



		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.</p> <p>Investigating the changes of states of matter.</p> <p>Investigating melting and freezing points of a matter.</p> <p>Investigate the part played by heat in relation to evaporation.</p> <p>Understand and explain the water cycle.</p> <p>Vocabulary – 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.</p> <p>To set up fair scientific enquiries to provide themselves with the data they need to solve a problem</p> <p>Skills</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Animals Including Humans <p>To explore how modelling can be used to demonstrate scientific processes</p> <p>Skills</p> <p>RC</p> <ul style="list-style-type: none"> 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic 	<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>Skills</p> <ul style="list-style-type: none"> 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 	<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>Vocabulary – volume, vibration, wave, pitch, tone, speaker</p>	<p>Excite and Ignite</p> <p>To apply scientific skills of measuring, fair testing and classification to a real life and relevant scientific phenomena</p> <p>Vocabulary – wow, amazed, practical, scientist, curiosity, discover</p>



		<p>particles, temperature, freezing, heating</p> <p>(RC) Animals incl humans</p> <ul style="list-style-type: none"> Bones and skeletons Balance diet and healthy lifestyles Muscles to move 	<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>parts of the digestive system in humans</p> <ul style="list-style-type: none"> 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><u>Vocabulary</u> – movement, muscles, 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>Word Processing, Tables / Shapes</p> <p>Self-Image and identity</p>	<p>Scratch—create a game. Whack-a-Witch</p> <p>Online relationships and online bullying</p>	<p>Coding—Chatbot, Boatrace</p> <p>Online reputation</p>	<p>Movie Making</p> <p>Managing online information</p>	<p><u>Rationale</u> – to use scientific enquiries to explain and explore their own questions about a common physical process.</p>	<p>Privacy and security and Copyright and ownership</p>
	DT	<p>Design, Make and Evaluate</p> <p><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</u> – links with Egyptians</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>Egyptians</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</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>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>
<p>Geography</p>		<p>(RC) World’s oceans and specific features: eg, Great Barrier Reef Mapping</p> <ul style="list-style-type: none"> • Features of the world’s oceans, size location and what makes the unique • Discussion of threats to our oceans 	<p>Equator, North and South America, Arctic, Antarctic</p> <p>Links to the overall topic of the western World. Children will study a range of countries using mapping skills both digital and in atlases.</p> <p>Children will have the opportunity to study countries and geographical areas they may not have heard of or seen while understanding how they link to other areas of the world.</p> <p><u>Vocabulary</u> - Equator, continents, compass points, grid reference, Greenwich, Meridian, time zones.</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 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</p>



						other societies and discuss the reasons for it and what we think about this now. Vocabulary – North, South, East, West, grid reference, desert, locality, contrast, Nile, slave, labour, rights	
	RE	Christianity What is the 'Big Story' of Christianity? Vocabulary –incarnation, Adam, Eve, forbidden fruit, Garden of Eden, Exodus, Passover, Jewish Law, 10 commandments, tomb, resurrection.	Hinduism Diwali – the festival Vocabulary – Rama, Sita, Ravana, Diwali, rangoli, diva lamps, Lakshmi.	Buddhism Do all Buddhist believe and celebrate the same thing? Vocabulary – Siddharta, Buddha, enlightenment, Wesak, Vassa, monk, nun, monastic, lay, Buddhist.	Christianity What actually happened at Easter? Vocabulary – Palm Sunday, Jerusalem, messiah, Last Supper, remembrance, Gethsemane, arrest, trial, crucifixion, resurrection.	Islam Muslims in Britain and around the world Vocabulary – 5 pillars: Shahadah, salah, zakat, hajj, sawm Ramadan – the fasting month Ihram pilgrimage, Makkah (also spelled Mecca)	
	French	Les Animaux		Ma Famille		Bon Anniversaire	
Well Being	PSCHE	Relationships -emotional barriers to learning -coping with disappointment -developing resilience -celebrating each others' strengths	Relationships -different types of relationships -when relationships go wrong -losing someone we care about -protection against cyber-bullying	Health and wellbeing -growing and changing -what is puberty? -puberty changes and reproduction -changes in relationships at home -being active	Health and wellbeing -habits and self-control -effects of alcohol -alcohol and risk limits to drinking alcohol -choosing the right health service	Living in the wider world -housing needs and wants -home is --celebrations in different cultures -accepting differences	Living in the wider world -keeping records -using accounts to keep money safe -what are charities? -rules and responsibilities in society
	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.		'The Western World' 'Plastic Fantastic' Painting – explore using watercolour pencils and effects. Explore painting and brush techniques Vocabulary: Watercolour paint		'The Egyptians' Sculpture – 3D Egyptian masks – decorate and embellish Vocabulary: Papier mache Cut	



		<p>Vocabulary: Shading, shadows, 2D, 3D, reflections, still-life, embellish, techniques, tint, tone, shade</p> <p>Spherical</p> <p>Symmetrical</p> <p>Circular</p> <p>Linear</p>		<p>Watercolour pencils</p> <p>Effect</p> <p>Brush technique</p> <p>Abstract</p> <p>Landscape</p> <p>Oil paint</p> <p>Canvas</p> <p>Perspective</p> <p>Background</p> <p>foreground</p>		<p>Decorate</p> <p>Embellish</p>
	Music	<p>Listen and appraise: listen to a variety of pop (charts) music from the 60s to today.</p> <p>Learn the word rhythm.</p> <p>Find and clap/tap/play rhythms from the songs listened to.</p>	<p><u>Listen and appraise:</u> listen to rap and hiphop. Learn the word structure. Pull apart well-known songs into verse, chorus, introduction, instrumental. Learn these words too.</p> <p>Begin to recognise these sections in music. If all instrumental, listen for sections of music that repeats or 'comes back' like a chorus does.</p>	<p><u>Listen and appraise:</u> Listen to a variety of orchestral music. Learn the word texture. Through games and using ICT, gain an understanding of texture. Describe texture in music listened to. Also learn the word unison as the opposite of texture.</p>	<p><u>Listen and appraise:</u> Listen to music from the Caribbean (reggae and steel band). Use these terms and those of any key instruments used to play this music.</p> <p>Analyse all 7 elements of music learnt during Y2/3. Pulse, pitch, timbre, dynamic, rhythm, structure, texture.</p>	<p>Listen and appraise: Listen to music of choice and consolidate the 7 elements of music learnt. Focus on this vocab through discussion about music.</p> <p>DEBATE: Pop music is better than orchestral music. Debate.</p>
Making Learning Real	Experimental Learning Outdoors (trip out/ visitors in)	Forrest Schools				Day visit to Carlton outdoor education centre.
	Outdoor Learning Opportunities within school	<p>Virtual visits</p> <ul style="list-style-type: none"> Houses of Parliament Anglo – Saxon settlements 			Survival techniques	