

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Value of the Term</b>	Respect	Hope	Love	Truth	Forgiveness	Kindness
<b>Learning to Learn</b>	Collaborative	Resilient	Creativity	Reflective	Risky	Communicative
<b>Core Subjects</b>						
<b>English Texts and Outcomes</b>	Charlie and the Chocolate Factory	Leon and the Place Between	The Ice Palace	Fly, Eagle Fly!	The Iron Man	Belonging
<b>Maths Overview</b>	Place Value	Addition & Subtraction	Multiplication & Division	Fractions & Decimals	Measurement, Money & Time	Shape
<b>Science</b>	States of Matter		Sound	Animals including Humans	Living things and their habitats	Electricity
<b>RE</b>	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
<b>Thematic Curriculum</b>						
<b>Topic Title</b>	Bean to Bar (Chocolate and Fairtrade)  Enterprising	Rebellious Romans	Angry Earth (Volcanos and Earthquakes)	Come Fly with Me (History of flight, airports)	It's good to be green (Looking after the world)	In a land far away... (comparison study)
<b>Starting Hook</b>						
<b>Fabulous Finale</b>						
<b>School Trip/ External Visitor</b>	M Shed - Discover Chocolate			Aerospace Bristol		
<b>History</b>	<u>Knowledge</u> The achievements of the earliest	<u>Knowledge</u> The Roman Empire and its impact on Britain including:	<u>Knowledge</u> The Roman Empire - Pompeii	<u>Knowledge</u> History of Flight		

	<p>civilisation - the Mayans, the Aztecs</p> <p><u>Skills</u></p> <p>Devise historically valid questions about significance.</p> <p>Chronology</p>	<p>Julius Caesar's invasion, the Roman Empire by 42AD and the power of its army, Claudius invasion and conquest, British resistance (Boudica), Romanisation of British sites.</p> <p><u>Skills</u></p> <p>Address and devise questions about change, cause, similarity and difference.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Skills</u></p> <p>Develop chronological understanding.</p> <p>Address and devise historically valid questions about change and cause.</p>	<p>Local history - visit aerospace Bristol</p> <p><u>Skills</u></p> <p>Develop chronological understanding.</p> <p>Address and devise historically valid questions about change and cause.</p>		
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<p style="text-align: center;"><b>Geography</b></p>	<p>Locate the world's countries using maps to focus on Europe, North and South America concentrating on their environmental regions key physical characteristics.</p> <p>Use maps, atlases, globes and computer mapping to locate countries.</p>		<p>Locate the world's countries using maps to focus on Europe, North and South America concentrating on their environmental regions key physical characteristics.</p> <p>Identify the significance of longitude and latitude</p> <p>Describe and understand key aspects of physical geography: volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and computer mapping to locate countries.</p>	<p>Locate the world's countries with a focus on Europe (where can you fly from Bristol Airport)</p> <p>Name and locate counties and cities of the UK and identify key human characteristics (locating international airports in UK)</p> <p>Describe and understand key aspects of human geography.</p> <p>Use four and six figure grid references (locating Airports on maps using these references)</p> <p>Use fieldwork (questionnaire to explore the impact of</p>	<p>Describe and understand key aspects of human geography: distribution of natural resources including energy.</p> <p>Use fieldwork to observe measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology. (exploring recycling in the community and school)</p>	<p>Locate the world's countries using maps to focus on Europe, North and South America concentrating on their environmental regions key physical characteristics.</p> <p>Identify the significance of equator, northern hemisphere, southern hemisphere, time zones.</p> <p>Use maps, atlases, globes and computer mapping to locate countries.</p>
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				building a new airport in Bristol)  Devise a map with symbols		
<b>Computing</b>	Programming	Data	Online Safety	Media	Impact of Technology	
<b>DT</b>	<p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded prototypes.</p> <p><b>Make</b></p> <p>prepare and cook a variety of</p>			<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>(Create own in flight menu)</p> <p><b>History of DT</b></p> <p>Understand how key events and individuals in design and technology have</p>		<p><b>STEM Activity - Creating bridges</b></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>

	<p>predominantly savoury dishes using a range of cooking techniques.</p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>			helped shape the world		
<b>Additional Art/Music</b>						
<b>PSHE</b>	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me

## Health and Wellbeing

<b>Art</b>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including drawing and painting</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including drawing and painting</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including sculpture</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including sculpture</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ learn about great artists, architects and designers in history</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ learn about great artists, architects and designers in history</li> </ul>
<b>Music</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ develop an understanding of the history of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ develop an understanding of the history of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> </ul>

	♣ develop an understanding of the history of music.	♣ develop an understanding of the history of music.			♣ use and understand staff and other musical notations	♣ use and understand staff and other musical notations
PE	Games/Play Activities		Gymnastics		Net & wall	
	<p><b>Improve skills of</b> travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.</p> <p><b>Experience</b> small sided and simplified versions of different types of games, (i.e. invasion/net &amp; wall/strike &amp; field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition.</p> <p><b>Develop</b> team games, making up games, own game practices, understanding of game principles.</p>	<p><b>Improve skills of</b> rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape levels; using different combinations of floor and apparatus, working alone/ with partner. Practice, adapt and refine actions; perform with whole/part body control; explore and select actions which can be developed within sequences, practiced and repeated through gymnastic actions.</p> <p><b>Experience</b> sequences which they remember and repeat, respond to a variety of tasks, longer sequences, apparatus choice.</p> <p><b>Develop</b> an understanding of selecting more relevant actions, continuity when linking movement actions.</p>	<p><b>Improve skills of</b> travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.</p> <p><b>Experience</b> small sided and simplified versions of different types of games, (i.e. invasion/net &amp; wall/strike &amp; field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition.</p> <p><b>Develop</b> team games, making up games, own game practices, understanding of game principles.</p>			
Each term, the class teacher will follow the REAL PE scheme in a second PE lesson						