



Year A	Autumn 1 Egyptians	Autumn 2 Egyptians	Spring 1 Tudors	Spring 2 Tudors	Summer 1 Local history/Rivers	Summer 2 Local history/Rivers
English						
Poetry	Looking Closely Poetry - Conkers	Figurative Poetry - Magic box	Creative Poems - The Moon	10 things found in...	Senses Poem - Rivers (The Cataract at Lodore)	Figurative Poems - Dream Catcher
Narrative	Text - The Garden Plot - Portal Story Toolkit - Description and Setting.		Text - Nail Soup Plot - Quest Toolkit - Action and Suspense		Text - Adventure at Sandy Cove. Plot - Warning Tale Toolkit - Dialogue openings and endings.	
Non-Fiction		Text - River Unicorn Genre - Information Texts		Text - How to catch a grass goblin. Genre - Explanation		Text - Alton Towers Leaflet Genre - Persuasion
Cross Curricular	Information Texts - Woolly Mammoths Instructions		Information Texts - Dragons Newspaper Report - Dragon sighting in Morton		Explanation - Diary Writing -	
Maths	Number - Place value Number - Addition and Subtraction Number - Multiplication and Division		Number: Multiplication and Division Measurement - Money Statistics Measurement: Length and Perimeter Number - Fractions		Number - Fractions Measurement - Time Geometry - Properties of Shape Measurement - Mass and Capacity	
Science	Magnets and Forces	Rocks and Soils	Animals Including humans: Nutrition and Skeletons		Light	Plants
Computing	E-safety and online behaviour	Digital Media - Creating and E-book	Programming 2 forms/languages and Control - Scratch	Communication and Collaboration	Data - Modelling and simulations - use simulations to make and test predictions?	Multimedia and Word Processing.
Religious Education	God - Hinduism [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]	God - Islam [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?		Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	Big Questions (including Christianity): What does it mean to live a good life? [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody]
PSHE & Citizenship	Relationships What makes a family; features of family life. Personal boundaries; safe responding to others; the impact of hurtful behaviour. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.		Living in the wider world The values of rules and laws; rights, freedoms and responsibilities. How the internet is used; assessing information online. Different job and skills; job stereotypes; setting personal goals.		Health and Wellbeing Health choices and habits; what affects feelings; expressing feelings. Personal strengths and achievements; managing and reframing setbacks. Risks and hazards; safety in the local environment and unfamiliar places.	
History	Egyptians - How we can understand the past from a range of sources and chronological knowledge. How did different civilisations live?		Tudors - Address and think of historically accurate questions. Understanding the past of our own civilisation.		Local history of Morton/Lincolnshire. Understand our own history. Note similarities and differences between different periods we have studied.	
Geography	Where is Egypt? Where were the key settlements and why? How have the key features developed over time?		How has the UK developed since Tudor times? Identify where some of the key settlements and castles and perhaps why this may be.		Use atlases, globes and digital mapping to identify rivers and changes to our local history. Discuss the difference between physical and human geography.	
Design & Tech	Making a Shaduf - Construction -Investigate different objects that use levers and linkages and discuss how they work. See how a shaduf works and create a small scale working shaduf.		Tudor money pouches - Textiles Textiles- to make a Tudor money purse Food and Nutrition. To design and make a Tudor pottage using vegetables and seasonal ingredients. peeling, chopping, grating harder food.		Bridge Building - Constructions Build and construct bridges. Looking at different construction techniques and styles. Complete a cross the river challenge by constructing a bridge with sufficient strength and fitness for purpose using different joining methods.	
Art	Egypt themed art - Alla Awad Alternative graffiti art Paint-Use water colour to create a sunset silhouette Pattern and colour- to create sarcophagus designs Clay- design and make amulets Sculpture- create cartouches with relief imprint and plaster of Paris		Portraits Face proportions and spacing. Include detail of features with precision. Use pencil to detail sketch. <i>Hans Holbein</i> Tudor Portraits Add colour using a select colour palette Look at <i>Picasso</i> to look alternate portraits for contrast.		Looking at the movement of water. Lights and shadows on water, looking at how different artists interpret water in all forms. <i>Study Monet and/or Jackie Morris.</i> Children then learn the techniques of marbling, tie die and silk painting to create their own water-inspired art.	
MFL	French - Je me présente		French - Les Couleurs		French - Les Fruits	
Music	Explore traditional Egyptian music. Try music notations to create rhythmic patterns.		Describe music from the Tudor period and compare to modern music. Suggest differences and similarities.		Maybe use woodwind, singing to sing songs and perform with confidence and control.	
Physical Education	Invasion Game skills - Outdoor taught in Football. Outdoor/Indoor - Orienteering	Invasion Game Skills - Outdoor taught in Basketball. Indoor - Dance Sequencing Egyptian Dances.	Net and Wall skills - Outdoor taught in Tennis. Indoor - Gymnastics	Net and Wall skills - Outdoor taught in Badminton. Outdoor/Indoor - Athletics.	Striking and Fielding Skills - Outdoor taught in Rounders. Lesson 2 - Swimming	Striking and Fielding Skills - Outdoor taught in Cricket. Lesson 2 Swimming.



Year B	Autumn 1 Stone Age to Iron Age	Autumn 2 Stone Age to Iron Age	Spring 1 Vikings	Spring 2 Vikings	Summer 1 The American Wild West	Summer 2 The American Wild West
English						
Poetry	Descriptive Poetry - Fire	Spine Poems - Woolly Mammoths	Creative Poems - Dragons eggs - In the red egg...	kennings and Mesostics	Senses Poem	Figurative Poems - Dream Catcher
Narrative	Text - The Garden Plot - Portal Story Toolkit - Description and Setting.		Text - A Sorceress comes to Camelot Plot - Defeating the monster Toolkit - Action and Suspense		Text - Adventure at Sandy Cove. Plot - Warning Tale Toolkit - Dialogue openings and endings.	
Non-Fiction		Text - River Unicorn Genre - Information Texts		Text - How to catch a grass goblin. Genre - Explanation		Text - Alton Towers Leaflet Genre - Persuasion
Cross Curricular	Information Texts - Woolly Mammoths Instructions		Information Texts - Dragons Newspaper Report - Dragon sighting in Morton		Explanation - Diary Writing -	
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Computing	E-safety and online behaviour	Digital Media - Creating and E-book	Programming 2 forms/languages and Control - Scratch	Communication and Collaboration	Data - Modelling & Simulations - use simulations to make and test predictions?	Multimedia and Word Processing.
Religious Education	God - Hinduism [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]	God - Islam [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?		Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	Big Questions (including Christianity): What does it mean to live a good life? [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody]
PSHE & Citizenship	Relationships What makes a family; features of family life. Personal boundaries; safe responding to others; the impact of hurtful behaviour. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.		Living in the wider world The values of rules and laws; rights, freedoms and responsibilities. How the internet is used; assessing information online. Different job and skills; job stereotypes; setting personal goals.		Health and Wellbeing Health choices and habits; what affects feelings; expressing feelings. Personal strengths and achievements; managing and reframing setbacks. Risks and hazards; safety in the local environment and unfamiliar places.	
History	Stone Age Britain - Chronology Changes in Britain from the Stone Age to the Iron Age. Similarity and difference/change/ Covers Old and Middle Stone Age. Focus on hunter-gatherer lifestyle. Case study Star Carr for evidence. Similarity and difference Content: Focus on New Stone Age taming wild animals, growing wheat and barley/use of oxen/ need for flint tools/clearing forests for farming/use of pottery. Enquiry based on images of the remains of buildings		Vikings - Why were the Vikings feared? (establishes pupils' prior knowledge, releases adjectives, sets Vikings in context of time and place) (Blends interesting narrative of the raids with awareness of the partial nature of evidence used in the past) (covers concept of change through time and explores Vikings' changing fortunes, whilst revisiting earlier work on Alfred and Saxons)		The American Wild West Finding out who the pioneers were and how they crossed the Western Frontier. Exploring the lives of Native Americans and how they lived their day-to-day lives. Investigating how the Native American tribes were affected by the new settlers and the conflicts this resulted in. Finding out who the homesteaders were and how they came to live on the Great Plains.	
Geography	Physical and natural changes in Britain from the Stone Age to the Iron Age. Find out where the best places to build Iron Age settlements are and why. Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages. Find out about the settlement of Skara Brae. Make a visitor's guide to Stonehenge Make a giant map of an Iron Age hillfort for your programmable robot.		Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.		American Wild West - Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics. Look at the physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Use maps, atlases, globes and digital/computing mapping to locate countries.	
Design & Tech	Stone Age to Iron Age homes - Designing strong structures. Shelters- exploring and designing strong structures. Children design and make to a brief and test their strength and suitability to the brief.		Textiles - Design and make a Viking warrior tunic. Make a scale model tunic. Explore pattern making and fabric reinforcement. Take a look at natural dyes and decorative writing.		Celebration day food Pumpkin pie. Choosing addition flavours and samples. Design the pastry to reflect and aspect of a topic theme.	
Art	Cave Painting Exploring colour and pattern- use of pastel and chalk to create Cave paintings and a mural using Lascaux cave as inspiration. Making own dyes- use to dye fabric to make a mini tunic. Barbara Hepworth Look at the use of stone in sculpture - children recreate their own in the forest school.		Runes Clay- design and make a piece of Viking jewellery that included the engraving of Viking Runes. Study of Viking art style Mammen - using swirl's and intricate patterns including naturalistic features such as lions, serpents and foliate patterns.		Dream Catchers Textile and Sculpture-design and sculpt a dream catcher Using willow- develop sculpting techniques Escher - Tessellation	
MFL	French - Je me présente		French - Les Couleurs		French - Les Fruits	
Music	Explore traditional Stone Age methods of making music. Try music notations to create rhythmic patterns.		Describe music from the Tudor period and compare to modern music. Suggest differences and similarities.		Maybe use woodwind, singing to sing songs and perform with confidence and control.	
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