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	Autumn Term 1 6 weeks 2 days	Autumn Term 2 7 weeks	Spring Term 1 5 weeks 4 days	Spring Term 2 5 weeks 4 days	Summer Term 1 5 weeks 4 days	Summer Term 2 7 weeks
Main Theme	Temples, Tombs and Treasures		The Vikings Are Coming!		What a Wonderful World…	
Key Texts	• We're Sailing Down the Nile • The Egyptian Cinderella • The Scarab's Secret • Egyptian Diary – The Journal of Nakht • Tutankhamun and his Tombful of Treasure • Egyptian Creation Story		• Beowolf – Michael Morpurgo • The Ecclesiastical History of the English People – St. Bede • Domesday Book • Anglo-Saxon Boy – Tony Bradman • Viking Creation Story		• Seven days of Creation in Genesis • The Dancing Bear - Michael Morpurgo • Journey to the River Sea – Eva Ibbotson	
RE	• Domestic Church – Family • Baptism/Confirmation – Belonging (2 weeks)	• Baptism/Confirmation – Belonging (2 weeks) • Islam • Advent/Christmas - Loving	• Local Church - Community • Eucharist – Relating (2 weeks)	• Eucharist – Relating (2 weeks) • Lent/Easter - Giving	• Pentecost – Serving • Reconciliation – Inter-relating (2 weeks)	• Reconciliation – Inter-relating (2 weeks) • Universal Church – World • Judaism
Literacy	Non-Fiction Texts: • Brochures • Information Texts • Newspaper Reports	Fiction: • Planning a story • Writing a story	Fiction: • Planning a story • Writing a story • Diary entries	Non-Fiction Texts: • Newspaper Reports • Diary entries	Science experiment write-ups	Fiction: • Planning a story • Writing a story

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			Non-Fiction Texts: • Chronicles • Kenning poems	Public Speaking Competition		
Maths	• Reasoning with 4 digit numbers (2 weeks) • Addition and subtraction (3 weeks) • Multiplication and division (1 week)	• Multiplication and division (2 weeks) • Interpreting and presenting data (2 weeks) • Securing multiplication facts (1 week) • Fractions (2 weeks)	• Fractions (2 weeks) • Time (1 week) • Decimals (3 weeks)	• Area and perimeter (2 weeks) • Solving measure and money problems (3 weeks)	• 2-D shape and symmetry (3 weeks) • Position and direction (1 week) • Reasoning with patterns and sequences (2 weeks)	• 3-D shape (1 week) • Consolidation of addition and subtraction (2 weeks) • Consolidation of multiplication and division (2 weeks)
Science	Animals, including humans: • I can identify and name the parts of the human digestive system. • I can describe the function of organs in the human digestive system.		Electricity: • I can identify and name appliances that require electricity to function. • I can construct a series circuit. • I can identify and name the components in series circuit (including cells, wires, bulbs, switches and buzzers). • I can draw a circuit diagram. • I can predict and test whether a lamp will light within a circuit. • I can describe the function of a switch in a circuit.		States of matter: • I can group materials based on their state of matter (solid, liquid, gas). • I can describe how some materials can change state. • I can explore how materials change state. • I can measure the temperature at which materials change state. • I can describe the water cycle. • I can explain the part played by evaporation and condensation in the water cycle. Living things and their habitats:	

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- I can describe the difference between a conductor and insulators; giving examples of each.

Sound:

- I can describe how sound is made.
- I can explain how sound travels from a source to our ears.
- I can explain the place of vibration in hearing.
- I can explore the correlation between pitch and the object producing a sound.
- I can explain the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

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- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

Animals, including humans:

- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.

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<tr><td>History</td><td>

- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how an event from the past has shaped our life today.
- I can research what it was like for children in a given period of history and present my findings to an audience.

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- I can plot events on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can research what it was like for children in a given period of history and present my findings to an audience.
- I can research two versions of an event and explain how they differ.

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		• I can explain how an event from the past has shaped our life today.	
Geography	• I can explain why people may choose to live in one place rather than another. • I can explain why people may be attracted to live in cities.	• I can carry out research to discover features of villages, towns or cities. • I can find at least six cities in the UK on a map. • I can explain why people may choose to live in one place rather than another. • I can plan a journey to a place in England. • I can explain the difference between the British Isles, Great Britain and the United Kingdom. • I can name and locate some of the main islands that surround the United Kingdom. • I know the countries that make up the European Union.	• I can locate the Tropic of Cancer and Tropic of Capricorn. • I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.). • I can explain why people may choose to live in one place rather than another.
Art	• I can show facial expressions and body language in sketches and paintings. • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can sculpt clay and other mouldable materials. • I can experiment with the styles used by other artists.	• I can print onto different materials using at least four colours. • I can experiment with the styles used by other artists.	• I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can show reflections in my art. • I can experiment with the styles used by other artists.

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DT	• I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my design. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can present a product in an interesting way. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work. • I know how to be both hygienic and safe when using food.	• I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my design. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can present a product in an interesting way. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work.	• I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my design. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can present a product in an interesting way. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work.
ICT	Digital literacy: • I recognise acceptable and unacceptable behaviour using technology. Information technology: • I can select and use software to accomplish given goals. • I can collect and present data. • I recognise that information on the internet may not be accurate or reliable and maybe used for buyers, manipulation or persuasion. • I can understand that the internet contains fact, fiction and opinion and begin to distinguish between them.	Information technology: • I can select and use software to accomplish given goals. • I can collect and present data. • I recognise that information on the internet may not be accurate or reliable and maybe used for buyers, manipulation or persuasion. • I can understand that the internet contains fact, fiction and opinion and begin to distinguish between them. • I use strategies to verify information, e.g. cross-checking. • I understand that copyright exists on most digital images, video and recorded music.	Information technology: • I can select and use software to accomplish given goals. • I can collect and present data. • I recognise that information on the internet may not be accurate or reliable and maybe used for buyers, manipulation or persuasion. • I can understand that the internet contains fact, fiction and opinion and begin to distinguish between them. • I use strategies to verify information, e.g. cross-checking. • I understand that copyright exists on most digital images, video and recorded music.

	• I use strategies to verify information, e.g. cross-checking. • I understand that copyright exists on most digital images, video and recorded music. • I can produce and upload a pod cast.	• I can produce and upload a pod cast. Algorithms and programming: • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that takes them from A to B. • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program.	• I can produce and upload a pod cast. Algorithms and programming: • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that takes them from A to B. • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program.
Music	• Keyboards • Egyptian instruments to entertain	• Anglo-Saxon / Viking instruments to entertain	• An animal's travels...
MFL	• I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school. Spoken language: • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences.	Reading: • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bi-lingual dictionary or glossary to look up new words.	Writing: • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic.

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PE	• Swimming and Multi-skills • Football	• Rugby • Dance	• Hockey • Gymnastics	• Gymnastics • Basketball	• Athletics and Swimming • Tennis	• Athletics and Swimming • Rounders
PSHE	• Anti-bullying	• PREVENT	E-safety: • I understand the need for rules to keep me safe when exchanging learning and ideas online. • I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. • I understand the need to keep personal information and passwords private. • I understand that if I make personal information available online it may be seen and used by others.	• Relationships	• Drugs and alcohol awareness	• Transition and change

			- I know how to respond if asked for personal information or feel unsafe about content of a message. - I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy. - I know how to report an incident of cyber bullying. - I know the difference between online communication tools used in school and those used at home. - I understand the need to develop an alias for some public online use. - I understand that the outcome of internet searches at home may be different than at school.			

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Wow Days Visitors Trips	History Off the Page	Massed Schools' Play Day – Keyboards West Stow Anglo-Saxon Village	Harrold Country Park