

Year Group Year	Half Term 1 1/9/20-23/10/20 8 weeks	Half Term 2 2/11/20-18/12/20 7 weeks	Half Term 3 4/1/21-12/2/21 6 weeks	Half Term 4 22/2/21-1/4/21 6 weeks	Half Term 5 19/4/21-28/5/21 6 weeks	Half Term 6 7/6/21-21/7/21 6 weeks 3 days
Whole Academy Theme	Being me in my world ... PSHE Geography	Celebrating difference PSHE RE/History	Time travellers History	The nature of life Science	The World We Live In Geography	Eat Well, Move More we're going to the Olympics Science
Name of year group project	Being me in my world	Celebrating difference	Time travellers	The nature of life	The World We Live In	Eat Well, Move More we're going to the Olympics
'Hook' – first-hand experience	Motivational speaker. Visit a synagogue	Visit a Church	Creswell Craggs	Visit from Jane -Swahili lesson	Peak district (fieldwork)	Ancient Greek day. Dress up/ food tasting day. EIS
Parental engagement event/session/exhibition	Art Gallery- showcasing children's work	Art afternoon on celebrating differences.	Making shadow puppets (light in science)	Edible garden- planting.	Volcano experiment.	Making a fruit salad
Curious Questions	Will growing tall solve Anzo's problems? Is it ok to be different from your family/friends? How are you different to your family/friends? Should you do what other people want you to do? Should you follow your dreams?	How does Edward view himself? How does Edward view the Tulane family? What is Edward like as a person? How does Edward change through the book? How does Edward view the other people he meets? How does his opinion change?	What changes have taken place in Scotland over the years? What was life like in Scotland during the Bronze/ Iron Ages? What are the similarities between the Bronze/ Iron Age and now? What are the differences between the Bronze/ Iron Age and now?	Who is Mama Miti? What changes did she make in Kenya? How did the changes she made affect the wider world? Are the changes she made good/bad? Are there differing opinions on Mama Miti?	Are boys and girls the same or different? Should boys and girls be treated differently? What is a natural disaster? How do natural disasters affect people on Earth? What can we do to help people who have been affected by natural disasters?	What was life like in ancient Greece? How are the Olympics different now to what they were? Is there a link between having good nutrition and being a good athlete? Why is it important to have good nutrition?
PSHE – Jigsaw 9 habits	Being me in my world <i>September – Who am I? October – Who am I becoming?</i>	Celebrating difference <i>November – Being hopeful December – Being joyful</i>	Dreams and goals <i>January – Being patient and preserving February – Compassionate</i>	Relationships <i>May – self control</i>	Changing me <i>June – Humble/humility July Honesty</i>	Healthy Me <i>March – Forgiving April – Considerate</i>
Safeguarding	<i>Understanding that my actions can affect others</i> <i>Rights of the child</i> UNICEF	<i>Different types of families.</i> <i>Family conflict</i> <i>Bullying – What to do if I witness it?</i> <i>Gay as a derogative term (homophobic)</i> All together <i>Disabilities</i>	<i>Stereotypes – “Heroes”</i> Let Toys be Toys <i>Tram / Train safety</i> Rail Week Live Wire	<i>Family stereotypes</i> <i>Online safety</i> <i>Rights of the Child - Worldwide</i> <i>Peer pressure online – where to get help?</i> <i>Violence at home – What do I do?</i>	<i>Family stereotypes</i> <i>Differences between boys and girls</i> <i>My body is private!</i>	<i>Drugs misuse</i> <i>Being safe at home</i> <i>Substance misuse</i> Food hygiene Operations – why do we have them

Key Text	<p>Giant Visualising the giant's life, predicting what will happen to the giant, explore words linked to the giant's life, infer what is happening in pictures/text. Power of positive thinking</p>	<p>The Miraculous Journey of Edward Tulane Visualising Edward's journey and the places/people he visits, predict what will happen to Edward after each new encounter- how do his opinions change?, explore words linked to his journey, infer what is happening in pictures/text. How does the time in history effect the views/ opinions of Edward Tulane?</p>	<p>Time Sight- Lynne Jonell Visualise the children's visit to the Stone Age, Predict what they will see/ experience in the Stone Age/ Explore the changes that have happened in Scotland over the years/ Infer what is the same/ different about life now compared to the eras the children visit.</p>	<p>Mama Miti- Donna Jo Naploi Visualise Mama Miti's life and how it is to live in Kenya/ Predict how Mama Miti's work will effect Kenya and the people who live there/ explore the changes that have happened in Kenya over the years.</p>	<p>The Pebble in my Pocket Visualise the journey of the pebble. How do volcanoes affect the Earth? Look at the changes that occur on Earth, does this affect you? How does the pebble change over time?</p>	<p>Greek mythology- Ancient myths collection - The twelve labours of Heracles. Visualise what it was like to be Heracles completing the 12 tasks, Predict what each task will be- will Heracles overcome each task? Infer how Heracles feels before, during and after each task. Explore the etymology of Greek words.</p>
English (Reading)	<p>Word Reading: Statutory requirements Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Reading comprehension: Pupils should be taught to: ♣ develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>					
English (Writing)	<p>Write a description of Anzo</p> <p>Write a description of self.</p> <p>Comparison between Anzo and his family.</p> <p>Write a description of self and family</p>	<p>Setting description- 1930s America. (look into views on BLM/ Rich vs Poor in America at this time and how this may affect Edwards views)</p> <p>Diary Entry- Edwards feelings.</p>	<p>Recount- Characters POV</p> <p>Information text- The Stone Age</p>	<p>Autobiography of Mama Miti. Who is she? What does she do?</p> <p>Poetry</p>	<p>Narrative-</p> <p>Persuasive text – Persuading people to help victims of a natural disaster.</p>	<p>Narrative- The 12 tasks.</p> <p>Information text- The origins of the Olympics.</p>
SPaG/Phonics	<p>Powerful adjectives/verbs</p> <p>Adverbs</p> <p>Noun phrases</p> <p>Clause or phrase.</p> <p>Coordinating or subordinating conjunctions</p> <p>Main or subordinating clause.</p>	<p>Adverbial phrases</p> <p>Subordinating or coordinating conjunctions</p> <p>Clauses/ phrases</p> <p>Main or subordinating clause.</p> <p>Past tense</p> <p>Standard English</p>	<p>Adverbial phrases</p> <p>Subordinating or coordinating conjunctions</p> <p>Clauses/ phrases</p> <p>Main or subordinating clause.</p> <p>Past tense</p> <p>Standard English</p>	<p>Similes/metaphors</p> <p>Alliteration</p> <p>Repetition</p> <p>Rhyming words</p>	<p>Adverbial phrases</p> <p>Subordinating or coordinating conjunctions</p> <p>Clauses/ phrases</p> <p>Main or subordinating clause.</p> <p>Past tense</p>	<p>Powerful adjectives/verbs</p> <p>adverbs</p> <p>Inverted commas</p> <p>Subordinate clauses/conjunctions</p> <p>Prepositional phrases</p>

	<p>Paragraphs</p> <p>Prefixes and suffixes</p> <p>homophones</p>	<p>Inverted commas</p> <p>Noun phrases</p> <p>Present perfect verbs</p> <p>Possessive apostrophe</p> <p>homophones</p>	<p>Inverted commas</p> <p>Noun phrases</p> <p>Prepositional phrases</p> <p>Present perfect verbs</p> <p>Headings and sub-headings.</p>		<p>Standard English</p> <p>Inverted commas</p> <p>Noun phrases</p> <p>Persuasive language</p> <p>emotive language</p>	<p>Subheading</p> <p>Standard English</p>
<p>Maths</p>	<p>Number sense and exploring calculation strategies</p> <p>Place Value</p> <p>Graphs</p>	<p>Addition and Subtraction</p> <p>Length and Perimeter</p>	<p>Multiplication and Division</p> <p>Deriving multiplication and division facts</p>	<p>Time</p> <p>Fractions</p>	<p>Angles and Shape</p> <p>Measures</p>	<p>Securing multiplication and division</p> <p>Exploring calculation strategies and place value</p>
<p>Science</p>	<p>Science</p> <p><u>Forces</u></p> <p>Explore and describe how objects move on different surfaces.</p> <p>Explain how some forces require contact and some do not, giving examples.</p> <p>Explore and explain how objects attract and repel in relation to objects and other magnets.</p> <p>Predict whether objects will be magnetic and carry out an enquiry to test it out.</p> <p>Describe how magnets work.</p> <p>Predict whether magnets will attract or repel and give a reason.</p> <p><u>Working scientifically</u></p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	<p>Science</p> <p><u>Light</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p><u>Working scientifically</u></p> <p>Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions.</p>	<p>Science</p> <p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rocks.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><u>Working scientifically</u></p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, key, bar charts and tables.</p>	<p>Science</p> <p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants and roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Working scientifically</u></p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Science</p> <p><u>Enquiry into volcanoes.</u></p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions.</p>	<p>Science</p> <p><u>Animals, including humans</u></p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Working scientifically</u></p> <p>Identify differences, similarities or changes related to simple scientific ideas and process.</p>

<p style="text-align: center;">Foundation subjects</p> <p style="text-align: center;">Computing Art Design and technology History Geography Music PE RE</p>	<p>Art and Design I can show facial expressions in my art.</p> <p>I can use sketches to produce a final piece of art.</p> <p>I can use different grades of pencil to shade and to show different tones and textures.</p> <p>Computing</p> <p><u>Bridge Curriculum:</u> I know how to log onto my accounts. I can access and navigate Purple Mash, TTRS and Lexia independently I can navigate the school website and I know where I can access my learning.</p> <p><u>Digital literacy</u> I use technology respectfully and responsibly. I know different ways I can get help if I am concerned. I understand what computer networks do and how they provide multiple services. I can discern where it is best to use technology and where it adds little or no value.</p> <p>RE Judaism How do religious families and communities live out their faith?</p> <p>Geography International Day of Peace/day of languages</p> <p>PE Ball skills</p>	<p>Remembrance day</p> <p><u>Geography</u> I know the name of a number of countries in the northern hemisphere. I know why people may be attracted to live in cities. I know why people may choose to live in one place rather than another.</p> <p>Art and Design I can identify the techniques used by different artists.</p> <p>I can use digital images and combine with other media in my art.</p> <p>I can use IT to create art which includes my own work and that of others.</p> <p>Computing</p> <p>Media and copyright</p> <p>Music I can sing a tune with expression. I can play clear notes on instruments.</p> <p>I can use different elements in my composition.</p> <p>I can create repeated patterns with different instruments.</p> <p>RE How do Christian people's beliefs about God, the world and others have an impact on their lives?</p>	<p>History <u>Stone Age/Bronze Age</u> I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long ago events happened.</p> <p>Fitness/ diet of Stone Age/ Iron Age people compared to now.</p> <p>Art and Design I can create a background using a wash.</p> <p>I can use a range of brushes to create different effects in painting.</p> <p>Computing</p> <p>I can use a range of software for similar purposes. I can collect information. I can design and create content. I can present information. I can search for information on the web in different ways. I can manipulate and improve digital images.</p> <p>Geography Chinese New Year</p> <p>RE Christianity Why do some people think life is like a journey. Where do we go?</p>	<p>Geography Study of local area- comparison with Kenya. I can use the correct geographical words to describe a place. I can use an Atlas by using the index to find places. I can use grid references on a map. I can use some basic Ordnance survey map symbols. I can locate the tropic of cancer, the tropic of Capricorn and the Greenwich meridian on a map.</p> <p>Design</p> <p>I can prove that my design meets some set criteria.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p> <p>I can design a product and make sure that it looks attractive.</p> <p>I can choose a textile for both its suitability and its appearance.</p> <p>I can describe how food ingredients come together.</p> <p>Music I can compose melodies and songs.</p> <p>I can create accompaniments for tunes.</p> <p>I can combine different sounds to create a specific mood or feeling.</p> <p>RE Islam How do religious families and communities live out their faith?</p>	<p>Geography – Natural disasters. <u>Volcanoes</u> I can describe how volcanoes are created. I can locate and name some of the world's most famous volcanoes. <u>Tremors</u> I can describe how earthquakes are created. I can name a number of countries in the northern hemisphere. I can name and locate the capital cities of neighbouring European countries. – Italy as a focus.</p> <p>Art and Design I can compare the work of different artists.</p> <p>I recognise when art is from different cultures.</p> <p>I recognise when art is from different historical periods.</p> <p>RE Why do some people think life is like a journey? Where do we go? - Comparison of Christianity and Islam</p> <p>Computing</p> <p>Input devices and repetition loops</p> <p>PE Outdoor sports (orienteering)</p>	<p>History Ancient Greece <u>A study over time tracing how several aspects of national history are reflected in the locality.</u> <u>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</u> I can use research skills to find answers to specific historical questions. I can research in order to find similarities and differences between two or more periods of history</p> <p>Design I can select the most appropriate tools and techniques for a given task.</p> <p>I can make a product which uses both electrical and mechanical components.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>Music I can use musical words to describe a piece of music and compositions.</p> <p>I can use musical words to describe what I like and do not like about a piece of music.</p> <p>I can recognise the work of at least one famous composer.</p> <p>I can improve my work; explaining how it has been improved.</p>
--	--	---	---	--	---	---

	<p>MFL I can name and describe people. I can name and describe a place. I can name and describe an object. I can have a short conversation saying 3-4 things. I can give a response using a short phrase. I am starting to speak in sentences.</p>	<p>Visit a church?</p> <p>PE Dance</p>	<p>PE Gymnastics</p>	<p>PE Athletics</p> <p>Computing <u>Algorithms and programming</u></p> <p>I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of input. I can work with various forms of output.</p>		<p>RE What do people think about life after death?</p> <p>Computing Revision of skills</p> <p>PE Sports day preparation</p>
<p>Festivals and celebrations</p>	<ul style="list-style-type: none"> • European Day of Languages (26 September) • Black History Month (begins 1 October) • Yom Kippur begins (8 October) • Yom Kippur ends (9 October) 	<ul style="list-style-type: none"> • World Science Day (10 November) • Armistice/Remembrance Day (11 November) • Anti-Bullying Week (begins 16 November) • Advent (begins 1 December) • Hanukkah (begins 2 10 December) • Christmas Day (25 December) 	<ul style="list-style-type: none"> • Chinese New Year (12 February) 	<ul style="list-style-type: none"> • Women's History Month (starts 1 March) • World Book Day (4 March) • International Women's Day (8 March) • World Poetry Day (21 March) 	<ul style="list-style-type: none"> • Ramadan begins (13 April) • Ramadan (ends 12th May) • Eid ul-Fitr begins (12 May) 	<ul style="list-style-type: none"> • World Environment Day (5 June) • World Refugee Day (20 June)
<p>Whole Academy events</p>	<p>Parent talks Parents evening</p>	<p>Christmas Production Theatre visit Christmas Dinner Road safety Week</p>	<p>Chinese new year Parents evening</p>	<p>Mother's day dinner World Book day Sports relief</p>	<p>St Georges day Sheffield Book awards</p>	<p>Sheffield Book awards continued Father's day dinner Summer celebration -TBC Sports day</p>