why do people mark the significant events of life?</p>

Computing – online safety	<p>Project Evolve: Year 4</p>   <p>-Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>-Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours</p>	<p>Project Evolve: Year 4</p>  <p>-Understand that people may alter information or put untrue information about me online with or without my knowledge</p>	<p>Project Evolve: Year 4</p>  <p>-Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>Project Evolve: Year 4</p>   <p>-Analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’</p>	<p>Project Evolve: Year 4</p>  <p>Understand how monitoring services are used to keep children and users safe online</p>	<p>Project Evolve: Year 4</p>  <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p>
Computing	<p><u>NCCE: Year 4: The internet</u> <i>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</i></p> <p>-Know that websites and their contents are created by people.</p> <p>-Know that information found online is not necessarily honest, accurate or legal.</p> <p>-Know what a URL address is and how to access a website.</p>	<p><u>NCCE: Year 5: Video production</u> Planning, capturing, and editing video to produce a short film.</p> <p>-Use different camera angles</p> <p>-Use trim and crop to edit a video</p> <p>-Identify videos can be improved through and reshooting or editing</p>	<p><u>NCCE: Year 4: Repetition in shapes</u> Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> <p>-Be able to identify patterns of repetition in real life (brushing teeth, dance).</p> <p>-Explain how to use the repeat block in Scratch</p>	<p><u>NCCE: Year 5: Flat-file databases</u> Using a database to order data and create charts to answer questions.</p> <p>-Outline how ‘AND’ and ‘OR’ can be used to refine data selection</p> <p>- Select an appropriate graph to visually compare data</p>	<p><u>NCCE: Year 4: Photo editing</u> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> <p>-Explain the uses for gathered data. - Explain the different ways that data may be gathered.</p>	<p><u>NCCE: Year 5: Selection in quizzes</u> Exploring selection in programming to design and code an interactive quiz.</p> <p>-Identify the condition and outcomes in an ‘if... then... else...’ statement</p> <p>-Show that a condition can direct program flow in one of two ways</p> <p>-Identify the outcome of user input in an algorithm.</p>
Music	<p>Charanga Tuned instrument: Recorder Around the world Lessons 1-5 (Notes: B and A)</p> <p>Units: Livin’ on a prayer</p>	<p>Charanga Tuned instrument: Recorder Around the world Lessons 5-10 (Notes: B, A and G)</p> <p>The Fresh Prince of Bel-Air Style: Pop ballads, old school hip hop</p>	<p>Unit: Classroom Jazz 1</p> <p>Units: Dancing in the street Style: Motown</p>	<p>Charanga Tuned instrument: Recorder Around the world Lessons 1-5 (Notes: B and A)</p> <p>Units: Mamma Mia, Style: Pop, learning basic notation and instrumental skills by playing tunes in varying styles</p>	<p>Charanga Tuned instrument: Recorder Around the world Lessons 5-10 (Notes: B, A and G)</p> <p>Units: Stop! Lean on me Style: Grime, Classical, Bhangra, Tango, Latin Fusion, Gospel</p>	<p>Units: Blackbird, Reflect, rewind and replay Style: Western Classical Music</p> <p>Reflect, rewind and replay: 4</p>

PE	<u>Autumn 1</u> PE Hub YR 4 Football - Kidderminster Harriers Gymnastics Y4 unit 1 <u>Autumn 2</u> Dance Y4 Unit 1 Fitness session	<u>Spring 1</u> PE Hub YR 4 Netball PE Hub YR 4 Hockey <u>Spring 2</u> PE Hub OAA – Year 4 (Forest school) PE Hub YR 4 Tennis	<u>Summer 1</u> PE Hub Cricket Y5 <u>Summer 2</u> PE Hub YR 5 Athletics Forest Schools	<u>Autumn 1</u> PE Hub YR 5 Football - Kidderminster Harriers Gymnastics Y4 unit 2 <u>Autumn 2</u> Dance Y4 unit 2 Fitness Session	<u>Spring 1</u> PE Hub YR 5 Netball PE Hub YR 5 Hockey <u>Spring 2</u> PE Hub YR 5 Tennis PE Hub OAA – Year 5 (Forest school)	<u>Summer 1</u> PE Hub Cricket Y4 <u>Summer 2</u> PE Hub YR 4 Athletics Forest Schools
Languages: French	Rachel Hawkes Rouge Autumn	Rachel Hawkes Rouge Spring	Rachel Hawkes Rouge Summer	Rachel Hawkes Jaune Autumn	Rachel Hawkes Jaune Spring	Rachel Hawkes Jaune Summer
Enrichment Opportunities	Anglo-Saxon Workshop Farm Visit Year 5 residential	Fieldwork on the Common	River Visit – Cleobury Mortimer	Secret Hills – Energy Workshop Hindu Temple visit Year 5 residential	French day	Cosford visit and WWII workshop