THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Year 5 Curriculum planning

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

Executive Principal: Reece Davy

Head of School: Rebecca Turner-Mitchell

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

Contents Page

1. Composition Planning .....

- Writing units
- Spelling
- Handwriting

2. Maths Planning .....

3. Reading Planning .....

4. Wider Curriculum Planning .....

5. Personal Development Planning .....

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Composition

Autumn 1	Week 1	Week 2	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook:	Behaviour curriculum	Class based narrative	David Weisner Tuesday – picture book			Christina Balit Escape from Pompeii		
Genre:		Narrative linked to class name	Narrative recount – alternative tale			Persuasive letter		
Audience Purpose		Audience: My new class teacher Purpose: Baseline assessment	Audience: Yr5 children Purpose: To entertain			Audience: Citizens of Pompeii Purpose: To persuade		
NC Objectives			use a thesaurus show characters' feelings, thoughts and motives use a variety of adverbs of time, place and manner. use a range of clauses (simple, compound & complex) hyphens to avoid ambiguity use similes			linking ideas across paragraphs using adverbials use fronted adverbials. use a range of pronouns. use commas in a list.		

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook:	Cross curricular – design your own planet			Cross curricular link science		Christmas Advert - Edgar	
Genre	Narrative – Space Setting description			Non-chronological report – A planet SEND option on Purple Mash		Narrative – Story opening Edgar	
Audience Purpose	Audience: Yr5 children Purpose: To entertain			Audience: Yr4 children Purpose: To inform		Audience: Yr3 children Purpose: To entertain	
NC objectives	personification semicolon to join independent clauses use a range of clauses (relative & subordinate) expanded noun phrases. hyphenated words.			use the correct verb form in past tense. write in third person. understand formal and informal language. use cohesive devices. information into paragraphs using subheadings.		use coordinating and subordinating conjunctions use expanded noun phrases. use apostrophes for contraction and apostrophe for possession. use inverted commas to indicate direct speech	

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook:	Cross curricular art work Brilliant Time-Lapse of Alaska's Northern Lights | Short Film Showcase – National Geographic film			Michael Morpurgo Beowulf / BBC radio film		
Genre	Brochure – The Northern Lights			Narrative / Conversation - Beowulf		
Audience Purpose	Audience: Miss Warren Purpose: To persuade			Audience: Parkgate's Yr5 Purpose: To entertain		
NC Objectives	apostrophes to show possession and in contractions similes and metaphors personification colons and semi colons to separate clauses bullet points to record information briefly hyphens			vary sentence openers when creating a description. punctuate dialogue correctly. adverbial clause to add detail to dialogue.		

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook:	Design your own dragon's egg			Michael Morpurgo Beowulf		
Genre Focus:	Dragons - Non – chronological report			Instructions – Viking quest		
Audience Purpose	Audience: A dragonologist Purpose: To inform			Audience: Viking adventurer Purpose: Instruct		
NC objectives	colons range of clauses (subordinate, relative & non-finite) parenthesis active and passive voice			quantifiers to write a list of tools, equipment and ingredients. rhetorical questions. adverbials of time. relative clause. parenthesis to add extra information. active and passive voice.		

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook:	Should zoos exist? BBC Ideas film			How to train your dragon film clips		
Genre Focus:	Discussion – Animals in zoos			Narrative – How to train your dragon (Character Description)		
Audience Purpose	Audience: National Geographic Purpose: Balanced argument			Audience: Opposite Yr5 class Purpose: To entertain		
NC Objectives	conjunctive adverbs to build cohesion within and across paragraphs. relative clauses brackets, dashes or commas to indicate parenthesis.			imperative verbs. colons and semi-colons punctuate dialogue correctly dialogue to advance the action		

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Hook:	J K Rowling Harry Potter				Selection of spooky images			
Genre Focus:	Instructions – Quidditch				Narrative recount – Scary story			
Audience Purpose	Audience: Young witches and wizards Purpose: To instruct				Audience: Yr5 peers Purpose: To entertain			
NC objectives	• use imperative verbs • use time connectives • use prepositional phrases • use relative clauses • use semi-colons and colons in a list				• use passive voice. • punctuate dialogue and use it to move the action along • use adverbials within and to link paragraphs • use non-finite clauses			

Year 5 - Spelling Long Term Plan

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

Year 5- Spelling

Weeks	Spelling Focus	10 Focus Spellings	2 Y5/6 Statutory Words
1–2	Words ending **-cious**	delicious, precious, vicious, spacious, gracious, malicious, suspicious, ferocious, luscious, judicious	Conscience, conscious
3–4	Words ending **-tious**	ambitious, cautious, nutritious, fictitious, infectious, repetitious, superstitious, scrumptious, facetious, pretentious	Ancient, sufficient
5–6	Words ending **-cial**	official, special, artificial, social, facial, commercial, financial, provincial, beneficial, controversial	Especially, profession
7–8	Words ending **-tial**	partial, essential, substantial, influential, confidential, residential, sequential, preferential, potential, torrential	Pronunciation Opportunity
9–10	Words ending **-able**	dependable, comfortable, understandable, enjoyable, washable, breakable, valuable, replaceable, noticeable, respectable	Available, vegetable
11–12	Words ending **-ible**	reversible, divisible, sensible, visible, horrible, flexible, edible, incredible, possible, responsible	Occupy, occur
13–14	Words ending **-ably/-ibly**	comfortably, dependably, reasonably, noticeably, sensibly, responsibly, visibly, flexibly, incredibly, reversibly	Immediately, frequently
15–16	Silent letters	doubt, subtle, solemn, island, autumn, knight, hymn, wreck, gnome, whistle	Queue, rhythm
17–18	**Words with the /i:/ sound spelt 'ei' after 'c'**	receive, deceive, receipt, ceiling, perceive, conceit, deceit, conceited, caffeine, protein	Neighbour, nuisance
19–20	Homophones & near homophones	affect, effect, aloud, allowed, aisle, isle, altar, alter, cereal, serial	Variety, twelfth
21–22	Prefix **dis-**	disagree, disappear, disapprove, disconnect, dishonest, disobey, disappoint, disallow, discolour, disrepair	Accompany, according
23–24	Prefixes **inter-/super-**	interact, international, intercept, intercity, supervise, superhero, supermarket, superhuman, supercharge, superpower	Achieve, aggressive

Weeks	Spelling Focus	10 Focus Spellings	2 Y5/6 Statutory Words
25–26	Prefixes **anti-/auto-**	antiseptic, anticlockwise, antifreeze, autobiography, autograph, automatic, autonomous, autocorrect, automobile, autoimmune	Amateur, apparent
27–28	Words ending **-ous**	poisonous, mountainous, adventurous, courageous, dangerous, famous, joyous, nervous, marvellous, tremendous	Appreciate, attached
29–30	Words ending **-ious**	religious, serious, obvious, curious, hideous, glorious, various, victorious, notorious, mysterious	Average, bargain
31–32	Revision – Prefixes	impossible, illegal, irregular, inactive, immature, impatient, inaccurate, irresponsible, indefinite, irrelevant	Bruise, category
33–34	Revision – Suffixes	happiness, carefulness, excitement, achievement, management, enjoyment, agreement, amusement, encouragement, replacement	Cemetery, committee

Year 5: Handwriting

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

Term	Units
Autumn 1 (7 weeks)	1. i l t j 2. h n m 3. b p k r 4. c o a d 5. g q e le 6. Numerals **7.** Numerals
Autumn 2 (8 weeks)	1. v w u y 2. s f x z 3. A B C D E F 4. G H I J K L 5. M N O P Q R S 6. T U V W X Y Z 7. AFL 8. AFL
Spring 1 (6 weeks)	1. ac aw da oa ib ob 2. ck cy evc ve du dg 3. en ef me te fr fo 4. if af ng og hs hu 5. lh ch ib ip ki vi 6. numerals
Spring 2 (5 weeks)	1. ej nj ky kl mk ok 2. ll lw cl al mb mp 3. om im mf ms ng nt 4. un wn or od vo ho
Summer 1 (5 weeks)	1. op rp qu nq oq rl 2. rs vr tr vs fs ns 3. tl ty u tot ug uz 4. du fu va ve ov iv

	5. numerals
Summer 2 (7 weeks)	1. wg we ow ew ex ix 2. xh xe vy cy oz ez 3 – 7 Year 5/6 Statutory words

Planning Achieving Excellence in Handwriting.pdf

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Year 5

Maths Long Term Plan

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Mathematics Long Term Planning Support: Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Behaviour Curriculum	Multiplication & Division	Multiplication & Division	Decimals & Percentages	Statistics	Decimals
Week 2	Place Value	Multiplication & Division	Multiplication & Division	Decimals & Percentages	Shape	Decimals
Week 3	Place Value	Fractions	Multiplication & Division	Decimals & Percentages	Shape	Negative Numbers
Week 4	Place Value	Fractions	Fractions	Perimeter & Area	Shape	Converting Units
Week 5	Addition and subtraction	Fractions		Perimeter & Area	Position & Direction	
Week 6	Addition and subtraction	Fractions	Fractions		Position & Direction	Converting Units
Week 7	Multiplication & Division				Decimals	Volume

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Mathematics Long Term Planning Support: Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Behaviour Curriculum	**Place Value 3 weeks**			**Number: Addition and Subtraction 2 weeks**		Multiplication & Division 3 weeks
		Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,00 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000			Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers		Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Aut	Multiplication & Division continued		Fractions 4 weeks			Assessment	Fractions continued

	Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000	Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1		Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 1	Multiplication & Division 3 weeks			Fractions 2 weeks	Residential	Fractions continued
	Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number			Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer		Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer

	Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number		Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators		Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators

	Week 1	Week 2	Week 3	Week 4	Week 5
Spring 2	Decimals & Percentages 3 weeks			Perimeter & Area 2 weeks	
	Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals (same number of decimal places) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions			Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area	

	Percentages as decimals Equivalent fractions, decimals and percentages	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 1	Statistics 1 week	Shape 3 weeks			Position & Direction 2 weeks		Decimals 3 weeks
	Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables	Understand and use degrees Classify angles Estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shape			Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines		Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different

				numbers of decimal places Efficientstrategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals – missing values

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 2	Decimals continued		Negative Numbers 1 week	Converting Units 2 weeks	Assessment	Converting Units	Volume 1 week
	Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1		Understand negative numbers Count through zero in 1s	Kilograms and kilometres Millimetres and millilitres		Kilograms and kilometres Millimetres and millilitres	Cubic centimetres Compare volume Estimate volume Estimate capacity

	Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficientstrategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals – missing values	Count through zero in multiples Compare and order negative numbers Find the difference	Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables		Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables	

Year 5:

Reading Long Term Plan

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

Autumn Term 1

Week	1	2	3	4	5	6
Genre	Behaviour Curriculum	historic fiction / fantasy	Fiction - Adventure	Non-fiction picture book	Poetry	Music video
Text		The Hatmakers	Frankie Best Hates Quests	Stuff	Over the boarders My English Rose	Titanium
Content Domain		2b - Retrieval	2b - Retrieval	2b - Retrieval	2a – Words in context	2d - Inference
Vocabulary		Hearty Cautiously Antonym	Portable Visible	homonym	exasperate achievement agree prejudice	independent gigantic identical anxious

Autumn Term 2

Week	1	2	3	4	5	6
Genre	Novel Study – Rotation across three half terms Melt & Percy Jackson (see Sp2)					
Text	Melt by Ele Fountain			**Assessment Week**	Melt by Ele Fountain	
Content Domain	2e - prediction	2h – make connections within text	2g - Explain how meaning is enhanced through word and phrase choices		2e - Predict what might happen from stated and implied details	2d - Make inferences and justify with evidence
Vocabulary	Intercept, hazy, impressive	Antagonist, provide, budge	companion, withdraw, detect		summit, sparse, slither	route, require, overthrow

Spring Term 1

Week	1	2	3	4	5
Genre	Poetry	Non-fiction picture book	Music Video	Residential	Legends
Text	The Godless	On the origin of species	Lewis Capaldi Someone You Loved		Local History - Robin Hood
Content Domain	2a- Give/explain the meaning of words in context	2a- Give/explain the meaning of words in context	2d. Make inferences from the text / explain and justify inferences with evidence from the text		2d. Make inferences from the text / explain and justify inferences with evidence from the text
Vocabulary	antagonist intercept budge	hazy impressive detect	companion withdraw provide		sparse overthrow nonchalant

Spring Term 2

Week	1	2	3	4	5
Genre	Coming of age story			Assessment week	coming of age story
Text	Tamarind & The Star of Ishta				Tamarind & The Star of Ishta
Content Domain	2e- prediction 2h – comparison within text	2c - Summarise	2b – retrieval		2b – retrieval
Vocabulary	confident arrive	Beverage Excavate	industrious exert		summit nonchalant

	anxious independent gigantic identical	Solar Aggressive	character strive alternate		escalate overthrow

Summer Term 1

Week	1	2	3	4	5	6
Genre	Coming of age story					
Text	Tamarind & The Star of Ishta					
Content Domain	2e- prediction 2h – comparison within text	2a- Give/explain the meaning of words in context	2d. Make inferences from the text / explain and justify inferences with evidence from the text	2h – make connections within text	2g - Explain how meaning is enhanced through word and phrase choices	2a- Give/explain the meaning of words in context
Vocabulary	talon suffix solitary senseless retire	pedestrian obsolete mischief comply avalanche	oasis soothe stationary superior	synonym rigorous soar seldom retrieve pasture	taunt suffocate solo sever revert	perish occasion monarch compose bungle

Summer Term 2

Week	1	2	3	4	5	6
Genre	Novel Study				Assessment Week	Novel Study
Text	Percy Jackson & The Lightning Thief					Percy Jackson & The Lightning Thief
Content Domain	2e - prediction	2h – make connections within text	2g - Explain how meaning is enhanced	2c - Summarise		2b – retrieval

			through word and phrase choices			
Vocabulary	exhibit combine access deprive	suspend spurt sluggish saunter resemble	pardon numerous evade compassion astound	escalate crave remote		slither route require

THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Year 5
Curriculum Topic Map

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity

- Collaborate and share to develop and build best practice

	Autumn 1							Autumn 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
British Values:	Democracy. Elect school councillors. Discuss secret votes or ballots. What are the advantages or disadvantages? Develop ideas of democracy. What decisions in class can we make democratically. What are the difficulties in voting on all decisions. Explore ideas of representative democracy													
Curriculum Drivers / Enrichment	**Cultural Diversity:** consider the variety of human geography associated with communities living in the shadow of a volcanos today. Consider how incidents such as "Pompei" and modern day disasters lead people from diverse backgrounds to work together to rescue individuals and rebuild communities. Look at the work of the Hawaii Island Volcano Recovery Fund and how donations from around the world support recovery efforts. **Visitor from CO Crew** **Aspiration:** visiting speaker explore jobs within the energy sector and the people involved in keeping us safe. Discuss how we can all make a difference in caring for our local environment and the advice we can share with adults at home. **Cultural Diversity:** Study other cultures in Italy and understanding of other religions through studying Hinduism**.** Stories from other faiths and religions linked to Hinduism							**Visit to the National Space Centre or Sherwood Observatory** **Cultural Diversity:** Consider the impact of the "Earth Rise" photo and how it reminded people of the fragility of the earth and how we all share one planet regardless of nationality and all depend on each other. Explore the lives of significant leaders associated with religions e.g. Martin Luther King or Gandi. Consider how different cultural traditions have contributed to our understanding of the world and how we should treat each other. **Aspiration:** Enrichment Opportunity Earth and Space. Investigate the "Hidden Histories" associated with Nasa e.g. the contribution of Katherine Johnson to the Nasa project as an African American woman.						
Science	**Rocks** Classify rocks according to their physical properties. Research different types of rocks locally and further afield. Explain why certain types of rocks contain fossils. Categorise the rocks found at different levels in the caves and carry out an investigation.							**Earth and Space** Name the planets and recall some features. Understand space and illustrate the distance between the planets and the sun Describe the movement of the Earth relative to the sun and other planets Explain why we have day and night						

	Key Knowledge What different types of rocks are there in our local area and further afield? Which are the best types of rocks for finding fossils in and why? What are stalactites and how do they form?	Describe the phases of the moon **Key Knowledge** What is the solar system made up of? How does the Earth and other planets move around the sun? How does the moon orbit the planets? Why do we have day and night?
PE	**Dance** Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. Chinese Dance To use matching, canon and unison in the style of the lion dance. To use space and relationships to create a dragon dance. To select and combine dance tools to choreograph and perform a Chinese dance. **Fitness** To understand how speed helps me in other activities and apply this. To understand how strength helps me in other activities and apply this. To understand how agility helps me in other activities and apply this. To understand how balance helps me in other activities and apply this. To understand how co-ordination helps me in other activities and apply this. To understand how stamina helps me in other activities and apply this.	**Gymnastics** To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. **Football** To develop attacking skills and apply them to different situations. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal. To use defensive techniques to win possession. To apply defending tactics as a team. To use and apply skills, principles and tactics to a game situation.

British Values:	Through exploration of Hinduism and the lives of Gandhi, John Hume, Martin Luther King and Nelson Mandela. Black History month – Ivory Bangle Lady Democracy: The Rule of Law: Individual Liberty: Mutual Respect and Tolerance:	
History	**<u>Escape from Pompeii</u>** **<u>Learning Journey</u>** Recount the events that took place in Pompeii and Herculaneum Interpret a written source to build a picture of the eruption of Mount Vesuvius in AD 79 Describe an everyday Roman scene in Pompeii	
Geography		**<u>Volcanoes</u>** **<u>Learning Journey</u>** To describe the location of famous volcanoes To describe how volcanic islands form and the physical process that affect them To use location to make predictions about climate. To explain why people might choose to live in Catania so close to Mount Etna
RE	**Hinduism - Beliefs & Questions** How do people's beliefs about God, the world and others have impact on their lives? (5.3) What can we learn from the great leaders and inspiring examples in today's world? (5.1) **Learning Journey** To understand the concepts of Dharma and Karma. To understand how sacred texts express some Hindu beliefs and values. To investigate what Ahimsa means for life as a Hindu. To describe how Gandhi demonstrated his faith through his actions.	**Christianity – Christmas** What is expected of a person following religious belief? **Learning Journey** To know the main events of the Nativity story. To explain the importance of Christmas for Christians. To understand the importance of the idea of peace within Christianity. To describe the impact of the importance of the message of peace on Christian practice.

<table>
<tr><td>British Values:</td><td colspan="3">Through exploration of Hinduism and the lives of Gandhi, John Hume, Martin Luther King and Nelson Mandela. Black History month – Ivory Bangle Lady
Democracy:
The Rule of Law:
Individual Liberty:
Mutual Respect and Tolerance:</td></tr>
<tr><td rowspan="2">Music</td><td colspan="2">Whole Class Instrumental Teaching – INSPIRE
PBone

Follow along to a rhythm using voice or body percussion in a call and response exercise.
Create my own simple rhythms using body percussion or the cornet/mouthpiece.
Communicate a musical idea without using words.
Identify the key parts of the PBone
Produce a sound on a mouthpiece.
Produce a rhythm with separate, distinct sounds on the mouthpiece.
Hold the Pbone in a comfortable and practical way.
Produce a tone on the cornet.
Produce a rhythm with separate, distinct sounds on the mouthpiece.
Understand what is meant by the term “dynamics”.
Understand how different dynamics affect the feeling of the music.
Understand what is meant by the term “articulation”.
Understand how different articulations affect the feeling of the music.
Produce notes from C-F confidently on the PBone
Understand the relationship between the note being played and the written music.
Understand minims, crotchets, and quavers in played and written form.
Combine notes C-F with minims, crotchets, and quavers to produce simple tunes.</td><td>Whole Class Instrumental Teaching – INSPIRE
PBone

Follow along to a rhythm using voice or body percussion in a call and response exercise.
Create my own simple rhythms using body percussion or the cornet/mouthpiece.
Communicate a musical idea without using words.
Identify the key parts of the PBone
Produce a sound on a mouthpiece.
Produce a rhythm with separate, distinct sounds on the mouthpiece.
Hold the Pbone in a comfortable and practical way.
Produce a tone on the cornet.
Produce a rhythm with separate, distinct sounds on the mouthpiece.
Understand what is meant by the term “dynamics”.
Understand how different dynamics affect the feeling of the music.
Understand what is meant by the term “articulation”.
Understand how different articulations affect the feeling of the music.
Produce notes from C-F confidently on the PBone
Understand the relationship between the note being played and the written music.
Understand minims, crotchets, and quavers in played and written form.
Combine notes C-F with minims, crotchets, and quavers to produce simple tunes.</td></tr>
<tr><td colspan="2"><u>Performance – Christmas Carol Concert</u>

To sing in tune with expression
To control their voice when singing
To sing songs from memory with accurate pitch
To perform simple Christmas tunes to an audience of parents</td></tr>
<tr><td>Computing</td><td>Micro-bit
To create a micro:bit story telling game.
To code a micro:bit to measure temperature and produce different outputs based on this.
To code a micro:bit to simulate a magic 8 ball.
To create an automatic scoreboard display using a micro:bit.</td><td>Online Safety
My Online relationship

explain that there are some people I communicate with online who may want to do me or my friend’s harm</td><td>WORD PROCESSING – Microsoft word desktop
To format text in a new Word document and then save it.
To learn how to edit text and apply more advanced formatting.
To learn how to adjust the layout of a Word document.
To learn how to insert and format images in Word.
To use tables in Word to organise information.
To combine Word skills to create and review a factsheet.</td></tr>
</table>

		explain how someone can get help if they are having problems and identify when to tell a trusted adult	
MFL	**Sé (I know how..)** **Learning Journey** Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to…) / 'no sé' (I do not know how to ..) Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).		
PSHCE	**AREP – The Anti Racism Programme** **Learning Journey** To know about respecting the differences and similarities between people To know about racism and what it means To know about stereotypes and how I can positively influence behaviours and attitudes towards others To know about strategies for challenging stereotypes To know what living in a community means To reflect on our recent learning	**Families, friendships and Safe Relationships** Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations How to ask for, give and not give permission for physical contact How it feels in a person's mind and body when they are uncomfortable That it is never someone's fault if they have experienced unacceptable contact How to respond to unwanted or unacceptable physical contact That no one should ask them to keep a secret that makes them feel uncomfortable	**Online Safety** R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns **Computing:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Personal Development Events	Anti-Bullying Week – What is bullying and where to get help and support Remembrance Day – The Commonwealth War Graves in Ollerton cemetery Hello Yellow - What is mental health? How can I be positive and improve my mental health? Black History Month – Local History George Powe		
Art	**Roman Pottery** (using the clay artefacts from Pompei as a stimulus for clay work. What did the pots and jugs look like? How would they have been decorated?)		**Portraits in the 20th Century** (explore a range of portraits from the 20th century: Nelson Mandela portraits and the work of Matisse e.g. Woman in Hat, Andy Warhol Marylyn and representations of Martin Luther King.

	• Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design. **Subject content:** • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		• Produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **Subject content:** • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history.

DT		**Design a Rocket** **Design** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	

		• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. **Learning Journey** To investigate existing structures and their associated strongest shapes. To design an earthquake proof building. To evaluate and improve product through testing. To evaluate the improved product against the design criteria.	

Escape From Pompeii

Key Knowledge	Teacher Notes
Sequence time periods	Children can place the eruption of Mount Vesuvius in AD 79 on a timeline and understand that it happened during the period of the Roman Empire. They can compare it with other periods such as the Ancient Egyptians and the Stone Age

Describe features of a civilization	The remains of Pompeii show Roman houses, shops, roads, baths, temples and theatres. This helps children see what a Roman town was like and understand how Roman society was organised.
Recall important parts of Ancient Roman Life	Artefacts and buildings reveal details about food, clothing, jobs, entertainment, religion and family life. Children can learn how Romans lived, worked and spent their leisure time.
Explain key characteristics and achievements of Ancient Roman Civilisation	Pompeii demonstrates Roman achievements in engineering, architecture and town planning. Children can explore features such as paved roads, running water, public baths, amphitheatres and complex buildings.
How do we know?	Archaeologists study the ruins, artefacts, mosaics, wall paintings and preserved buildings found at Pompeii. These sources provide direct evidence about Roman life and help historians answer questions about the past.

Volcanoes

Key Knowledge	Teacher Notes
Locational Knowledge	Learn where famous volcanoes are found around the world and can locate them on maps and globes – Mount Etna, Mount Vesuvius, Mount Popocatepetl, Mount Shindake, Mount Turrialba, Mount St Helens Many volcanoes are found along tectonic plate boundaries, such as the Pacific Ring of Fire, and identify countries such as Italy, Japan, Indonesia and Iceland. Use latitude and location to predict climate in Puebla
Place Knowledge	Study Catania as a region of Italy – fertile soil, employment opportunities, Learn about the lives of people who live near an active volcano. Compare the benefits and risks of living there. Consider how volcanic activity influences culture, jobs and tourism.
Human and physical Geography	Learn the physical processes that create volcanoes and volcanic islands. They explore how eruptions shape landscapes and how volcanoes affect people, including why communities choose to live near volcanoes despite the risks, for example because of fertile soil, tourism and employment opportunities.
Geographical Skills and Fieldwork	Use atlases, globes, digital maps and aerial images to identify volcanic locations. They interpret maps, analyse climate information, use location to make predictions about climate, and draw conclusions about how physical features influence human settlement.

Rocks

Key Knowledge	Teacher Notes

Key Knowledge What different types of rocks are there in our local area and further afield? Which are the best types of rocks for finding fossils in and why? What are stalactites and how do they form?	Identifying and classifying rocks as igneous, sedimentary or metamorphic. Using photographs, maps and rock samples to compare local rocks with those found elsewhere in the UK. Creating labelled diagrams and fact files about different rock types. Explaining how rocks form using scientific vocabulary. Completing sorting and grouping activities with real rock samples. Explaining that fossils are most commonly found in sedimentary rocks. Describing how layers of sediment bury plants and animals over time. Justify their conclusions. Labelling diagrams of cave formations and explain the process.
Working scientifically	**Observation over time** How water affects different rock types **Identifying and classifying** Completing sorting and grouping activities with real rock samples. **Research** Children access online resources to research rock formation, fossils, caves and geological processes **Comparative and fair testing** Testing hardness, permeability, durability and absorbency of rocks

Space

Key Knowledge	Teacher Notes
What is the solar system made up of? How does the Earth and other planets move around the sun? How does the moon orbit the planets? Why do we have day and night?	Naming and order the Sun and the eight planets throughout creating diagrams and practical exploration of scale. Explaining that the Sun is at the centre of the Solar System – include Helio and geo centric models Investigate movement of the Moon as Earth's natural satellite. Explain that day and night are caused by the Earth's rotation, not by the Sun moving around the Earth.
Working scientifically	**Observation over time** Observe how day changes to night over a 24-hour period. Notice how the position of shadows changes throughout the day. **Identifying and classifying** Sort planets into rocky planets and gas giants. Compare planets based on size, distance from the Sun or other characteristics.

	Pattern seeking Look for patterns in the length of a planet's year and its distance from the Sun. **Research** Research the planets of the Solar System – link to composition unit **Comparative and fair testing** Compare orbital periods of planets.

SPRING TERM

Scandinavia – Geography

Key Knowledge	Teacher Notes
Locational Knowledge	• Ensure pupils can confidently identify Europe, its regions, and where Scandinavia sits within it (Norway, Sweden, Denmark; optionally Finland and Iceland depending on your definition). • Teach pupils to locate major capitals: Oslo, Stockholm, Copenhagen (plus Helsinki and Reykjavik if included). • Reinforce atlas and digital map skills: using keys, compass directions, scale, and political vs physical maps. • Highlight how Scandinavia's northern position influences climate, daylight hours and connections with other countries. • Build comparison opportunities with the UK's location, emphasising latitude, proximity to oceans, and neighbouring countries.
Human and physical Geography	• Introduce the concept of biomes (taiga/boreal forest, tundra) and how they appear in Scandinavia. • Explain how latitude and the Arctic Circle influence temperature, seasons and daylight. • Use climate graphs to show patterns in temperature and precipitation across Scandinavian countries. Physical Features • Teach key physical features: fjords, mountain ranges, glaciers, forests, lakes, and long coastlines. • Explore how these features were formed (glacial processes, tectonics) at an age-appropriate level. • Link physical geography to human activity: transport routes, tourism, fishing, forestry.

	Human Geography • Cover settlement patterns: small towns, coastal cities, rural communities. • Explore economic activities: fishing, shipping, forestry, technology industries, renewable energy. • Discuss cultural aspects: languages, traditions, design, lifestyle, and attitudes to nature. • Highlight how physical geography shapes human choices (e.g., where people live, how they travel, what jobs are common).
Geographical Skills and Fieldwork	• Choose one UK locality (e.g., Nottinghamshire, Lake District, Scottish Highlands) and one Scandinavian locality (e.g., Bergen, Tromsø, Stockholm). • Guide pupils to compare climate, land use, population, transport, physical features, and daily life. Use fieldwork skills: • Observing and describing features • Collecting simple data (weather, land use, traffic counts) • Interpreting maps, graphs and photographs • Making reasoned comparisons using evidence • Encourage pupils to identify similarities and differences, explaining why they exist. • Support pupils to present findings clearly: written reports, diagrams, maps, or digital presentations.

Vikings - History

Key Knowledge	Teacher Notes
Sequence time periods	Learn about when/how the Vikings invaded Britain, their occupation and building of Viking settlements, to Britain becoming a unified country.
Describe features of a civilization	• Viking society being divided into **kings, jarls (nobles), karls (everyday workers), and thralls (enslaved people)**. This shows a clear social hierarchy. • Learn about **longhouses**—single-room homes shared by families and animals—and learn how Viking settlements developed in places like **York (Jorvik)** within the Danelaw. • Explore jobs like **farmers, craft workers, jewellers, blacksmiths, potters**, and how Vikings traded goods such as **silver, silk, spices, furs**, and items found in hoards. • Leaders such as **Eric Bloodaxe**, **Guthrum**, **King Cnut**, and the concept of the **Danelaw**, where people lived under Danish law. This shows how Viking rule shaped parts of England.

	• Study of Norse mythology—**Odin, Thor, Freya**, Valhalla—and learn how beliefs influenced Viking behaviour, including ideas about honour and death in battle.
Recall important parts of Vikings and their settlement in Britain.	• Pupils learn how Vikings were advanced in many ways: their ability to craft boats and travel long distances, trade with others, military knowledge to coordinate effective attacks, advanced farming techniques including crop rotation and raising of cattle. • Pupils learn where Vikings first invaded – including the strategic taking of Lindisfarne.
Explain key characteristics and achievements of Vikings.	• Pupils look beyond the typical Viking stereotype – recognising the achievements and advances they had at this time referred to in the box above. • Pupils to look at longboats as a method of transport in History and DT – why was this so effective? How was this efficient for their needs and invading of countries like Britain?
How do we know?	Pupils examine Viking **hoards, artefacts, graves, coins**, and excavations to understand how historians learn about the past.

Science – Properties of Materials

Key Knowledge	Teacher Notes
What are some key properties of materials? Why are objects made from specific materials? What ways can materials be separated? Are all changes reversible or irreversible?	Lesson 1 – Compare and group everyday materials based on their properties Lesson 2 – Research why certain objects are made from specific materials Lesson 3 – Investigate into the absorbency of different materials Lesson 4 – Understand the different ways mixtures can be separated Lesson 5 – Investigate substances that can be extracted from water Lesson 6 – Understand that dissolving, mixing and changes of state can be reversible Lesson 7 – Understand that some changes form new materials and are irreversible
Working scientifically	**Research** - Why objects are made from different materials? - Why can't all mixtures be completely separated? - Explain why some changes are irreversible and explain why. **Identifying and Classifying** - Sorting materials into different groups and explaining why they have sorted them into these. - Giving examples of reversible and irreversible changes. **Comparative and fair testing** ➢ Pupils investigate how absorbent different materials are.

	➢ They will weigh the dry weight of the material, then after wetting it, weigh it again and work out the difference, using the same scales and weight for each material. ➢ Pupils also use different methods for example, magnetism, filtration, evaporation and sieving to separate materials in a water solution to try and separate all the parts in their solution. **Observation** ➢ Pupils observe how water can evaporate, leaving behind salt as a residue during an experiment. **Pattern Seeking** ➢ Looking at what mixtures and solutions are reversible and irreversible and explaining patterns within these. ➢ Why do certain materials absorb water more than others? Are there any patterns within our results that may explain why?
Sustainability Unit	**Global Warming (To be completed in either Autumn/Spring Term)** What is global warming? What are the impacts of global warming on living things?

	Spring 1						**Spring 2**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Curriculum Drivers/ Enrichment	**Residential to Willersley Castle** **Cultural Diversity:** discuss the diversity of Britain's past. Consider the heritage of Celtic, Saxon and Danish placenames and surnames and consider investigating the surnames in the class. Investigate words that we use today that originated in Scandinavia. Discuss how Danish and English people learned to live side by side and get along in Jorvic. **Aspiration:** Consider the work of the long ship craftsmen designing and building boats to withstand storms in the Northsea. Share the process of apprenticeship and becoming a skilled craftsmen. Link this to their own projects in DT and the dispositions needed to succeed e.g. work ethic and positivity, and the ability to learn from failure.						**Visitor from the Hindu or Islamic tradition:** **Cultural Diversity:** Discuss key questions about belief and explore the children's own responses to these questions. Explore similarities and differences with time to reflect are key to the human experience. **Aspiration:** Enrichment Opportunity: link to Music. Explore the life of Brahms. What did it take for him to succeed as a composer from young musician at the age of 7?					
PE	**GetSet4PE- Dance**						**GetSet4PE- Hockey** To use attacking skills to beat a defender.					

	Dance taught by outside provider- perform dances using a range of movement patterns. **GetSet4PE- Yoga** To understand how breath can help me to hold and move from pose to pose. To identify and use balance when exploring poses and creating a flow. To identify and use flexibility when exploring poses and creating a flow. To identify and use strength when exploring poses and creating a flow. To create and refine a flow with a partner. To lead others through our flow.	To apply attacking skills under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament. **GetSet4PE- Rugby** To apply attacking skills to a game situation. To make decisions and understand when to pass and when to run with the ball. To apply attacking skills effectively within the rules. To work as a team to delay opponents and stop the opposition from scoring. To apply attacking skills to create space and beat a defender. To apply rules and skills to take part in competitive games.
Art & Design		**The Northern Lights (consider how artists have represented the night sky (Van Gogh, Starry Night, and look at representations of the Northern Lights. Progress to using stencils to provide silhouettes of landscapes to be offset by the Northern Lights** **Aims:** • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **Subject content:** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

	Spring 1						**Spring 2**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	

DT	**Design a Viking Long-ship using resistant materials (design constrains: Longship must be capable of being propelled by sail and float with stability on a safe water course in the locality)** **<u>Design</u>** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **<u>Make</u>** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **<u>Evaluate</u>** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **<u>Technical knowledge</u>** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures	

	<u>Spring 1</u>						**<u>Spring 2</u>**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**

RE	ISLAM Belief in action in the world 5.4 How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Inspirational people in today's world 5.1 Stage 1 -To describe the Muslim beliefs about the Night of Power. Stage 2 -To explain personal understanding of some of the Muslim '99 names' of Allah and how someone may be influenced by reflecting on these names. Stage 3-To describe ways in which Muslims show the value they place on the Qur'an. Stage 4-To investigate what Zakat means for life as a Muslim. Stage 5-To describe how Malala demonstrated her faith through her actions.	CHRISTIANITY Religion and the individual: What matters to Christians? 5.2 What is expected of a person following religious belief? The importance of Easter for Christians. Stage 1-To know the main events of the Holy Week. Stage 2- To explain the importance of Easter for Christians. Stage 3- To describe the main events surrounding the Resurrection and Ascension and its importance to Christian belief. Stage 4- To understand the importance of Pentecost for Christians. Stage 5 -To describe the importance of the Holy Spirit Christian practice.
PSHCE	**<u>Media literacy and Digital Resilience (Online Safety)</u>** Understand the purpose of news and how it is produced Know what makes a story newsworthy Consider the impact of news stories on feelings and emotions Understand how news can challenge power Identify fake news and its consequences Learn about what images are appropriate to share online, and those that should not be shared Staying safe online	**<u>Growing and changing</u>** The physical changes that happen during puberty The biological changes that happen during puberty The importance of personal hygiene during puberty Emotional changes during puberty
Personal Development	**Children's mental health week** **Safer Internet Day** **World Book Day** **Multi-faith events – Shrove Tuesday, Events of Lent, Lunar News Year, Ramadan**	

Computing	**Game Creator** **5 lessons** • To evaluate the features of a successful video game. • To plan a game in 2DIY3D. • To design and use game sprites. • To add features to a game world and check playability. • To evaluate games created by others.	**Databases** **4 Lessons** • To understand what a database is. • To design and create a database. • To build queries to find information. • To solve problems using a database.	**Concept Maps** **4 Lessons** • To understand what a concept map is and why they can be useful. • To understand the different ways that concept maps can be used. • To plan and create a non-fiction concept map. • To present a concept map on a specific topic to an audience.

	Spring 1						Spring 2					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
MFL	**Las Estaciones (Seasons) - 6 lessons** • Recognise, recall and remember the four seasons in Spanish. • Recognise, recall and remember a short phrase for each season in Spanish. • Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.											
Music	**10 Pieces – Holst Mars** ▪ • listen and reflect on a piece of orchestral music ▪ • learn musical motifs from Holst's Mars and structure them into a piece ▪ • invent their own musical motifs and structure them into a piece ▪ • perform as an ensemble • learn musical language appropriate to the task						**Inspire Nottinghamshire Music Service Musical Instrument Tuition** ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; ▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music; ▪ Listen with attention to detail and recall sounds with increasing aural memory; ▪ Use and understand staff and other musical notations; ▪ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; ▪ Develop an understanding of the history of music.					

Summer

Geography – Mountains

Key Knowledge	Teacher Notes
Locational Knowledge	• Pupils will investigate the largest mountains in the UK by labelling a map. Prior knowledge: what can children label already? • They will study, locate Scafell Pike and describe the land use in the wider area using research and photos. Pupils will use land use maps that use a colour key to show land use. • Pupils will identify and locate mountain ranges around the world, according to ability, but all resulting in knowledge of major mountain ranges of the world.
Human and physical Geography	• Understand the basic processes of how mountains are formed. • Investigate and explore how the topography of Mount Everest makes it difficult to climb. • Explore using a 2026 Case Study of the Nepal flooding how physical processes, such as glacial collapse and flooding, can affect human settlements, communities and infrastructure.
Geographical Skills and Fieldwork	➢ Locate Scafell Pike and describe the land use in the wider area. Pupils will use land use maps that use a colour key to show land use. Could they apply this to a map of Ollerton and make their own land use map? ➢ Pupils to create their own 'Glacial fault' resulting in a collapse and trigger of flooding to demonstrate how physical features can affect human features built into a natural landscape.

History – Coal Mining

Key Knowledge	Teacher Notes
Continuity and Change	Look at the development of the village both before and after the mine operated.
Cause and Consequence	How did the closure of the mine affect New Ollerton – jobs, school
Similarity and Difference	Why would miners want to move to Ollerton – explore housing stock, amenities. Look at the changes in mining technology and labour practices.
Historical Significance	The Industrial Revolution and the changes to Child Labour and education. The Miners' Strike and the impact on the village.

Use and analysis of sources	Explore 1911, 1921 census and the 1939 Register for Ollerton and New Ollerton. Use maps and old photographs.

Science - Life Cycles

Key Knowledge	Teacher Notes
Life Cycles **Key knowledge** What are life cycles like for plants and some different animals?	➢ All living things have a life cycle that includes growth, reproduction and death. ➢ Humans and other animals go through different stages of development as they grow and mature. ➢ Flowering plants reproduce by pollination, fertilisation and seed production. ➢ The life cycles of different animals vary, and some animals undergo metamorphosis as they develop. ➢ Although plant and animal life cycles are different, both involve reproduction to ensure the survival of the species.
Working scientifically	**Observation over time** • Pupils observe the growth of a plant from seed to seedling across several weeks. Record changes using diagrams, measurements and photographs. **Identifying and classifying** • Pupils sort animals according to their life cycles (e.g. mammals, amphibians, insects, birds). • Classify features that belong to plant life cycles and animal life cycles. **Pattern seeking** • Pupils look for patterns across different life cycles. • All animals grow, reproduce and die, even though the stages differ. • Explore similarities between plant and animal life cycles and recognise common patterns such as growth and reproduction. **Comparative and fair testing** • Pupils test which conditions (light, water, soil type) affect seed germination or plant growth, ensuring only one variable is changed at a time.

Science - Forces

Key Knowledge	Teacher Notes
Forces	• Forces can make objects start moving, stop moving, speed up, slow down or change direction.

Key knowledge What are the effects of different forces? What are the effects of air resistance, water resistance and friction? How can some simple mechanisms help a small force to have a big effect?	• Gravity is a force that pulls objects towards the Earth. • Friction, air resistance and water resistance are forces that act against movement and can slow objects down. • The size of air resistance and water resistance depends on the shape and surface area of an object. • Simple mechanisms, such as levers, pulleys and gears, help a small force have a bigger effect and make work easier.
Working scientifically	**Observation over time** • Observe how a toy car slows down due to friction. • Observe how a parachute falls over repeated trials. • Record changes in distance travelled by an object over several investigations. **Identifying and classifying** • Classify forces as contact forces (friction, air resistance, water resistance) or non-contact forces (gravity). • Sort everyday objects according to which forces act upon them. • Group simple mechanisms into levers, pulleys and gears. **Pattern seeking** • Investigate whether larger parachutes create more air resistance. • Look for relationships between surface texture and the amount of friction produced. • Identify patterns between an object's shape and how quickly it moves through water. • Explore how gears of different sizes affect speed. **Comparative and fair testing** • Compare how different surfaces affect the movement of a toy car. • Change only the surface type while keeping the car, ramp and starting position the same. • Test different parachute sizes. • Compare different boat shapes in water. • Measure how far an object travels on different surfaces.

	Summer 1	Summer 2

	Cultural Diversity: Explore the positive impacts of different religions on the charitable field. What positive impacts have they had on the world. **Aspirations:** Mountains: Explore the life of Sir Edmund Hillary and the race to conquer Mount Everest. Discuss his later charitable work with the Himalayan Trust. **Cultural Divesity:** The challenge of Everest as a multi-national effort involving local people from Nepal (links to Team Player and Work ethic. **Visit: Magma Science Park** (Enrichment Opportunity for Forces topic) Aspiration: Enrichment Opportunity linked to PE visitor with a background of achievement in sport to discuss dispositions e.g. work ethic, team player. Consider the importance of practice, rehearsal as well as careers in sport and routes into this. **Cultural Diversity:** Enrichment opportunity linked to the PE visitor. Consider the diversity of some of England's successful teams													
	Wk1	**Wk2**	**Wk3**	**Wk4**	**Wk5**	**Wk6**	**Wk7**	**wk1**	**wk2**	**wk3**	**wk4**	**wk5**	**wk6**	**wk7**
PE	**Badminton & Handball** L1 – To use the serve with consideration of attacking principles L2 – To explore an underarm return with consideration of attacking principles L3 – To explore an underarm return with consideration of attacking principles L4 – To explore the overhead forehand with consideration of attacking principles L5 – To select and apply skills and tactics to play competitively. L6 – To apply rules, skills and tactics to play in a tournament. L1 – To send and receive under pressure L2 – To select skills to move towards goal, away from defenders and create space L3 – To combine attacking skills to create shooting opportunities							Athletics & Cricket L1 – To understand pace and apply different speeds over varying distances. L2 – To develop fluency and co-ordination when running for speed. L3 – To develop techniques in replay changeovers. L4 – To build momentum and power in the triple jump L5 – To develop throwing with force for longer distances L6 – To develop throwing with greater control and technique L1 – To develop throwing and catching skills and apply them to relevant situations L2 – To develop bowling accuracy and perform the skill within the rules of the game						

	L4 – To use defensive skills to gain possession L5 – To defend as a team, deny space and gain possession L6 – To apply rules, tactics and principles to play in a tournament	L3 – To develop batting skills, identify when I am successful and what I need to do to improve L4 – To develop fielding techiniques and begin to use them under some pressure# L5 – To understand the need for tactics and how to apply them L6 – To apply skills and knowledge to compete in a tournament
Science	**<u>Life Cycles</u>** **<u>Key knowledge</u>** What are life cycles like for plants and some different animals?	**<u>Forces</u>** **<u>Key knowledge</u>** What are the effects of different forces? What are the effects of air resistance, water resistance and friction? How can some simple mechanisms help a small force to have a big effect?
Science (Sustainability Module)	**<u>Plastic Pollution</u>** What is plastic pollution? What are the impacts of plastic pollution on our planet? **Science (Sustainability Module)**	
DT		**Design Make and Evaluate a sling shot racer (linked to Forces in Science)** **<u>Design</u>** • Design Make and Evaluate a sling shot racer (linked to Forces in Science) Design • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate,

		develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • Make • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Learning Journey To build a car chassis To design a shape that reduces air resistance To make a model based on a chosen design To assemble and test my completed product. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;

		• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;
Art & Design	Mountains in Art (compare and contrast artistic representations of mountains from the impressionists with representations in Chinese art. Explore techniques and build to a final piece painting based on what pupils have learned.) Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content: To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	
History		**<u>Coal Mining in the Local Area</u>** **<u>Learning Journey</u>** 1. Describe how the history of the local colliery fits into the chronology of mining in Britain 2. Describe some of the changes that happened during the industrial revolution

		3. Write a letter giving reasons why children should not be allowed to work in coal mines 4. Describe the conditions experienced by miners in the 20th century 5. Use sources to investigate the sequence in which the mining community grew up Use sources to investigate why people wanted to come to colliery villages to settle and work and describe changes that happened when the mines closed
Geography	**<u>Mountains</u>** **<u>Learning Journey</u>** 1. Investigate the largest mountains in the UK 2. Locate Scafell Pike and describe the land use in the wider area 3. Identify mountain ranges around the world 4. Describe the topography of Mount Everest	
RE	**In a community with many differences, how should we live?** Stage 1: To ask questions about visual data. Stage 2: To investigate issues: benefits and difficulties Stage 3: To interpret religious sources. Stage 4: To explore religious similarities and difference. Stage 5: To evaluate the impact of religious rules. Stage 6: To evaluate my understanding of complexity of living in a community.	
PSHCE	**<u>Mental Health and Emotional Wellbeing</u>** Mental health, what it means and how we can take care of it	**<u>Money Matters</u>** Introduction to banking **Online Safety Computing:** use technology safely, respectfully and responsibly; recognise

	How feelings and emotions are affected and can be managed at changing, challenging or difficult times The impact of loss and bereavement and strategies for dealing with grief The feelings and common anxieties pupils face when starting key stage 3/moving to secondary school and ways of managing these feelings	Managing my money How can I keep my money safe?	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Computing	**Quizzing** **5 Lessons** • To explore different types of quizzes and identify their features, strengths and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as title screens and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes.	**Coding** **6 Lessons** • To understand some ways that code can be simplified so that it is easier to read and runs more efficiently. • To program a computer simulation using 2Code. • To know what decomposition and abstraction are in Computer Science. • To understand what a function is and how functions work in code. • To understand what datatypes are and how they are used when coding with variables. • To read code, predict outcomes and identify and fix bugs.	**Introduction to AI (Year 4 unit PM)** **4 lessons** • To understand what Artificial Intelligence is and some of the tasks it can carry out. • To learn to communicate effectively with AI tools by writing clear and precise prompts. • To learn how to be a good digital citizen when using AI. • To think about how AI might develop in the future.
MFL		**Las Formas (Shapes) – 6 lessons** • Name and recognise up to 10 shapes in Spanish.	

		• Attempt to spell some of these nouns. • Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. Have an opportunity to learn and/or revise numbers 1-5.