



		Autumn Term		Spring Term		Summer Term	
Over Arching Theme		Trader and raiders		The Western world	Plastic fantastic	The Egyptians	
	Possible Texts	<ul style="list-style-type: none"> Journey Land of raw The great Chocoplot Skies above my eyes The quest 	<ul style="list-style-type: none"> Arthur and the golden rope Matilda The Witches 	<ul style="list-style-type: none"> The tear thief Just call me spaghetti hoop boy. The day I was erased 	<ul style="list-style-type: none"> Nothing to see here hotel. Black dog Return Goldfish boy 	<ul style="list-style-type: none"> The wild robot. The light Jar The 65-story house All things that could go wrong 	
	Class reads	<ul style="list-style-type: none"> The world's worst teacher 	<ul style="list-style-type: none"> Jiggy McCue and The Killer underpants 	<ul style="list-style-type: none"> The Twits 	<ul style="list-style-type: none"> BFG 	<ul style="list-style-type: none"> The Killer Underpants World's Worst Teachers Slime 	
Science & Technology	Science	<ul style="list-style-type: none"> States of Matter <p>To look at naturally occurring changes and relationships and consider what measurements they should make to explore them to make increasingly accurate measurements using a range of measuring equipment</p> <p>Looking at and comparing particles in solid's, liquids and gases. Investigating the changes of states of matter. Investigating melting and freezing points of a matter. Investigate the part played by heat in relation to evaporation. Understand and explain the water cycle.</p> <p><u>Vocabulary</u> – solid, liquid, gas, evaporation, condensation,</p>	<ul style="list-style-type: none"> Electricity <p>In conjunction with topic work, provide a real life application for science study. To set up fair scientific enquiries to provide themselves with the data they need to solve a problem</p> <p><u>Skills</u> - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts - Identify whether or not a lamp will light in a simple series circuit, - Recognise some common conductors</p>	<ul style="list-style-type: none"> Animals Including Humans <p>To explore how modelling can be used to demonstrate scientific processes</p> <p><u>Skills</u> - 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.</p> <p><u>Vocabulary</u> – movement, muscles,</p>	<ul style="list-style-type: none"> Living Things and Their Habitats <p>To ensure pupils develop respect for the world and make responsible life choices to use scientific vocabulary to classify and compare including more complex keys.</p> <p><u>Skills</u> - 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</p>	<ul style="list-style-type: none"> Sound <p>To use scientific enquiries to explain and explore their own questions about a common physical process</p> <p><u>Vocabulary</u> – volume, vibration, wave, pitch, tone, speaker</p>	<ul style="list-style-type: none"> Excite and Ignite <p>To apply scientific skills of measuring, fair testing and classification to a real life and relevant scientific phenomena</p> <p><u>Vocabulary</u> – wow, amazed, practical, scientist, curiosity, discover</p>



	<p>particles, temperature, freezing, heating</p> <p>and insulators, and associate metals with being good conductors.</p> <p><u>Vocabulary</u> – cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators</p>	<p>bones, skull, nutrition, skeletons</p> <p>dangers to living things.</p> <p><u>Vocabulary</u> – vertebrates, fish, amphibians, reptiles, birds, mammals, slugs, invertebrates, snails, worms, spiders, insects, environment, habitats</p>			
ICT	<p>Digital Literacy/Online Safety R - It is important for pupils to be taught the skills needed at the beginning of each academic year to have a firm and clear understanding the importance of e-safety and how they can carry out these skills confidently and effectively. Pupil’s need to be given the ability to make and share their thoughts and ideas in different modes and formats; to create, collaborate and communicate effectively. Having a firm understanding of this at the beginning of the academic year is the foundation for the rest of the skills taught throughout the year and will be woven into other aspects of the curriculum.</p>	<p>Information Technology R - Children will have the ability to learn and apply the skills taught within information technology to a range of curriculum areas.</p>	<p>Computer Science R - Covering this aspect of the curriculum during this term will give the children the opportunity to see it is not a skill used in isolation, but a transferable skill applying all previous skills taught throughout the year.</p>		
DT	<p>Design, Make and Evaluate <u>Christmas cards</u> - Using light-up ornaments</p> <p>Children will be adding sparkle to their very own ornament, building upon previous knowledge about circuits and power sources. (links with science)</p> <p><u>Vocabulary</u> - design, circuit, electrical current, wire, battery, lights, bulb</p>	<p>Design, Make and Evaluate</p> <p><u>Recycling</u> - Dreamcatchers/Bug Boxes</p> <p>From learning about the devastating impact of plastic on our world, children will be planning local litter picking events where they will be making dream catchers or bug boxes with the litter they have found to enhance nature in the gardens of Oxbridge and promote the importance of recycling.</p> <p><u>Vocabulary</u> - recycle, reuse, nature, materials, structure, deign, evaluate</p>	<p>Design, Make and Evaluate</p> <p><u>Textile weaving – links with Egyptians</u></p> <p>Egypt is famous for exporting textile products across the world. In this term, children will explore the different materials and designs of the Egyptian world to design and create their own unique product.</p> <p><u>Vocabulary</u> - fabric, textile, materials, weave, colour, design, yarn, sew, evaluate</p>		



Global & Cultural	History	<p>This topic looks at the Viking and Anglo Saxon struggle for England. The children should be encouraged to think about why people leave the UK. Do they know anyone who has immigrated to a different country?</p> <p>To look at Anglo Saxons as invaders and discuss why and how they settled here. Children can identify and discuss Anglo-Saxon kings and how the Vikings came to Britain, understanding Danegeld and its implications. To understand the chronological order of events during the Anglo-Saxon/Viking rein.</p> <p><u>Vocabulary</u> - CE, millennium, Saxons, Vikings, invasion, migration, kingdoms, settlements, Christianity, Danegold, Anglo Saxon, Alfred the Great,</p>			<p style="text-align: center;"><u>Egyptians</u></p> <p>This topic looks at achievements of an Early civilization- Egypt. This should also provoke the pupils to think about their own lives, beliefs and traditions. What do they believe in? Links with respect for other cultures – PSHE/RE</p> <p><u>Skills</u> – C- contrasts within and across different periods of time. C- Use terms related to the period and begin to date events. C-Understand more complex terms e.g. BC/AD. K- Look for links and effects in Ancient Egypt. HI- Begin to evaluate the usefulness of different sources. HI- Use text books and historical knowledge HE- Ask a variety of questions HE- Use books and the internet for research HE- Use sources to address historically valid questions and hypotheses. HE- Identify historically significant people and events. O- Use relevant and appropriate historical terms and vocabulary linked to chronology O- Recall, select and organise historical information O- Communicate their knowledge through writing, drawing, model making or role play</p> <p><u>Vocabulary</u> - Egyptian, Nile, mummification, North Africa, Pharaoh, pyramid, Tutankhamen, infer, significance</p>
	Geography	<p>Migration – links in with History topic.</p> <p>Children to be able to identify different types of Migration and reasons why people migrate.</p>	<p>Building locational knowledge: Hemisphere and tropics.</p> <p>Links to the overall topic of ‘Our world’. Children will build on their knowledge of world maps and begin to understand the hemispheres and tropics.</p>	<p>Geographical skills, compasses, 4 figure grid references, Contrasting localities</p> <p>Links to the history topic of The Egyptians. Children will use a range of maps, atlases and digital resources to help them give directions and work out grid references. Children will be able to identify key characteristics of urban and rural areas and locate a</p>	



				<p><u>Vocabulary</u> - Equator, continents, compass points, grid reference, Greenwich, Meridian, time zones.</p>	<p>countries on a map to develop further geographical skills and knowledge. Children will be given opportunity to use geographical skills in in real life.</p> <p>Children to be given opportunity to understand and discuss how Egyptians used slave labour and link it to other societies and discuss the reasons for it and what we think about this now.</p> <p><u>Vocabulary</u> – North, South, East, West, grid reference, desert, locality, contrast, Nile, slave, labour, rights</p>		
	RE	<p>Christianity What is the 'Big Story' of Christianity?</p> <p><u>Vocabulary</u> –incarnation, Adam, Eve, forbidden fruit, Garden of Eden, Exodus, Passover, Jewish Law, 10 commandments, tomb, resurrection.</p>	<p>Hinduism Diwali – the festival</p> <p><u>Vocabulary</u> – Rama, Sita, Ravana, Diwali, rangoli, diva lamps, Lakshmi.</p>	<p>Buddhism Do all Buddhist believe and celebrate the same thing?</p> <p><u>Vocabulary</u> – Siddharta, Buddha, enlightenment, Wesak, Vassa, monk, nun, monastic, lay, Buddhist.</p>	<p>Christianity What actually happened at Easter?</p> <p><u>Vocabulary</u> – Palm Sunday, Jerusalem, messiah, Last Supper, remembrance, Gethsemane, arrest, trial, crucifixion, resurrection.</p>	<p>Islam Muslims in Britain and around the world</p> <p><u>Vocabulary</u> – 5 pillars: Shahadah, salah, zakat, hajj, sawm Ramadan – the fasting month Ihram pilgrimage, Makkah (also spelled Mecca)</p>	
	French	<p>Les Animaux</p> <ul style="list-style-type: none"> • Identify animals and pets • Recognise and use numbers 11-20 • Give someone's name Describe someone 		<p>Ma Famille</p> <ul style="list-style-type: none"> • Identify family members • Recognise and spell with letters of the alphabet • List household items • Use basic prepositions <i>sur</i> and <i>dans</i> to describe position <p>French Easter Egg Hunt - YouTube</p>		<p>Bon Anniversaire!</p> <ul style="list-style-type: none"> • Recognise and ask for snacks • Give basic opinions about food • Use numbers 21-31 • Recognise and use the months Form dates 	
Well Being	PSCHE	<p>Relationships -emotional barriers to learning -coping with disappointment -developing resilience -celebrating each others' strengths</p>	<p>Relationships -different types of relationships -when relationships go wrong -losing someone we care about</p>	<p>Health and wellbeing -growing and changing -what is puberty? -puberty changes and reproduction</p>	<p>Health and wellbeing -habits and self-control -effects of alcohol -alcohol and risk limits to drinking alcohol</p>	<p>Living in the wider world -housing needs and wants -home is --celebrations in different cultures -accepting differences</p>	<p>Living in the wider world -keeping records -using accounts to keep money safe -what are charities? -rules and responsibilities in society</p>



			-protection against cyber-bullying	-changes in relationships at home -being active	-choosing the right health service		
	PE	Hockey/Gymnastics	Dance/Boxing	Tennis/Fitness circuits, cross country	Orienteering/football clean water project	Rounders/volleyball	Athletics
	Online Safety						
Expressive & Performing Arts	Art	'Traders and Raiders' Drawing artefacts to show shadows and reflections (Still-life compositions) Plasticine modelling – village items. Vocabulary: Shading, shadows, 2D, 3D, reflections, still-life, embellish, techniques, tint, tone, shade Spherical Symmetrical Circular Linear		'The Western World' 'Plastic Fantastic' Painting – explore using watercolour pencils and effects. Explore painting and brush techniques Vocabulary: Watercolour paint Watercolour pencils Effect Brush technique Abstract Landscape Oil paint Canvas Perspective Background foreground		'The Egyptians' Sculpture – 3D Egyptian masks – decorate and embellish Vocabulary: Papier mache Cut Decorate Embellish	
	Music						
Making Learning Real	Experimental Learning Outdoors (trip out/visitors in)	Forrest Schools Jorvik Centre	Preston Park resources	Washington wetlands		Day visit to Carlton outdoor education centre. Orienteering	
	Outdoor Learning Opportunities within school	Virtual visits <ul style="list-style-type: none"> Houses of Parliament Anglo – Saxon settlements 			Survival techniques Litter picking to improve community environment	Hancock museum Virtual tours of the pyramids	