

Hook - Movie morning -Cinderella (main Hall)
Horrible History- Ancient Egypt

Outcome - Drama workshop -Ancient Egypt.

Literacy

Autumn 1

- Narrative: Egyptian Cinderella
- Narrative: Comparisons of Cinderella (different versions)

Autumn 2

- Non-fiction: Biography of Tutankhamun.

Maths

Place Value, Addition and Subtraction, Multiplication and Division, Measurement.

Science - Forces and magnets (Aut 1)

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Science core learning: Animals including humans (Aut 2)

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Working scientifically:

Asking relevant questions and using different types of scientific enquiries to answer them

Setting up simple practical enquiries, comparative and fair tests

- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings

Scientific enquiry type:

- **Identifying, classifying and grouping;**

Used for sorting items, looking for similarities and differences in items, start with sorting, then leads onto explaining and an enquiry.

Sorting plant types and animal adaptation etc.

Use the sorting sheet, items into the circles, differences and similarities written in the boxes.

- **Comparative and fair testing;**

Where there is a causal relationship - you can clearly say that one thing affects another. Compare and order results, often with an 'er, er' conclusion (The longer the ... the slower the ...)

- **Research using secondary sources;**

Use of laptops, internet and books to find data and information

Geography core learning:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-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
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History core learning:

- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the following:; Ancient Egypt;

D.T. core learning:

N/A- Summer term

Art core learning:

- 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.

Music core learning:

- 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.

MFL core learning:

- To understand and respond to spoken and written language from a variety of authentic sources.

- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To discover and develop an appreciation of a range of writing in the language studied.

RE core learning (Bradford agreed syllabus):

- Reflect on significant and memorable journeys (AT2)
- Pupils will know that journeys have an important place in religious traditions (AT1)
- Reflect on religious journeys (AT2)
- The place of journeys in the lives of religious teachers (AT1)
- The meaning of the stories (AT2)

British values:

- To promote respect for each other and differences through assemblies, being role models and PSHCE and RE curriculum.
- Children recognise when their peers have shown respect and celebrate this in assemblies.
- Pupils show respect by following the school rules, using good manners and being good school citizens.
- Pupils learn about the different countries that all our children come from.