

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themed Week						
Writing	<p><b>Text:</b> Leon and the Place Between by Angela McCallister</p> <p><b>'Ignition' activity:</b> Circus Games</p> <p><b>Main fiction outcome:</b> Alternative ending – Leon never makes it out of the place between.</p> <p><b>Main non-fiction outcome:</b> Non-chronological report</p> <p><b>Incidental writing opportunities:</b> characterisation, description, diary, dialog, poetry</p> <p><b>Showcase:</b> Hall Display; two-page spread</p>	<p><b>Text:</b> The Winter's Child (science link)</p> <p><b>'Ignition' activity:</b> Immersive art day</p> <p><b>Main fiction outcome:</b> Innovated story (The Summer's Child/The Spring's Child)</p> <p><b>Main non-fiction outcome:</b> Instructions/Explanation</p> <p><b>Incidental writing opportunities:</b> Instructions, prediction, diary entry, character &amp; setting description</p> <p><b>Showcase:</b> ?</p>	<p><b>Text:</b> Nen and the Lonely Fisherman by Ian Eagleton</p> <p><b>'Ignition' activity:</b> Make an under-the-sea setting box</p> <p><b>Main fiction outcome:</b> Innovated narrative</p> <p><b>Main non-fiction outcome:</b> Persuasive letter (to Nen's father)</p> <p><b>Incidental writing opportunities:</b> characterisation, setting description, information leaflet</p> <p><b>Showcase:</b> Art Show? + Hall display</p>	<p><b>Text:</b> The Flower by John Light (science link)</p> <p><b>'Ignition' activity:</b> Using clues to predict (immersion)</p> <p><b>Main fiction outcome:</b> Narrative Innovation</p> <p><b>Main non-fiction outcome:</b> Instructions</p> <p><b>Incidental writing opportunities:</b> prediction, diary entry, contrasting setting descriptions</p> <p><b>Showcase:</b> Plant sale</p>	<p><b>Text:</b> Into the Forest by Anthony Browne</p> <p><b>'Ignition' activity:</b> Immersive afternoon exploring the forest school area.</p> <p><b>Main fiction outcome:</b> Alternative ending</p> <p><b>Main non-fiction outcome:</b> Non-chronological report</p> <p><b>Incidental writing opportunities:</b> Instructions, prediction, diary entry</p> <p><b>Showcase:</b> Hall Display; double-page spread</p>	<p><b>Text:</b> King of the Sky by Nicola Davies (geography link)</p> <p><b>'Ignition' activity:</b> Making our own origami pigeons</p> <p><b>Main fiction outcome:</b> Narrative from the point of view of the pigeon</p> <p><b>Main non-fiction outcome:</b> Persuasion</p> <p><b>Incidental writing opportunities:</b> non-chronological report, description – characterisation, dialog</p> <p><b>Showcase:</b></p>

						Fly pigeon kites
Maths	Place Value (Autumn 1) (3 weeks)  Addition and Subtraction (Autumn 2) (5 weeks altogether – 3 weeks covered this term)	Addition and Subtraction – problem solving (part-whole problems) (3 weeks)  Multiplication and Division (Autumn 3) (4 weeks)	Multiplication and Division (3 weeks)  Measurement (Money – 1 week)  Statistics (2 weeks)	Measurement: Length and Perimeter  Number: Fractions  Consolidation (1 week)	Number: Fractions (3 weeks)  Measurement: Time (3 weeks)	Geometry (2 weeks)  Measurement: Mass and Capacity (3 weeks)
<b>Science</b>	<b>Forces and Magnets</b> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 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. Magnetism demonstrates that there are forces we cannot see that act upon objects.	<b>The Water Cycle Knowledge objectives</b> - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature - observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius	<b>What is inside the Earth? Rocks</b> Inside the Earth: layers, crust, mantle, core, high temperatures Volcanoes and geysers Rocks and minerals – formation and characteristics of different kinds of rocks. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have	<b>Plants</b> Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including	<b>The Human Body: cells, systems and health</b> Cells – all living things are made up of cells, cells make up tissue, tissues make up organs, organs work in systems The Digestive system – the food we eat, salivary glands, teeth, oesophagus. Taking care of your body – the food	<b>Insects</b> Insects can be helpful and harmful to people. Distinguishing characteristics Life cycles Social insects – most insects live solitary lives, but some are social

	<p>Most magnets contain iron: Lodestones, naturally occurring magnets.</p> <p>Magnetic poles: north-seeking and south-seeking poles</p> <p>Magnetic field (strongest at the poles)</p> <p>Law of magnetic attraction: unlike poles attract, like poles repel.</p> <p>The Earth behaves as if it were a huge magnet: north and south magnetic poles</p> <p>Orienteering: use of a magnetised needle in a compass, which will always point to the north.</p>	<p>- Compare and group materials together, according to whether they are solids, liquids and gases</p> <p><b>Working Scientifically objectives</b></p> <ul style="list-style-type: none"> <li>- ask relevant questions</li> <li>- set up simple practical enquiries, comparative and fair tests</li> <li>- systematic and careful observations</li> <li>- recording findings using scientific language</li> <li>- reporting on findings</li> <li>- using results to draw conclusions</li> <li>- identifying differences, similarities or differences <ul style="list-style-type: none"> <li>- using straightforward scientific evidence to answer questions to support their findings.</li> </ul> </li> </ul>	<p>lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>pollination, seed formation and seed dispersal.</p>	<p>pyramid, vitamins and minerals.</p>	
<b>History</b>	<b>Term 3: Tudors (1485-1603)</b> <b>History: How do Historians gather information?</b>		<b>Term 5: The Stuarts (1603-1649)</b>		<b>Term 1: European Explorers (the</b>	

	<p><b>What are the legacies from the Tudor period?</b>  War of the Roses  Henry VII and Richard III (Lancasterians and Yorkist)</p> <p>Competing claim to the throne. How was it resolved?  Battle of Boswell what happened, was it necessary?  Accounts of the battle – are they reliable? Look at the armour and battle conditions.  Are reports of Richard III fair or biased?  Timeline of the War of the Roses  Significant turning point in British History i.e break with Catholic church C of E.</p> <p>Significant Person Study:  Elizabeth 1</p> <p>Dissolution of the monasteries (Trip – Lacock Abbey – local?)</p> <p>Second wife  Anne Boelyn (Protestant).  Remaining wife Protestants.</p> <p>How did this affect succession and religious</p>		<p><b>History: How can artefacts improve our understanding?</b></p> <p>Union of the Crowns (Scotland and England 1603)  Significant people: Charles I  Guy Fawkes Cromwell</p> <p>Same King – different churches, governments and institutions.</p> <p>Guy Fawkes and the Gun powder Plot (1605)</p> <p>War of the Three Kingdoms.  1649 execution of the King Charles I</p> <p>Beginning of Cromwell’s republic (11years)</p>		<p><b>continent) 1400-1500</b>  <b>History: Was exploration a good thing?</b></p> <p>Era Study</p> <p>Timeline of Exploration of South and Central America</p> <p>Significant person study/history day:  John Cabot</p> <p>1497 discovered North Coast of America – Newfoundland</p> <p>The Matthew (school trip?)</p> <p>Who? Italian, why sailing for Britain.  The role of Bristol and its merchants.  Why? Discover faster route to China.  Newfoundland.  Journeys Cabot Tower.</p>	
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	<p>turmoil. Edward VI (protestant)</p> <p>Mary I (Catholic) Elizabeth I (1603) (Protestant) religious conflict: Spanish Armada</p> <p>Union of the Crowns (Scotland and England 1603) Significant people: Charles I Guy Fawkes Cromwell</p> <p>Same King – different churches, governments and institutions.</p> <p>Guy Fawkes and the Gun powder Plot (1605)</p>				<p>Clash of cultures What is the same and different. Trade, economics and slavery What did European countries do in the new world? What gave them the idea to start taking African slaves to America?</p>	
<b>Geography</b>		<p><b>Locational knowledge of England</b> <b>Geography: How do we use maps and globes to locate places in the UK?</b></p> <p>Know the counties of own region (South-west: Bristol, Somerset, North Somerset, South Gloucestershire,</p>		<p><b>Locational knowledge of Europe</b> <b>Geography: : How do we use maps, atlases globes to locate places in Europe?</b></p> <p>Use maps, atlases, globes and digital/computer maps to locate countries and</p>		<p><b>Contrasting study: England and the Mediterranean</b></p> <p><b>Geography: What are the similarities and differences? How do physical and human geography link?</b></p> <p>Know location of Mediterranean</p>

		<p>Gloucestershire, Devon, Dorset, Cornwall, Wiltshire)</p> <p>☒ Know significant cities within own region (South-west: Bristol, Exeter, Bath)</p> <p>☒ Identify characteristics of the region (famous landmarks both physical and human e.g. Cheddar Gorge, Somerset Levels, Avon Gorge, Clifton Suspension Bridge, Stonehenge, Bath Royal Crescent, Eden Project)</p> <p>Skills – use fieldwork to observe. Measure, record and present human and physical features in the local area.</p> <p>Name and locate significant areas in Bristol. Physical and human characteristics of Bristol.</p>		<p>describe features studied.</p> <p>Name countries within Europe.</p> <p>Know the location of Russia in relation to Europe.</p> <p>Know the major cities of Europe.</p> <p>Know the location of Russia in relation to Europe.</p> <p>4 and 6 figure grid references,</p>		<p>countries (France, Italy, Greece, Spain)</p> <p>☒ Identify the country/countries location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Meridian mean time.</p> <p>☒ Know geographical similarities and differences through the study of physical geography:</p> <ul style="list-style-type: none"> <li>- Physical: Biomes and vegetation belts ( ), climate zones ( ) , topography ( )</li> </ul> <p>Specify detail?</p> <p>☒ Know geographical similarities and differences through the study of human geography:</p> <ul style="list-style-type: none"> <li>- Identify the different land use patterns within each area using maps and images (recreational, transport,</li> </ul>
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						agricultural, residential and commercial) and understand that aspects have changed over time. - Identify economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Specify detail?
<b>MFL</b>	<b>Term 1/2: Myself and my family</b> Re-cap numbers 1-10 Learn how to ask and answer “how old are you?” Describe myself – hair, eyes and height. Learn family members. Describing family members.	<b>Term 1/2: Myself and my family</b> Re-cap numbers 1-10 Learn how to ask and answer “how old are you?” Describe myself – hair, eyes and height. Learn family members. Describing family members.	<b>Term 3/4: At the café</b> • Learn food and drink items and give opinions. • Learn numbers 11-20 and say how much food costs. • Be able to order (revision of greetings)	<b>Term 3/4: At the café</b> • Learn food and drink items and give opinions. • Learn numbers 11-20 and say how much food costs. • Be able to order (revision of greetings)	<b>Term 5: Sports and Leisure</b> • Re-capping sports in target language. • Learn days of the week.	<b>Term 6: Storytime:</b> The Enormous Turnip
<b>DT and Art</b>	<b>Art:</b> <b>Drawing and 3D (PPA Cover)</b> <b>Drawing: (4 weeks)</b> <b>Line and Shape</b> • Experiment/explore lines and tone using varying media (pencil, crayon, pastel, charcoal, chalk).	<b>Designers:</b> <b>Mechanisms</b>  <b>Design a system for moving a load:</b> levers, pulleys, linkages, ramps	<b>Designers:</b> <b>Textiles</b>  • <b>Design a simple holder for coins, card, keys, glasses etc. with learnt skills (sea creatures to add to the background)</b>	<b>Painting</b>	<b>Printing</b>  Floral Styrofoam prints	<b>Collage</b>

	<ul style="list-style-type: none"> <li>• Replicate a range of varying marks with increased control e.g. children develop their own marking making banks appropriate to their age.</li> <li>• Name, match and draw lines/marks from observations.</li> <li>• Know and create lines drawn closely together is called hatching.</li> <li>• Draw continuous lines with intent (long straight lines, wavy lines with equal 'rise and fall'.</li> </ul> <p style="text-align: center;"><b>Tone and Form</b></p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <ul style="list-style-type: none"> <li>• Apply tone to an object – e.g. gets darker at the edge to show a curve.</li> <li>• Use varying pressure to create 6/7 tones.</li> <li>• Sketch 3D shapes/objects from observations to represent form.</li> <li>• Recognise the impact that the direction of the shading has when creating form.</li> <li>• Experiment with various direction when creating form.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Design a back drop for a specific purpose e.g. a back drop on a stage and create a small prototype of this design (see background – book stimulus)</b></li> </ul> <p>Identify, explore and understand: Using thread:</p> <ul style="list-style-type: none"> <li>• Discover basic sewing stitches – running stitch with regular equal stitches (talk about why regular stitches would be needed).</li> <li>• Experiment with using a variety of colours to create different patterns.</li> <li>• Stitch two pieces of fabric together, including using basic 'over-sew technique'.</li> </ul> <p>Using fabric:</p> <ul style="list-style-type: none"> <li>• Continue to investigate the dip dye process.</li> <li>• Explore dip-dyeing fabric for use as a background.</li> <li>• Experiment by using a contrasting colour and sew onto dip dyed fabric to create a pattern using straight lines.</li> <li>• Begin to apply decoration to fabric work,</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Select the appropriate media to create the desired outcome.</li> </ul> <p><b>Pattern and Texture</b></p> <ul style="list-style-type: none"> <li>• Replicate different and repeating patterns and textures from observations, imagination and illustration.</li> <li>• Apply pattern/texture techniques to a simple observational drawing.</li> <li>• Use fine motor control to create intricate patterns and textures e.g. using a view finder to focus in on a particular effect.</li> <li>• Create surface textures and patterns with a wide range a media.</li> </ul> <p><b>Then apply in 3D (3 weeks) Line and Shape</b></p> <p>Identify lines, shapes and frames used to create 3D.</p> <ul style="list-style-type: none"> <li>• Explore sketches and designs developed prior to 3D sculpture e.g. Willow man (MA Howard Associates).</li> <li>• Use a sketchbook to plan and develop simple ideas and make informed choices in media (already done through art)</li> </ul>		<p>using needle and thread: buttons, sequins.</p>			
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	<p><b>Tone and Form</b></p> <ul style="list-style-type: none"> <li>• Join two clay parts together using score and slip technique.</li> <li>• Build a construction/ sculpture using a variety of objects and joining materials e.g. recycled, natural and manmade.</li> <li>• Create large-scale sculpture through collaboration with others.</li> </ul> <p><b>Pattern and Texture</b> Produce intricate surface patterns/ textures and use them when appropriate.</p> <ul style="list-style-type: none"> <li>• Use a range of 'home-made' and natural clay tools for affect e.g. paper clips, shells.</li> </ul> <p>Apply chosen colours using paint to clay.</p>					
<p><b>RE</b></p> <p><b>Year B – 2021/2022</b></p>	<p><b>Special books and people</b> Option B Hinduism</p> <p><b>What makes an inspirational person?</b></p> <ul style="list-style-type: none"> <li>• Introduction to Hinduism – key beliefs and practices.</li> <li>• What makes an inspirational person? Who is inspirational to you? (Self</li> </ul>	TBC – CLF curriculum	TBC – CLF curriculum	TBC – CLF curriculum	TBC – CLF curriculum	TBC – CLF curriculum

	<p>reflection.)</p> <ul style="list-style-type: none"> <li>• Consider and explore special places for Hindus</li> <li>• Explore and investigate Deities</li> <li>• Bhagavad Gita – considered by many to be the most holy book. <ul style="list-style-type: none"> <li>• Explore the concept that - Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights.</li> </ul> </li> <li>• The ‘Gayatri Mantra’ : Hindu morning prayer – how does the Gayatri Mantra affect the daily lives of Hindu people? What do they learn/gain from the prayer? <ul style="list-style-type: none"> <li>• Explore how Hindus show their faith and worship.</li> <li>• Explore how Hindus show commitment – through life style, through diet.</li> </ul> </li> <li>• Explore the story of Rama and Sita – what are the key messages? <p>Key vocabulary – Temple, inspiration, Bhagavad Gita, prayer, worship</p> </li> </ul>					
<b>PE</b>	<p><b>Read PE</b></p> <p><b>Unit 1: Personal</b></p>	<p><b>Read PE</b></p> <p><b>Unit 2: Social</b></p>	<p><b>Read PE</b></p> <p><b>Unit 3: Cognitive</b></p>	<p><b>Read PE</b></p> <p><b>Unit 4: Creative</b></p>	<p><b>Read PE</b></p> <p><b>Unit 5: Physical</b></p>	<p><b>Read PE</b></p> <p><b>Unit 6: Fitness</b></p>

<b>Frome Vale Citizen</b>	<b>Being Me in my world</b> Getting to know each other. Learning charter. All agree and sign. Celebrate things we are good at and set goals for the academic year. Getting to know each other. I can face new challenges positively, make responsible choices and ask for help when I need it. Recognise how it feels to be sad, sacred and happy. Our Nightmare School. I can face new challenges positively, make responsible choices and ask for help when I need it. Recognise how it feels to be sad, sacred and happy Our Dream School. I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued. Rewards and Consequences. I understand that my actions affect myself and others and I care about other people's feelings. I understand that my behaviour brings rewards/ consequences. Owi ng our learning charter. I	<b>Celebrating Difference</b> I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were	<b>Dreams and Goals</b> I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) I can imagine how I will feel when I achieve my dream/ambition I can break down a goal into a number of steps and know how others could help me to achieve it I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others and can store my feelings in my internal treasure chest	<b>Relationships</b> I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it	<b>Changing Me</b> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family	<b>Healthy Me</b> I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can start to recognise stereotypical ideas I might have about parenting and family roles Identify what I am looking forward to when I move to my next class
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	understand my actions affect others and try to see things from their points of view.					
<b>FVC</b>	<p>Learning behaviour: Aspiration/Motivation</p> <p><b>Year B Value: Friendship</b> <b>Year A Value: Respect</b></p>	<p>Learning behaviour: Collaboration</p> <p><b>Year B Value: Fairness/Justice</b> <b>Year A Value: Thankfulness</b></p>	<p>Learning behaviour: Self-evaluation</p> <p><b>Year B Value: Contribution</b> <b>Year A Value: Truth and Honesty</b></p>	<p>Learning behaviour: Resilience</p> <p><b>Year B Value: Loyalty</b> <b>Year A Value: Responsibility</b></p>	<p>Learning behaviour: Focus</p> <p><b>Year B Value: Courage</b> <b>Year A Value: Kindness</b></p>	<p>Learning behaviour: Curiosity</p> <p><b>Year B Value: Forgiveness</b> <b>Year A Value: Humility</b></p>
<b>Computing</b>	<p><b>Digital Literacy (old curriculum key essentials)</b></p> <ul style="list-style-type: none"> <li>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>-The child can search for information within a single site.</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>-The child can use a range of programs on a computer. E.g. Use Movie Maker, use the Command prompt</li> </ul>	TBC	TBC	TBC	TBC

	<p>-The child can understand that search engines select pages according to keywords found in the content.</p> <p><b>Information Technology</b></p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>-The child can use a range of programs on a computer. E.g. Use Movie Maker, use the Command prompt and network program, use Outlook or webmail and Skype, use Google Forms, Google Sheets and Google Slides.</p> <p>-The child can design and create content on a computer. E.g. plan and shoot video, plan and create a presentation, plan and then write survey questions, and plan and create a presentation.</p>	<p>and network program, use Outlook or webmail and Skype, use Google Forms, Google Sheets and Google Slides.</p> <p>-The child can design and create content on a computer. E.g. plan and shoot video, plan and create a presentation, plan and then write survey questions, and plan and create a presentation.</p> <p>-The child can collect and present information. E.g. shoot and then show video, read and respond to email, collect and present survey results.</p>				
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	-The child can collect and present information. E.g. shoot and then show video, read and respond to email, collect and present survey results.					
<b>Music</b>	N/A	<b>Music Day:</b> The Elements of Music (introduction)	<b>Music Day:</b> TBC	<b>Music Day:</b> TBC	<b>Music Day:</b> TBC	<b>Music Day:</b> TBC