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|   | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Curriculum** | What happens to the food we eat? | How can we recreate the wonder of Ancient Egypt? | Why is the sound made by Little Mix enjoyed by so many? | Who were the Romans and what did we learn from them? | Have we always looked like this? | Why are most of the world’s cities located by rivers? |
| **Core Text** | The incredible Book Eating BoyOliver Jeffers | The Egyptian Cinderella Shirley Climo | Pied PiperMichael Morpurgo | Roman DiaryRichard Platt | The PromiseNicola Davies | Wind in the WillowsKenneth Grahame |
| **Writing outcomes** | Retell from the point of view of HenryExplanation on the Digestive SystemInstructions – how to make a healthy snack  | Character description of RhodopisInformation text – Ancient Egypt Holiday brochure –  | ExplanationFirst person narrative Retell a story changing an element | Non-chronological report Setting Description Character profile  | List Poetry Descriptive narrative – writing an opening Persuasive Letter  | Retell of a chapterExplanation text on a riverPerformance Poetry |
| **Poetry** | Collected Poems for Children – Ted Hughes  | Roald Dahl - Rhyming Poetry using Revolting Rhymes | Performance Poetry  | Acrostic Poetry  | List Poetry  | Performance Poetry |
| **Reading / Additional reading** | Books by Oliver Jeffers and Poetry by Ted HughesNon-fiction books on the digestive system  | Traditional version of Cinderella Traditional version of selected fairy tale Non-fiction texts on Ancient EgyptEgyptomania - Emma Giuliani | Poetry rhyming booksMichael Morpurgo booksThe Last Polar Bears – Harry Horse | The Captive Celt – Terry DearyRoman Invasion – Jim Eldridge Gory Gladiators – Kay Barham | Non-fiction books on plants and flowersPoetry books | A River Ran Wild – Lynne CherryThe Drop in my Drink – Meredith HooperRaven and River - Nancy White Carlstrom |
| **Curriculum Links – Science/ Geography / History/**  | Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey | Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should extend their knowledge and understanding to include the location and characteristics of a range of the world’s most significant human and physical features.  | Identify how sounds are made, associating some of them with something vibratingRecognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced itRecognise that sounds get fainter as the distance from the sound source increases | Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  | Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. | To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |
| **Art/ D&T**  | D.T – create a working model of the digestive system | Creating facial expressions of Egyptian Pharaohs. Link to the work of Vincent Van Gogh.  | Art: know how to print onto different materials using at least four colours.Look at the artist Ruth Issett and her use of colour. | Roman mosaics – D.T and textiles link. Create a class mosaic to display in the school. | D.T – making electrical buzzers.  | River ArtJohn Constable – famous artist |
| **Music** | Sing songs from memory with accurate pitch | Use notation to record and interpret sequences of pitches | Use notation to record compositions in a small group or individually | Identify and describe the different purposes of music | Explain why silence is often needed in music and explain what effect it has | Begin to identify the style of work of Beethoven, Mozart and Elgar |
| **Computing** | Give an ‘on-screen’ robot specific instructions  | Experiment with variables to control models | Make an accurate prediction and explain why they believe something will happen (linked to programming) | Know how to search for specific information and know which information is useful and which is not | Produce and upload a podcastSelect and use software to accomplish given goals | Recognise acceptable and unacceptable behaviour using technology |
| **French/MFL** | Name and describe people, a place and an object•have a short conversation, saying 3 to 4 things•give response using a short phrase•start to speak, using a full sentence | Read and understand a short passage using familiar language•explain the main points in a short passage•read a passage independently•use a bilingual dictionary or glossary to look up new words | Write phrases from memory•write 2-3 short sentences on a familiar topic•write what they like/dislike about a familiar topic |
| **Enrichment activities / Additional Science** | How would we cope without water for a day?  |  |  |  |  | How would we cope without electricity for a day? |
| **RE** | What does it mean to be Hindu in Britain today?Hinduism  | What does it mean to be Hindu in Britain today?Hinduism | What can we learn from religions about deciding what is right and wrong? | Why is Jesus inspiring to some people?Christianity | Why are festivals important to religious communities? | Why do some people think that life is like a journey and what significant experiences mark this? |
| **PE** | Athletics | Athletics: Athletics 365 award | Dance: create sequences in response to a stimulus. | Gymnastics: developing balances;  | Multi-Skills: developing agility and co-ordination | Games: Netball |
| **PSHE** | Core 2: Relationships | Core 2: RelationshipsCore 3: Living in the Wider World  | Core 3: Living in the Wider World  |
| **SMSC/ British Values** | Rules (BV: Law)Reinforcing class rules School council Feedback  | Democracy WeekGeneral Election – December 2019Christmas – mutual tolerance and respect (BV)Children in Need (M)Anti-bullying week (BV: Tolerance, SM)Remembrance (BV: Tolerance, Respect) | Chinese New Year (C, BV: Tolerance, Respect)Shrove Tuesday (spiritual) | World Book DayMother’s day (S, M)Comic Relief/Sport Relief (Charity)Ash Wednesday (Sp, C)Easter (Sp, C) | Sports Day (BV: Respect) | Father’s day (S, M) |
| **Display theme/ End of unit project**  | Explanation of the digestive system display | Egyptian Pharaoh display linked to Vincent Van Gogh  | A display to showcase the printing work and perform music | A Y4 display showcasing each year group’s Roman mosaic | Perform list poetry to Y5. | Presentation of work in the style of John Constable to Y3. |
| **Magic link**  | MotivationGumptionAttitudeIndependenceCollaboration  | MotivationGumptionAttitudeIndependenceCollaboration | MotivationGumptionAttitudeIndependence Collaboration | MotivationGumptionAttitudeIndependence Collaboration | IndependenceGumptionAttitudeIndependence Collaboration | MotivationGumptionAttitudeIndependence Collaboration |
| **Trips/WOW’s/ Fundraising**  | WOW – showcase learning to children in Y3 at the end of unit | Mummifying an Orange  | Mini Disco allow children to understand the impact that sound has on them.  | Roman Experience Linked to Roman Museum in Chester  | Visit to Forest Park to explore local wildlife and habitats. | Creating a model of the rivers journey from source to mouth. |