

	Autumn 1	Autumn 2
<b>Key question and theme/ Hook</b>	<b>Who first lived in Britain?</b> In this topic we will learn about the history of Britain and what life was like for the people living in different periods in time, including the Stone age, Bronze age and Iron age.	
<b>Literacy unit</b>	<b>Fiction</b> - Setting Description (Stone Age) <b>Non-Fiction</b> - GMM - Poetry	<b>Non-Fiction</b> - GMM – Instructions <b>Fiction</b> – Aladdin character description
<b>Class novel</b>	<b>Stig of the Dump</b>	<b>Aladdin</b>
<b>Science</b>	<b>What do rocks tell us about the way the Earth was formed?</b> Rocks and Soils <ul style="list-style-type: none"> <li>• Compare and group together different types of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>	
<b>Maths</b>	<b>Number:</b> Place value <b>Number:</b> Addition and Subtraction	<b>Number:</b> Multiplication and Division
<b>Computing</b>	<b>We are programmers</b> Students create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.	<b>We are bug fixers</b> Students work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.
<b>PE</b>	Netball	Football Team Games
<b>RE</b>	<b>What do different people believe about God?</b>	

	Spring 1	Spring 2
<b>Key question and theme/ Hook</b>	<p><b>Has Greece always been in the news?</b> In this topic we will learn about the history of Greece and what the Greeks have done for us. We will be looking at Greek Gods, Greek philosophers and architecture in Ancient Greece.</p>	<p><b>What makes the earth angry?</b> In this topic we will learn about Volcanoes. We will learn about how they are formed, and what happens when they erupt.</p>
<b>Literacy unit</b>	<p><b>Fiction</b> - Myths and Legends <b>Non-Fiction</b> - Newspaper Report - Aladdin</p>	<p><b>Non-Fiction</b> - Non-Chronological Report (Ancient Greeks)</p>
<b>Class novel</b>	<b>Aladdin (cont)</b>	<b>George's marvellous medicine</b>
<b>Science</b>	<p><b>What is attractive?</b> Forces and Magnets</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets as having 2 poles.</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>How does Marcus Rashford stay healthy?</b> Animals, including humans</p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
<b>Maths</b>	<p><b>Number:</b> Multiplication and Division <b>Measurement:</b> Money <b>Statistics</b></p>	<p><b>Measurement:</b> Length and Perimeter <b>Number:</b> Fractions</p>
<b>Computing</b>	<p><b>We are presenters</b> Do your children love watching sport or other performances on TV? This unit gives them a chance to make a short, narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p>	<p><b>We are V-loggers</b> In this unit, the pupils choose a topic to teach to others. They research this using web-based sources, plan a presentation, source and create visual content and record a spoken commentary.</p>
<b>PE</b>	Rounders	Dance
<b>RE</b>	<b>How do faith communities demonstrate what is sacred?</b>	

	Summer 1	Summer 2
<b>Key question and theme/ Hook</b>	<b>What makes the earth angry?</b> (cont. from Spring 2)	<b>What can I build out of Lego?</b>
<b>Literacy unit</b>	<b>Fiction</b> – Pompeii - Setting and character description	<b>Non-Fiction</b> – Pompeii - Diary Entry
<b>Class novel</b>	<b>George's marvellous medicine (cont)</b>	
<b>Science</b>	<b>How far can you throw your shadow?</b> Light and shadow <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when light from a light source is blocked by an opaque object.</li> <li>• Find patterns in the way that the size of shadows changes.</li> </ul>	<b>How did the blossom become an apple?</b> Plants <ul style="list-style-type: none"> <li>• Identify and describe functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• Explore the requirements of plants for life and growth.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
<b>Maths</b>	<b>Number:</b> Fractions <b>Measurement:</b> Time	<b>Geometry:</b> Properties of shapes <b>Measurement:</b> Mass and Capacity
<b>Computing</b>	<b>We are communicators</b> Students learn about a number of online safety matters in a positive way. They will work with a partner in another class, learning how to use email and video conferencing safely.	<b>We are opinion pollsters</b> Students create their own opinion poll, seek responses, and then analyse the results.
<b>PE</b>	Team Games	Gymnastics
<b>RE</b>	<b>How do believers use symbolism to show their beliefs?</b>	