

	Autumn 1 7 weeks and 2 days	Autumn 2 7 weeks and 2 days	Spring 1 6 weeks and 2 days	Spring 2 6 weeks	Summer 1 5 weeks 1 bank hol & 1 inset	Summer 2 6 weeks and 3 days 1 inset
Topics	<b>Mayans</b>		<b>Rainforests</b>		<b>Anglo Saxons and Vikings</b>	
Texts that link	The Chocolate Tree - Mayan Folk Tale	Charlie and the Chocolate Factory?  The Rain Player	The Explorer - Katherine Rundell or Kensuke Kingdom  Alice in Wonderland	Where the Forest Meets the Sea.  Alfred the Great	Beowulf	Viking Boy
Tillington Wishes	Cadburys World	Visit Gurdwara or Mandir (RE link)	Concert - Young Vocies Theatre - Alice in Wonderland	Bikeability	Tatton Park	Attend a Sporting Event
	Learn to play the guitar					
Parental Engagement	Meet the Teacher	Class Assembly	Young Voices		Father's Day breakfast  KS2 Concert	Sports Day  End of year show
Cultural Capital	National Poetry Day 6- th October (One week English)  World Mental Health Day - 10 <sup>th</sup> Oct. 1 PSHE lesson  Geography Fieldwork week 18 <sup>th</sup> Oct - DLP lessons.  Black History Month- 17 <sup>th</sup> Oct. English 1 week cycle + 1 DLP lesson Harvest - Assembly	Anti-Bullying week 14- 18 <sup>th</sup> Nov. 1 PSHE lesson.  Remembrance Day 11 <sup>th</sup> Nov  Children in Need 18 <sup>th</sup> November  Road Safety Day 14- 20 <sup>th</sup> November  Christmas Parties  World Cup - 21 <sup>st</sup> Nov - 18 <sup>th</sup> Dec.	Chinese New Year - January  World Religion Day 16 <sup>th</sup> Jan  NSPCC Number Day - 3 <sup>rd</sup> Feb  Children's Mental Health Awareness Week 6-12 <sup>th</sup> Feb  Safer Internet Day 14 <sup>th</sup> Feb	World Book Day 2 <sup>nd</sup> March  Science Week (STEM) March 10-19 <sup>th</sup> March  Autism Awareness 2 <sup>nd</sup> April  Red Nose Day 15 <sup>th</sup> March	VE Day 8 <sup>TH</sup> May  Red Cross First Aid week - 8 <sup>th</sup> May	NSPCC day 10 <sup>th</sup> June  Father's day Breakfast  National Sport week - June

		Christingle assembly w/b 12 <sup>th</sup> Dec				
History	A non-European society that provides contrasts with British History - Mayan civilization (H12)			Britain's settlements by the Anglo Saxons and Scots. (H7)	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (H7)	
Geography	<ul style="list-style-type: none"> <li>• G12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <ul style="list-style-type: none"> <li>• G15b human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>•</li> </ul> </li> <li>• G17 use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>		<ul style="list-style-type: none"> <li>• G11 locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• G13 identify the position and significance of latitude, longitude, Equator,</li> <li>• G15a physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle</li> <li>• G15b human geography, including: types of settlement and the distribution of natural resources including energy, food, minerals and water</li> <li>• G13 identify the position the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• G15b human geography, including: economic activity including trade links</li> <li>• G11 locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• G13 identify the position and significance of latitude, longitude, Equator,</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>

<p>Science</p>	<p>Changes in materials</p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals</li> </ul> <p>Animals including Humans</p> <p>Describe the changes as humans develop to old age.</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p>Forces</p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
<p>Art</p>	<p>Link to Mayans: Worry Doll</p> <p>Can I use lines and pattern inspired by the Maya? Examine patterns used the maya and split up the page in sketch book. Work in each section on a different pattern</p> <p>. Can I use a Maya calendar as inspiration? Examine the Maya calendar and work on drawing with detail. Use the numbers to create a bold, stylistic black and white image.</p> <p>Can I design a Maya mask? Create a sketchbook page based around Maya masks. What were they used for? What features did they have? Sketch ideas and add details/evaluative comments.</p>	<p>Link to Rainforests: Fabric design and artwork linked to Henri Rousseau.</p>	<p>Anglo Saxon artwork - link to Staffordshire Hoard</p>

	<p>Can I use clay to create a Maya mask? Use clay to create a Maya mask. When dry add colours appropriately following on from design in sketch book from previous sessions.</p> <p>What's tricky? What techniques might you need to think about?</p> <p>Can I create a Maya worry doll? Using a peg and wool wind it round and create a Mayan worry doll. Can I explain the process of making a worry doll using a visual process? (see example) Create a page in sketchbook that shows the process of designing and creating a Maya worry doll.</p>		
DT	<p><b>Celebrating Culture and Seasonality- Hot</b>  <b>Choose from:</b> different types of bread; pizza; savoury biscuits; savoury scones; cheese straws</p> <p>Can you write a step-by-step recipe, including a list of ingredients, equipment and utensils?</p> <ul style="list-style-type: none"> <li>• Can you carry out sensory evaluations of a range of relevant products and ingredients? Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</li> <li>• Do you know and understand about food hygiene, nutrition, healthy eating and a varied diet?</li> </ul> <p><i>Understand what is meant by <b>The Eatwell Plate</b>.</i></p> <p>or link to Mayans and design and create a chocolate bar with packing</p>	<p><b>STEM unit</b>  Pollination: Flower Power</p>	<p><b>Levers and linkages</b>  E.g. story book; poster; class display; greetings card; information book; storyboard  - Link to Anglo Saxons - information book</p>
ICT	Computer Systems and Networks - Sharing Information	Programming A - Selection in Physical Computing	Programming B - Selection in Quizzes

	<p>*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</p> <p>*Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>		
MFL	<p><b><u>J'apprends le français</u></b>  Pinpoint France on a map of the world  Highlight other famous French cities  Talk about other countries where French is spoken  Say their name and how they are feeling in French  Count to ten in French</p> <p><b><u>What is the date? Quelle Est La Date Aujourd'hui?</u></b>  Repeat and recognise the months of the year in French.  Ask when somebody has a birthday and say when they have their birthday.  Say the date in French. Create a French calendar. Recognise key dates in the French calendar.</p>	<p><b><u>Weather - Quel Temps Fait-il?</u></b>  Repeat and recognise the vocabulary for weather in French.  Ask what the weather is like today.  Say what the weather is like today.  Create a French weather map.  Describe the weather in different regions of France using a weather map with symbols.</p> <p><b><u>Clothes - Les Vêtements</u></b>  Repeat and recognise the vocabulary for a variety of clothes in French.  Use the appropriate genders and articles for these clothes.  Describe what they and other people are wearing. Use the verb PORTER in French.  Say what they would wear in different weather.</p>	<p><b><u>The Romans - Les Romains</u></b>  Tell somebody in French the key facts and key people involved in the history of the Roman Empire.  Say the days of the week in French and learn how these are related to the Roman gods and goddesses.  Tell somebody in French what the most famous Roman inventions were. Learn what life was like for a rich and a poor child in Roman times.  Introduce the children to the concept of the negative form in French.</p> <p><b><u>The Olympics - Les Jeux Olympiques</u></b>  Tell somebody in French the key facts of the history of the Olympics.  Tell somebody in French the key facts of the modern Olympic games.  Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.  Say the nouns in French for key sports in the current Olympic games.  Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</p>

			Understand the concept of de la, de l' and du when you say you play a sport in French.
RE	<p>How far would a Sikh go for his/ her religion? <b>Religion: Sikhism</b></p> <p>What is the best way for a Hindu to show commitment to God? <b>Religion: Hinduism</b></p> <p>How far would a Sikh go for his/her religion? <b>Religion: Sikhism</b></p> <p>Incarnation Key Question: Is the Christmas story true? Religion: <b>Christianity</b></p>	<p>Are Sikh stories important today? <b>Religion: Sikhism</b></p> <p>How can Brahman be everywhere and in everything? <b>Religion: Hinduism</b></p> <p>How significant is it for Christians to believe God intended Jesus to die? Religion: <b>Christianity</b></p>	<p>What is the best way for a Sikh to show commitment to God? <b>Religion: Sikhism</b></p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? <b>Religion: Hinduism</b></p> <p>to show commitment to God? Religion: <b>Sikhism</b></p> <p>What is the best way for a Christian to show commitment to God? <b>Religion: Christianity</b></p>
PSHE	<p>Being me in my world</p> <p>They can identify some factors that affect emotional health and wellbeing. They can identify and explain how to manage the risks in different familiar situations.</p> <p>Celebrating Difference</p> <p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p>	<p>Dreams and Goals</p> <p>Healthy Me</p>	<p>Relationships</p> <p>Changing me</p>
PE	<p><b>Gymnastics</b> and Football</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how</p>	<p>Dodgeball and Tag Rugby</p> <p>Handball and Cricket</p>	<p>Rounders and Volleyball</p> <p>Orienteering and Quidditch</p>

to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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*Basketball and Fitness Circuit*

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<b>Music</b>	<i>KS2 - Guitar</i>		



