

Eastry CofE Primary School Long Term Planning						
Year	Sept/Oct Term 1	Nov/Dec Term 2	Jan/Feb Term 3	Feb/Mar/Apr Term 4	Apr/ May Term 5	June/July Term 6
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1	<p><b>Topic Q: What do buildings need?</b> WOW; Den building Texts: The Three Little Pigs / The Three Little Wolves &amp; the big bad pig <b>English: Retelling ; The Three Little Pigs, Labels &amp; captions, Instructions for catching the wolf</b> <b>Maths: White Rose</b> <b>Science: Seasons / Materials</b> <b>RE: God</b> <b>Geography: aerial photos, recognise landmarks, human &amp; physical features, devise simple maps, &amp; construct symbols in a key</b> <b>Music: listening to music</b> <b>Art: Native American Wolf masks</b> <b>D&amp;T: Simple structures, joining materials – making a frame, hinge mechanism for catching a wolf</b> <b>PE: gymnastics</b> Computing: Digital literacy PSHE/SRE: Jigsaw</p>	<p><b>Topic Q: How do people celebrate?</b> WOW Day: Mexican party, food, Making a Piñata Texts: Charlie &amp; Lola; This is Actually My Party! Dogger, The Day The Crayon's quit, Winnie-the-Pooh <b>English: Instructions, recipes, drama, recount of WOW day</b> <b>Maths: White Rose</b> <b>Science: Materials</b> <b>RE: Incarnation</b> <b>History: Toys,</b> <b>Music: Singing</b> <b>Art: John Dyer's 'Gateway to Cornwall' &amp; Chidi Okoye's Jazz Time / colour mixing</b> <b>D&amp;T: Making a healthy jelly</b> <b>PE: Gymnastics</b> Computing: Computer Science PSHE/SRE: Jigsaw</p>	<p><b>Topic Q: Why are Julia Donaldson's books so popular?</b> Texts: Stick man, room on the broom, the smartest giant in town The Gruffallo <b>English: Pattern &amp; rhyme, stories with familiar settings</b> <b>Maths: White Rose</b> <b>Science: Seasons</b> <b>RE: Gospel</b> <b>History: Family trees, linked to stickman, changes within living memory</b> <b>Music: Singing</b> <b>Art: Andy Goldsworthy, sculptures with sticks</b> <b>PE: Dance</b> Computing: Computing Technology PSHE/SRE: Jigsaw</p>	<p><b>Topic Q: Why do we need plants?</b> WOW: Garden centre to buy seeds Texts: Jack &amp; the beanstalk / We're going on a bear hunt <b>English: Fiction We're going on a bear hunt – change to we're going on a plant hunt (Talk for writing)</b> <b>Maths: White Rose</b> <b>Science: Plants</b> <b>RE: Salvation</b> <b>Geography: fieldwork</b> <b>History: George Forrest – famous explorer</b> <b>Music: Experiment with various sounds</b> <b>Art: Van Gogh: Sunflowers</b> <b>D&amp;T: Lift the flap / moving picture book</b> <b>PE: Dance</b> Computing: Digital literacy PSHE/SRE: Jigsaw</p>	<p><b>Topic Q: Could your pet live in the North Pole?</b> WOW: Visit to a stable, Wingham Wildlife Park Texts: Lost &amp; found, Hairy Maclary by Lynley Dodd <b>English: Non-fiction: animal report; labels/lists/captions Recount of trip, T4W lost &amp; found</b> <b>Maths: White Rose</b> <b>Science: Animals inc. humans</b> <b>RE: Judaism</b> <b>Geography: Location of hot &amp; cold areas of the world in relation to the Equator &amp; North &amp; South Poles</b> <b>History: Robert Scott: famous explorer in the past</b> <b>Music: Play tuned &amp; untuned instruments</b> <b>Art: Inuit Art, block printing</b> <b>PE: Games</b> Computing: Computer Science PSHE/SRE: Jigsaw</p>	<p><b>Topic Q: What makes a good pirate?</b> Texts: Pirates Next door, The Pirate Cruncher, Pirates Go to school <b>English: Character description; Blackbeard Holiday brochures, Blackbeard diaries, recounts, descriptive writing, plan ideas for writing – adjectives/ verbs</b> <b>Maths: White Rose</b> <b>Science: Animals inc. humans / Seasons</b> <b>RE: Judaism</b> <b>Geography: WOW experience: treasure hunt, beach trip, basic geographical vocabulary, fieldwork, compass directions</b> <b>History: Pirates Life</b> <b>Music: Play tuned &amp; untuned instruments</b> <b>Art: Clay Pirate heads</b> <b>PE: Games</b> Computing: Digital Literacy PSHE/SRE: Jigsaw</p>
2	<p><b>Topic Q: What can we learn about character from Aesop's fables?</b> Texts: Town and the Country Mouse, The crow and the water jug, The Hare and the Tortoise (Aesops Fables) <b>English: re-telling narrative, letters, Poetry.</b> <b>Maths: Number and Place Value, Addition and Subtraction</b> <b>Science: All living things including humans ( simple food chains and habitats)</b> <b>RE: Creation – who made the world.</b></p>	<p><b>Topic Q:</b> Texts: Paddington Bear <b>English: Setting/ Character description, Narrative, Instructions (sandwich and looking after a bear),</b> <b>Maths: Number and Place value, Addition and Subtraction, Multiplication and Division, Money</b> <b>Science: All living things including humans (basic needs of animals and off-spring)</b> <b>RE: Incarnation – why does Christmas matter to Christians</b> <b>Geography: Name and locate the four countries and capital</b></p>	<p><b>Topic Q: What if Samuel Pepys never wrote a diary?</b> Texts: Vlad and the Great fire of London, Magic Grandad, Samuel Pepys Diary Entries. <b>English: Diary, eye witness accounts, Drama- roleplay, descriptive writing, plan ideas for writing.</b> <b>Maths: Multiplication and Division, Statistics, shape</b> <b>Science: use of everyday materials. (identify and compare uses of different materials) *link to building materials.</b> <b>RE: Gospel- What is the good news that Jesus brings?</b></p>	<p><b>Topic Q: What if dinosaurs had never become extinct?</b> Texts: The Dinosaurs diary, non-fiction books <b>English: Information text, Re-count trip, descriptive writing.</b> <b>Maths: Number and Place Value, Shape, Fractions, Measurement- Length and Height.</b> <b>Science: Living things and their habitats. Differentiate living, dead and non-living.</b> <b>RE: Salvation – Why does Easter matter to Christians?</b> <b>Geography: Use simple fieldwork and observational skills to study the immediate environment</b></p>	<p><b>Topic Q: Are dragons fact or fiction?</b> Texts: Myths and Legends- George and the Dragon (Wormell) <b>English: Narrative, descriptive writing</b> <b>Maths: Geometry- Position and Direction, Problem Solving, Efficient Strategies, Time</b> <b>Science: Living things and their habitats.</b> <b>RE: Who is a Muslim and what do they believe?</b> <b>Geography: Find and identify dragon lairs in the UK. Name and locate the four countries and</b></p>	<p><b>Topic Q: How is a castle different from my home?</b> Texts: see inside Castles (Usborne), Castle of adventure- Enid Blyton <b>English: Re-count trip, Explanation text.</b> <b>Maths: Time, Measurement- Mass, Capacity, investigations.</b> <b>Science: Use of every day materials (identify and compare uses of different materials and compare how things move on different surfaces).</b> <b>RE: Who is a muslim and what do they believe?</b></p>

	<p><b>Geography:</b> Compare Town/ country: Use simple fieldwork and observational skills to study the immediate environment.</p> <p><b>History:</b></p> <p><b>Music:</b> Play untuned instruments Musically.</p> <p><b>Art:</b></p> <p><b>D&amp;T:</b> Make puppets and re-tell a fable (Design purposeful, functional and appealing products), Evaluate.</p> <p><b>PE:</b> master basic movement. Team games</p> <p><b>Computing:</b> Communicate online safely and respectfully</p> <p><b>French:</b></p> <p>PSHE/SRE: Jigsaw Scheme</p>	<p>cities of the UK using atlases and globes. Name and locate world's continents and oceans. Compare local area to a non-European country (Peru). Use basic vocabulary to describe a less familiar area.</p> <p><b>History:</b></p> <p><b>Music:</b> Singing songs</p> <p><b>Art:</b> Nativity scenes in the church (link to understanding Christianity) – learn about a range of artists, craftsmen and designers.</p> <p><b>D&amp;T:</b> Make a sandwich (use a range of tools to complete a practical task, understand where food comes from).</p> <p><b>PE:</b> Perform dances with simple movement. Team games.</p> <p><b>Computing:</b> Understand use of algorithms.</p> <p><b>French:</b></p> <p>PSHE/SRE: Jigsaw Scheme</p>	<p><b>Geography:</b></p> <p><b>History:</b> Lives of significant historical figure (Samuel Pepys, Charles II), key event.</p> <p><b>Music:</b> Singing songs. (make and combine sounds musically) Perform simple patterns keeping a steady pace.</p> <p><b>Art:</b> 3D model of London in 1666 (use of a range of materials) Collage and Fire painting.</p> <p><b>D&amp;T:</b> 3D model of London in 1666 (build and improve stuctures)</p> <p><b>PE:</b> master basic movement. Team games.</p> <p><b>Computing:</b> Recognise uses of IT outside school.</p> <p><b>French:</b></p> <p>PSHE/SRE: Jigsaw Scheme</p> <p>WOW: Burn London down</p>	<p>(hide the dinosaur eggs and meet the class T-Rex)</p> <p><b>History:</b> Mary Anning –Lives of significant historical figures.</p> <p><b>Music:</b></p> <p><b>Art:</b> make a fossil (use a range of materials e.g soap and spoon)</p> <p><b>D&amp;T:</b> Make a fossil (use a range of tools)</p> <p><b>PE:</b> master basic movement. Team games</p> <p><b>Computing:</b> Organise, store, retrieve and manipulate data.</p> <p><b>French:</b></p> <p>PSHE/SRE: Jigsaw Scheme</p> <p>WOW: Natural History Museum or Dinotropolis (Dartford)</p>	<p>capital cities of the UK using atlases and globes</p> <p><b>History:</b> Who was the real Saint George (lives of significant figures)</p> <p><b>Music:</b> Ocarina (play tuned instruments musically).</p> <p><b>Art:</b> Develop techniques of pattern and texture ( dragon scales), make clay dragons, (use sculpture)</p> <p><b>D&amp;T:</b></p> <p><b>PE:</b> Swimming</p> <p>Master basic movement. Team games.</p> <p><b>Computing:</b> Understand use of algorithms</p> <p><b>French:</b></p> <p>PSHE/SRE: Jigsaw scheme</p>	<p><b>Geography:</b> Castle location - Use simple fieldwork and observational skills to study the immediate environment.</p> <p><b>History:</b> Comparison to different time period.</p> <p><b>Music:</b> Listen and understand live and recorded music (form and elements)</p> <p><b>Art:</b> Tapestry-</p> <p><b>D&amp;T:</b> Understand where food comes from (Banquet)</p> <p><b>PE:</b> Swimming, Perform dances using simple movement.(Banquet)</p> <p><b>Computing:</b> Communicate online, safely and respectfully</p> <p><b>French:</b></p> <p>PSHE/SRE: Jigsaw Scheme</p> <p>WOW: Walmer/Dover Castle</p>
3	<p><b>Topic Q: Local Flavours</b></p> <p><b>Where does ice cream come from?</b></p> <p>Texts: Charlotte's Web / How to Wash a Woolly Mammoth</p> <p><b>English:</b></p> <p>Non-Chronological report – How to care for an animal</p> <p>Fiction – stories based on Charlotte's Web characaters</p> <p><b>Maths:</b> White Rose</p> <p><b>Science:</b> Animals; Skeleton and nutrition.</p> <p><b>RE:</b> People of God – What is it like to follow God? Noah / Abraham</p> <p><b>Geography:</b> Use fieldwork to observe measure and record. Use 8 points of the compass, symbols and keys. Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements and trade links.</p>	<p><b>Topic Q: Tribal Tales</b></p> <p><b>Were Stone Age people just hunter gatherers only interested in food and shelter?</b></p> <p>Texts: Stig of the Dump OR Boy with a Bronze Age Axe. The Stone Age Boy</p> <p><b>English:</b></p> <p>Poetry; Fire</p> <p>Non Fiction; Leaflet – how to survive on in the Stone Age</p> <p>Fiction; Based on The Stone Age Boy</p> <p><b>Maths:</b> White Rose</p> <p><b>Science:</b> Sources of Light; shadows and reflections.</p> <p><b>RE:</b> Sikhism Jesse Tree – What is important to Sikh people?</p> <p><b>Why do Christians celebrate</b></p> <p><b>Geography:</b> Land use and patterns / change over time. Formation of the English Channel</p> <p><b>History:</b> Changes in Britain From Stone age to Bronze Age.</p>	<p><b>Topic Q:Gentle Giants</b></p> <p><b>What is huge, vast and enormous?</b></p> <p>Texts: The Iron Man. James and the Giant Peach</p> <p><b>English:</b></p> <p>Characters and setting; The opening to the Iron Man leading to poetry Poetry; Tin Forest - Huge / Big</p> <p>Newspaper Reports; The Battle between the Iron man and Space Bat Angel Dragon</p> <p>Recount; A day in the life of a Celt.</p> <p><b>Maths:</b> White Rose</p> <p><b>Science:</b> Simple Forces including magnetism</p> <p><b>RE:</b> Incarnation – What is the Trinity?</p> <p><b>Geography:</b> Locate the world's countries focussing on Europe and the Americas focus on key physical and human features</p>	<p><b>Topic Q:Terrible Tremors and Rocking Rocks</b></p> <p><b>What happens when there is an earthquake / a volcano erupts?</b></p> <p>Texts: Escape from Pompeii</p> <p>Roman Myths</p> <p><b>English:</b></p> <p>Fiction – Escape from Pompeii</p> <p>Myths - Roman Myths</p> <p><b>Maths:</b> White Rose</p> <p><b>Science:</b> Simple understanding of fossilisation. Classification of rocks</p> <p><b>RE:</b> Salvation - Why do Christians celebrate Good Friday – when Jesus died?</p> <p><b>Geography:</b> Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements and trade links.</p> <p><b>History:</b></p> <p><b>Music:</b> Use voice and instruments with increasing accuracy, control and expression</p>	<p><b>Topic Q: Rebellion!</b></p> <p><b>How and why did the British rebel against the Romans? Why were the Romans successful?</b></p> <p>Texts: A Roman Rescue</p> <p>Boudicca</p> <p><b>English:</b> Persuasive Writing; Boudicca's Speech to rally the troops.</p> <p>Instructions – How to become a gladiator</p> <p><b>Maths;</b> White Rose</p> <p><b>Science:</b> Plants – roots and shoots</p> <p><b>RE:</b> Kingdom of Good – Pentecost – what happened?</p> <p><b>Geography:</b> The journey of the Roman Empire.</p> <p><b>History:</b> The Roman Empire and its impact on Great Britain</p> <p><b>Music:</b> Appreciate a wide variety of live and recorded music Listen with attention to detail</p> <p><b>Art:</b> Learn about great artists, architects and designers.</p>	<p><b>Topic Q: Oh I do like to be beside the seaside.</b></p> <p><b>Which seaside artists have been influential locally?</b></p> <p>Texts: The Dolphin Boy – Michael Morpurgo</p> <p><b>English:</b></p> <p>Poems – Shape poems – the seaside focus</p> <p>Michel Morpurgo – author study and comparison</p> <p><b>Maths:</b> White Rose</p> <p><b>Science:</b> Plants – flowering (Fruit Picking)</p> <p><b>RE:</b> Sikhism 2 – How do Sikhs celebrate and worship?</p> <p><b>Geography:</b></p> <p><b>History:</b> Broader History Study – Local Study</p> <p>A study over a period of time (rise and fall of the seaside holiday)</p>

	<p><b>Eastry and surrounding area – land use</b>  <b>Settlements and land use in those settlements</b>  <b>History:</b> n/a  <b>Music:</b> Use voice and instruments with increasing accuracy, control and expression  <b>Listen with attention to detail</b>  <b>Art:</b> Use sketchbooks to collect record and evaluate ideas.  <b>Skull Art – Day of the Dead – D&amp;T:</b> n/a  <b>PE:</b> Games  <b>Gymnastics / Swimming</b>  <b>Computing:</b> Using Blogs safely  <b>French:</b> Greetings.  <b>My name is....</b>  <b>PSHE/SRE:</b> Being Me in My World</p>	<p>Hunter gatherers and early farmers. Bronze Age religion, technology and travel.  <b>Music:</b> Use voice and instruments with increasing accuracy, control and expression  <b>Improvise and compose music</b>  <b>Art:</b> n/a  <b>D&amp;T:</b> Research and criteria to develop products which are fit for purpose. Use annotated sketches and prototypes to explain ideas  <b>Evaluate existing products and improve own work.</b>  <b>Photo Frames</b>  <b>PE:</b> Games  <b>Swimming / Dance</b>  <b>Computing:</b> Using IF statements to create more interactive programmes  <b>French:</b> Happy Birthday and Happy Christmas  <b>PSHE/SRE:</b> Celebrating Differences</p>	<p><b>History:</b> Changes in Britain From Stone Age to Iron Age – Iron Age Hillforts  <b>Music:</b> Listen with attention to detail  <b>Appreciate a wide variety of live and recorded music (linked to Iron Age Dance)</b>  <b>Art:</b> RE / DT link – Learn about great artists, architects and designers  <b>RE – baptism and holy trinity in paintings</b>  <b>DT – Moving Iron Man</b>  <b>D&amp;T:</b> Use mechanical systems in own work  <b>Moving Iron Man - hydraulic</b>  <b>PE:</b> Games  <b>Dance</b>  <b>Computing:</b> Understanding how computers connect to a network  <b>French:</b> Counting to 20 and beyond.  <b>PSHE/SRE:</b> Dreams and Goals</p>	<p><b>Art:</b> Improve mastery of techniques such as drawing, painting and sculpture with varied materials (clay volcanoes)  <b>D&amp;T:</b>  <b>PE:</b> Games  <b>Gymnastics</b>  <b>Computing:</b> Creating basic presentations  <b>French:</b> At School  <b>PSHE/SRE:</b> Healthy Me</p>	<p><b>Observational drawing – in the style of Georgia O’Keefe.</b>  <b>D&amp;T:</b>  <b>PE:</b> Games  <b>Gymnastics / Athletics</b>  <b>Computing:</b> Using IF ELSE statements to create even more interactive programs  <b>French:</b> At School  <b>PSHE/SRE:</b> Relationships</p>	<p><b>Music:</b> Appreciate a wide variety of live and recorded music  <b>Listen with attention to detail</b>  <b>Use voice and instruments with increasing accuracy, control and expression (Seaside Shanties)</b>  <b>Art:</b> n/a  <b>D&amp;T:</b> Prepare and cook seasonal dishes - ? grow / pick veg and cook it?  <b>PE:</b>  <b>Games</b>  <b>Athletics</b>  <b>Computing:</b> Styling documents to create eye-catching posters and leaflets  <b>French:</b> Recap  <b>PSHE/SRE:</b> Changing Me</p>
4	<p><b>Topic Q: What was it like to live like an Egyptian?</b>  <b>Texts:</b> Egyptian Non-Fiction text, Egyptian Myths: Osiris, Fiction: Goosebumps ‘The curse of the Mummy.’ RL Stine  <b>English:</b> Chronological report, suspense writing, poetry, persuasive writing  <b>Maths:</b> White Rose Scheme  <b>Science:</b> Electricity  <b>RE: What do Christians learn from the Creation story?</b>  <b>Geography:</b> Rivers, water cycle,  <b>History:</b> Earliest civilisations; comparison with modern and ancient Egypt  <b>Music:</b> Rhythm and beat  <b>Art:</b> Clay sculpture  <b>Record and develop ideas for mastery: blending and mixing different colours and shades; sunset.</b></p>	<p><b>Topic Q: What is life like in our polar regions?</b>  <b>Texts:</b> Northern Lights poem  <b>Fiction:</b> Sky Song  <b>Abi Elphinstone Non-Fiction- Titanic</b>  <b>English:</b> informal letter, diary entry, newspaper writing, poetry, poetry  <b>Maths:</b> White Rose Scheme  <b>RE: What does incarnation mean to Christians?</b>  <b>Geography:</b> Locate the polar regions on maps and countries and seas. Identify and compare the key physical features.  <b>History:</b> Identify and research the life of famous people and how they impacted our future: polar explorers; Shackleton.  <b>Music:</b> Use voice and instruments with increasing accuracy</p>	<p><b>Topic Q: Predator or prey?</b>  <b>Texts:</b> Fiction: ‘The Hodgeheg’ Dick King Smith, ‘Fantastic Mr Fox’, Roald Dahl, ‘Zoo’ Anthony Browne.  <b>Non-fiction:</b> Animals in captivity  <b>English:</b> Debate, persuasive writing, creative writing  <b>Maths:</b> White Rose Scheme  <b>Science:</b> Animals and their habitats; classifying living things and food chains  <b>RE: What kind of world did Jesus want?</b>  <b>Geography:</b> Locate world’s countries, focussing on physical and human changes to the environment (endangered animals)  <b>Art:</b> Improve mastery techniques – sketching using line, tone and shade.  <b>Music:</b> Play instruments with increasing accuracy developing</p>	<p><b>Topic Q: How do you make the perfect potion?</b>  <b>Texts:</b> ‘Alice in Wonderland’ Lewis Carroll  ‘Harry Potter and the Philosopher’s Stone’. J.K Rowling  <b>English:</b> Fiction writing based on texts, biography, instructional texts  <b>Maths:</b> White Rose Scheme  <b>Science:</b> States of matter  <b>RE: Why do Christians call the day that Jesus died, ‘Good Friday?’</b>  <b>History:</b> History of medicine; local historical figure- William Harvey  <b>Music:</b> Play instruments with increasing accuracy; developing an understanding of reading and performing staff notation.  <b>Recorders.</b>  <b>Art:</b> Salvador Dali illustrations based on Alice in Wonderland.</p>	<p><b>Topic Q: How does music change?</b>  <b>Texts:</b> Non-Fiction: Music from around the world. Poetry  <b>Fiction:</b>  <b>English:</b> Biographies, poetry, non-chronological reports  <b>Maths:</b> White Rose Scheme  <b>Science:</b> Sound as vibrations  <b>RE: What does it mean to be a Hindu in Britain today?</b>  <b>Geography:</b> Locating countries from around the world-linked  <b>History:</b> History of music, making comparisons between genres.  <b>Music:</b> Listening to music from around the world and the history; understanding how music has changed through the years. Appreciate a wide range of recorded music. Compose and improvise a range of music. Play instruments with increasing accuracy.  <b>Art:</b> Record ideas using different media. Record and develop ideas</p>	<p><b>Topic Q: How did the Anglo Saxons change Britain?</b>  <b>Texts:</b> ‘Anglo Saxon Boy’ Tony Bradman  Michael Morpurgo ‘Beowulf’  <b>Non-Fiction – Who were the Saxons?</b>  <b>English:</b> Play scripts, fictional creative writing,  <b>Maths:</b> White Rose Scheme  <b>Science:</b> Animals and humans  <b>RE: Why do some people think that life is a journey?</b>  <b>Geography:</b> Study a region of the UK- Anglo Saxon settlement. Focus on physical and human features.  <b>Fieldwork study to observe, measure and record.</b>  <b>History:</b> Anglo Saxon settlement and the impact on Britain.  <b>Music:</b> Play instruments with increasing accuracy. Compose</p>

	<p><b>D&amp;T: Prepare and cook savoury dishes</b>  <b>PE: Dance (Egyptian dance) Football</b>          Computing: Digital literacy: Using search engines  <b>French: Family</b>          PSHE/SRE: Jigsaw Scheme</p>	<p><b>Art: Record ideas using different media; pastels, paints; Northern lights project</b>  <b>D&amp;T: Polar Dioramas: Annotate plans, Mechanical systems, making prototypes, evaluate products, planning</b>  <b>PE: Gymnastics Basketball</b>          Computing: Using variables: Coding  <b>French: Animals</b>          PSHE/SRE: Jigsaw Scheme</p>	<p><b>an understanding of reading and performing staff notation.</b>  <b>PE: Swimming</b>          Computing: Computer technology: Understanding how hardware can control computers.  <b>French: Sports</b>          PSHE/SRE: Jigsaw Scheme   <i>Zoo Keeper visit</i></p>	<p><b>Record and develop ideas for mastery: blending and mixing different colours and shades; sunset. Record and evaluate ideas.</b>  <b>D&amp;T: Plan and design sandwiches, prepare and cook savoury dishes, research and evaluate existing products to improve and plan work. 'Mad Hatter's Tea Party.'</b>  <b>PE: Gymnastics</b>          Computing: Digital literacy : Presentations; present interactive kiosk presentations.  <b>French: Days of the week/Months of the year</b>          PSHE/SRE: Jigsaw Scheme   <i>Visit supermarket/shop and budget for foods and taste and purchase foods; preparation for Mad Hatter's tea party.</i></p>	<p><b>for mastery: blending and mixing different colours and shades. Record and evaluate ideas.</b>  <b>D&amp;T: Plan and design an instrument, make prototypes, research and evaluate existing products to improve and plan work.</b>  <b>PE: Dance</b>          Computing: Coding: Sharing and retrieving information from variables.  <b>French: Year 4 revision</b>          PSHE/SRE: Jigsaw Scheme</p>	<p><b>and improvise a range of music. Recorders.</b>  <b>Art: Pointillism – Georges Seurat</b>  <b>PE: Athletics</b>          Computing: Digital literacy: Stop frame animations.  <b>French: Year 4 revision</b>          PSHE/SRE: Jigsaw Scheme</p>
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5	<p><b>Topic Q: Is there anybody out there? (science)</b>          Texts: Jamie Drake Equation          Chris Riddell  <b>English:</b></p> <ul style="list-style-type: none"> <li>• Recounts – Tim Peake's journey to space / Moon landings</li> <li>• Research and present information about famous astronauts</li> <li>• Sci fiction stories</li> </ul> <p><b>Maths: White Rose</b></p> <p><b>Science: Earth &amp; Space –</b></p> <ul style="list-style-type: none"> <li>• Understand location and interaction of Sun, Earth &amp; Moon</li> <li>• Introduce gravity</li> </ul> <p><b>RE: God – what does it mean if God is loving and holy?</b></p>	<p><b>Topic Q: Were the Vikings victorious in their struggle for England? ( History)</b>          Texts: Beowulf - Michael Morpurgo  <b>English:</b></p> <ul style="list-style-type: none"> <li>• Biographies and autobiographies – Alfred/ Edward the Confessor</li> <li>• Character descriptions</li> <li>• Fantasy /horror stories</li> </ul> <p><b>Maths: White Rose</b></p> <p><b>Science :Forces</b></p> <ul style="list-style-type: none"> <li>• Introduce resistance and mechanical forces</li> </ul> <p><b>RE: Incarnation – People of God – How can following God bring freedom &amp; justice?</b>  <b>Geography: x</b></p>	<p><b>Topic Q: What were the key events in World War 1?</b>          Texts: Armistice Runner by Tom Palmer  <b>English:</b></p> <ul style="list-style-type: none"> <li>• Reports and journalistic writing –WW1 events</li> <li>• Mystery short stories</li> </ul> <p><b>Maths: White Rose</b></p> <p><b>Science: Properties &amp; changes in materials</b></p> <ul style="list-style-type: none"> <li>• Classify materials according to a variety of properties</li> <li>• Understand mixtures and solutions</li> <li>• Know about reversible changes; identify irreversible changes</li> </ul> <p><b>RE: People of God – How can following God bring freedom and justice</b></p>	<p><b>Topic Q: How can we be stewards of the Earth?</b>          Texts: Who let the Gods out? Max Evans  <b>English :</b></p> <ul style="list-style-type: none"> <li>• Poetry – Poetic style – the power of imagery – nature poetry</li> <li>• Persuasive texts – fighting to save the environment</li> </ul> <p><b>Maths: White Rose</b></p> <p><b>Science: living things and their habitats ( Beach clean)</b></p> <ul style="list-style-type: none"> <li>• Life cycles of plants &amp; animals (incl mammal, insect, bird, amphibian)</li> </ul> <p><b>RE: Salvation – What did Jesus do to save human beings?</b></p>	<p><b>Topic Q: How did Churchill's 'few' alter the course of WW2?</b>          Texts: Goodnight Mister Tom  <b>English:</b></p> <ul style="list-style-type: none"> <li>• Instructions and explanations ( Make do and mend)</li> <li>• Letter writing ( letters from characters in the book)</li> </ul> <p><b>Maths: White Rose</b></p> <p><b>Science: Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Describe changes as humans develop and mature</li> </ul> <p><b>RE: Judaism – What does it mean to be Jewish in Britain today?</b>  <b>Geography: WW2 Battle of Britain</b></p>	<p><b>Topic Q: How has Betteshanger changed since WW2 (local history)</b>          Texts: Carrie's War  <b>English:</b></p> <ul style="list-style-type: none"> <li>• Classic fiction</li> <li>• Diary writing ( from characters trapped in Betteshanger)</li> </ul> <p><b>Maths: White Rose</b></p> <p><b>Science: PSHE/RSE</b></p> <p><b>RE: Islam – What does it mean to be a Muslim in Britain today?</b>  <b>Geography:</b></p>
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	<p><b>Geography: Viking homelands and Viking travels</b></p> <ul style="list-style-type: none"> <li>Locate countries known as the Viking homelands</li> <li>Id physical characteristics of these countries</li> <li>Locate on maps the countries that the Vikings travelled to</li> <li>Locate town and cities in the UK where the Vikings settles and physical features</li> <li>Consider how these places have changed over time</li> </ul> <p><b>History:</b>x  <b>Music:</b> Singing and ukulele  <b>Art:</b> x  <b>D&amp;T:</b> Rockets tp space  <b>PE:</b> Dance  <b>Computing:</b>  <b>French:</b> Primary French is fun  <b>PSHE/SRE:</b> Being Me in my worlds</p>	<p><b>History: Viking and Anglo Saxon struggle for England to the time of Edward the confessor</b></p> <ul style="list-style-type: none"> <li>Viking invasions, Danegeld, Edward the confessor</li> </ul> <p><b>Music:</b> Singling and ukulele  <b>Art:</b> Viking collages</p> <ul style="list-style-type: none"> <li>Using sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varies materials</li> </ul> <p><b>D&amp;T:</b>x  <b>PE:</b> Dance  <b>Computing:</b>  <b>French:</b> Primary French is fun  <b>PSHE/SRE:</b> Celebrating difference</p>	<p><b>Geography: Identify the locations of key events and the countries involved in WW1</b></p> <p><b>History:</b> x  <b>Music:</b> Singing and ukulele  <b>Art:</b> Propaganda Posters WW1</p> <p><b>D&amp;T:</b>x  <b>PE:</b> Invasion games  <b>Computing:</b>  <b>French:</b> Primary French is fun  <b>PSHE/SRE:</b> Dreams and Goals</p>	<p><b>Geography:</b>Ancient Greece  <b>History:</b>  <b>Music:</b> singing and ukulele  <b>Art:</b> Artists who use natural materials for art and sculptures  <b>D&amp;T:</b>x  <b>PE:</b>Gym  <b>Computing:</b>  <b>French:</b> Primary French is fun  <b>PSHE/SRE:</b>Healthy Me</p>	<p><b>Music:</b> Singing and ukulele</p> <p><b>Art:</b>x  <b>D&amp;T:</b> Make Do and Mend – sewing</p> <ul style="list-style-type: none"> <li>Striking and fielding</li> </ul> <p><b>PE:</b> Striking and fielding  <b>Computing:</b>  <b>French:</b> Primary French is fun  <b>PSHE/SRE:</b> Changing Me</p>	<p><b>History:</b> Mining in East Kent- Bombs over Betteshanger  <b>Music:</b> Singing and ukulele  <b>Art:</b>x  <b>D&amp;T:</b> Make Do and Mend – cookery ( street party)</p> <ul style="list-style-type: none"> <li>Cook savoury dishes for a healthy and varied diet</li> </ul> <p><b>PE:</b> Striking and fielding  <b>Computing:</b>  <b>French:</b> Primary French is fun  <b>PSHE/SRE:</b> Relationships</p>
6a 2019	<p><b>Topic Q:</b>  Texts:  <b>English:</b>  <b>Maths:</b>  <b>Science:</b>  <b>RE:</b>  <b>Geography:</b>  <b>History:</b>  <b>Music:</b>  <b>Art:</b>  <b>D&amp;T:</b>  <b>PE:</b>  <b>Computing:</b>  <b>French:</b>  <b>PSHE/SRE:</b></p>	<p><b>Topic Q:</b>  Texts:  <b>English:</b>  <b>Maths:</b>  <b>Science:</b>  <b>RE:</b>  <b>Geography:</b>  <b>History:</b>  <b>Music:</b>  <b>Art:</b>  <b>D&amp;T:</b>  <b>PE:</b>  <b>Computing:</b>  <b>French:</b>  <b>PSHE/SRE:</b></p>	<p><b>Topic Q: What is it like to live in Greece?</b>  Texts: Information texts  <b>English:</b> ‘Floodland’ Marcus Sedgwick (story) letter-writing, poetry, diary and creative opportunities  <b>Maths:</b> WR  <b>Science:</b> continue Electricity  <b>RE:</b> Islam: What does it mean to be a Muslim in Britain today?  <b>Geography:</b> Greece: physical and human geography  <b>History:</b> (introduce ancient Greeks)  <b>Music:</b> Listen to traditional Greek music  <b>Art:</b>  <b>D&amp;T:</b> Greek salad and other foods  <b>PE:</b> gym  <b>Computing:</b> I can add sounds to a programme</p>	<p><b>Topic Q: What did the Greeks do for us?</b>  Texts: ‘Who let the Gods out?’  <b>English:</b> Persuasive writing- speech  <b>Maths:</b> WR  <b>Science:</b> Animals including humans: human circulatory system, nutrients and water  <b>RE:</b> Salvation: What difference does the resurrection make to Christians?  <b>Geography:</b>  <b>History:</b> The legacy of Greek culture on Britain since 1066 (art, literature and architecture)  <b>Music:</b>  <b>Art:</b> design, make and decorate a Greek vase  <b>D&amp;T:</b>  <b>PE:</b> the marathon  <b>Computing:</b>  <b>French:</b> Primary French is Fun</p>	<p><b>Topic Q: Why do I look like me?</b>  Texts: What Mr Darwin saw  <b>English:</b> autobiography, biography, Charles Darwin’s diary  <b>Maths:</b> WR  <b>Science:</b> Evolution  <b>RE:</b> Is it better to express your belief in arts and architecture or in charity and generosity? (linked to Islam)  <b>Geography:</b>  <b>History:</b> Darwin  <b>Music:</b>  <b>Art:</b>  <b>D&amp;T:</b>  <b>PE:</b> athletics and cricket  <b>Computing:</b>  <b>French:</b> Primary French is Fun  <b>PSHE/SRE:</b> Relationships</p> <p>See a Shakespeare play in preparation for Year 6- Marlow Theatre?</p>	<p><b>Topic Q: Who is Shakespeare?</b>  Texts: Macbeth? Midsummer Night’s Dream?  <b>English:</b> play scripts  <b>Maths:</b> WR  <b>Science:</b> Light  <b>RE:</b> Kingdom of God: What kind of king is Jesus?  <b>Geography:</b>  <b>History:</b> history of the theatre; William Shakespeare, leisure (access for the masses)  <b>Music:</b> to support production  <b>Art:</b> set design  <b>D&amp;T:</b> set design  <b>PE:</b> orienteering and residential  <b>Computing:</b>  <b>French:</b> Primary French is Fun  <b>PSHE/SRE:</b> Changing me</p>

			French: Primary French is Fun PSHE/SRE: Dreams and Goals	PSHE/SRE: Healthy Me		
6 b 2020	<p><b>Topic Q: How would YOU survive in the rainforest?</b></p> <p>Texts: The Explorer – Katherine Rundell, Inspire Curriculum information texts</p> <p>English: adventure story writing, letter home, information writing</p> <p>Maths: WR</p> <p>Science: Living things and their habitats: classification- micro-organisms, plants and animals</p> <p>RE: Creation and Science; conflicting or complimentary?</p> <p>Geography: Brazilian cities, exports and the rainforest, the tropics of Cancer, Capricorn and the Equator</p> <p>History:</p> <p>Music:</p> <p>Art:</p> <p>D&amp;T: design and build a bridge to cross the Amazon</p> <p>PE: Gym</p> <p>Computing: Internet safety</p> <p>French: Primary French is Fun</p> <p>PSHE/SRE:</p>	<p>Topic Q: Why do I look like me?</p> <p>Texts: What Mr Darwin saw</p> <p>English: autobiography, biography, Charles Darwin's diary</p> <p>Maths: WR</p> <p>Science: Evolution</p> <p>RE: Gospel: What would Jesus do?</p> <p>Geography: Galapagos islands</p> <p>History: Charles Darwin</p> <p>Music:</p> <p>Art: self-portraits/ adapted portraits</p> <p>D&amp;T:</p> <p>PE: Dance</p> <p>Computing: Research and power point</p> <p>French: Primary French is Fun</p> <p>PSHE/SRE: Celebrating Difference</p>	<p>Topic Q: Will the 'fittest' survive?</p> <p>Texts: 'Floodland' Marcus Sedgwick (story)</p> <p>English: letter writing, poetry, diary and creative opportunities</p> <p>Maths: WR</p> <p>Science: Electricity</p> <p>RE: Islam: What does it mean to be a Muslim in Britain today?</p> <p>Geography: use field work to observe, measure and record the human and physical features in the local area as well as using compasses and grid references for orienteering skills.</p> <p>History:</p> <p>Music:</p> <p>Art:</p> <p>D&amp;T: Design a nutritious survival meal</p> <p>PE: Circuits/fitness (possibly army assault course)</p> <p>Computing:</p> <p>French: Primary French is Fun</p> <p>PSHE/SRE: Dreams and Goals</p> <p><b>GEOCACHING? (Bettetschanger)</b></p>	<p>Topic Q: How did the Mayans live?</p> <p>Texts: Information texts, The Rain Player (story), Mayan folklore</p> <p>English: retell folklore; develop a new Creation story, persuasive speech</p> <p>Maths: WR</p> <p>Science: Electricity (cont)</p> <p>RE: Salvation: What difference does the resurrection make to Christians?</p> <p>Geography: Central American countries (locate in relation to South America)</p> <p>History: Ancient Mayan civilisation, architecture, social customs, structure of society.</p> <p>Music:</p> <p>Art: Study, design and create Mayan masks</p> <p>D&amp;T:</p> <p>PE: Dance</p> <p>Computing:</p> <p>French: Primary French is Fun</p> <p>PSHE/SRE: Healthy Me</p>	<p>Topic Q: What if gods and planets ruled our lives?</p> <p>Texts: Inspire curriculum texts, myths and legends</p> <p>English: Explanation writing, a prayer to the gods/poem.</p> <p>Maths: WR</p> <p>Science: Animals including humans: human circulatory system, absorption of nutrients and water</p> <p>RE: Is it better to express your belief in arts and architecture or in charity and generosity? (linked to Islam)</p> <p>Geography:</p> <p>History: Gods, religion planets and sacrifice!</p> <p>Music:</p> <p>Art: Mayan glyphs</p> <p>D&amp;T:</p> <p>PE: athletics</p> <p>Computing:</p> <p>French: Primary French is Fun</p> <p>PSHE/SRE: Relationships</p>	<p>Topic Q: Who is Shakespeare?</p> <p>Texts: Macbeth? Midsummer Night's Dream?</p> <p>English: play scripts</p> <p>Maths: WR</p> <p>Science: Light</p> <p>RE: Kingdom of God: What kind of king is Jesus?</p> <p>Geography:</p> <p>History: history of the theatre; William Shakespeare, leisure (access for the masses)</p> <p>Music: to support production</p> <p>Art: set design</p> <p>D&amp;T: set design</p> <p>PE: orienteering and residential</p> <p>Computing:</p> <p>French: Primary French is Fun</p> <p>PSHE/SRE: Changing me</p>