



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Enquiry Questions					
Who were the Mesoamericans and how did they change the world we live in?	Who were the Mesoamericans and how did they change the world we live in?	What is a biome and how is climate change affecting them?	How did invaders change our country?	What is a river?	What is a river?
Key Text					
The Hobbit by J R R Tolkein	Pig Heart Boy by Malorie Blackman	Survival Stories by David Long and Kerry Hyndman	Myths and Legends by Anthony Horowitz	Wind in the Willows	Text linked to school play- classic literature
Understanding of the World (Humanities/Science/Computing/RE/MFL)					
History Focus Unit: The Mesoamericans Children to learn about a non-European society that provides contrast with British history through the context of the Mayans and Aztecs. Children to explore culture, art, religion and societies.	History Focus Unit: The Mesoamericans Children to learn about a non-European society that provides contrast with British history through the context of the Mayans and Aztecs. Children to explore culture, art, religion and societies.	Geography Focus Unit: Biomes and Climate Change Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. They will learn to use maps, atlases and globes and use grid references. Pupils will understand the action that is being taken during this century across the world to reduce fossil fuel consumption (and therefore carbon dioxide emissions) through the development of renewable sources of energy.	History Focus Unit: The Vikings and Anglo-Saxons Children will learn about Britain's settlements by the Vikings, Anglo-Saxon and Scots. Children to explore the Roman removal from Britain, the Scots invasion from Ireland to Scotland, Anglo-Saxon invasions, settlements and kingdoms and Viking and Anglo-Saxon art and culture.	Geography Focus Unit: Rivers The objective of this investigation is to enable pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. They will learn to use symbols and keys to build their knowledge of the UK and the wider world and carry out fieldwork to observe, measure, record and present human and physical features.	Geography Focus Unit: Rivers The objective of this investigation is to enable pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. They will learn to use symbols and keys to build their knowledge of the UK and the wider world and carry out fieldwork to observe, measure, record and present human and physical features.
Science Focus Unit: Electricity Children to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Children to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	Science Focus Unit: Animals Including Humans Children to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Children to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function and know how water and nutrients are transported.	Science Focus Unit: Living Things and Habitats Children to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including animals and plants. Children to give reasons for classifying in particular ways.	Science Focus Unit: Light Children to recognise that light appears to travel in straight lines. Children to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Children to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Science Focus Unit: Living Things and Habitats Children to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms.	Science Focus Unit: Evolution and Inheritance Children to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Children to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Computing Focus Unit: Purple Mash – Networks / Micro bits	Computing Focus Unit: Purple Mash – Graphing / Blogging	Computing Focus Unit: Purple Mash – Data Detectives	Computing Focus Unit: Purple Mash – 3d modelling	Computing Focus Unit: Purple Mash – Coding	Computing Focus Unit: Purple Mash – Spreadsheets
Online Safety: Self-image and self-identity	Online Safety: Online reputation and online bullying	Online Safety: Managing online information	Online Safety: Health, wellbeing and lifestyle / Copyright and ownership	Online Safety: Online relationships	Online Safety: Privacy and security
RE Focus Unit: Creation – Digging Deeper	RE Focus Unit: Incarnation – Digging Deeper	RE Focus Unit: Islam	RE Focus Unit: Salvation – Digging Deeper	RE Focus Unit: Islam	RE Focus Unit: Kingdom of God
French Focus Unit: Phonetics At School	French Focus Unit: Healthy Lifestyle	French Focus Unit: Weekend	French Focus Units: Vikings	French Focus Units: Habitats	French Focus Units: Me in My World
Expressive Arts (Art/DT/Music)					
Art Focus Unit: Symbolism DT: Mayan Chocolate Mini Project	DT Focus Unit: Electrical Systems	Art: Mini Project Animals in art	DT: Viking Stew Mini Project	Art Focus Unit: Artist Study	DT/ Art Focus Unit: Textiles
Drumming	Electricity	Soundscapes Arctic	Vikings	River Compositions	Focus on performance and confidence for school play



Personal Development (PSHE/PE)					
Jigsaw Focus Unit: Being Me in My World Children to explore what makes them them and why that is special, considering their place in this world.	Jigsaw Focus Unit: Celebrating Difference Children to discuss and reflect on how people are similar and how they are different, celebrating how diverse our world is.	Jigsaw Focus Unit: Dream and Goals Children to reflect on their ambitions for the future, both short and long term, setting themselves achievable goals.	Jigsaw Focus Unit: Healthy Me Children to think about and consider how to stay healthy – both physically and mentally and how a healthy lifestyle can lead to a happy life.	Jigsaw Focus Unit: Relationships Children to explore the word relationship and the different forms that can take. Children to consider how to have positive relationships with people through their acts.	Jigsaw Focus Unit: Changing Me Children to reflect on their past year and how they have changed. Children to consider the new challenges ahead and how they may face these positively.
PE Focus Units: Badminton Tag Rugby	PE Focus Units: Netball Gymnastics	PE Focus Units: Dance Dodgeball	PE Focus Units: Hockey La Crosse	PE Focus Units: Athletics Cricket	PE Focus Units: Dance Ultimate Frisbee Foot Rounders