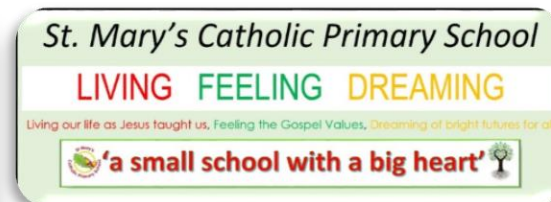







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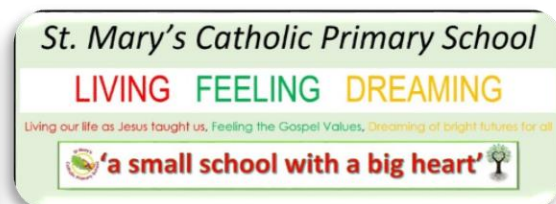
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	The Iron Man	The Great Plague	Valiant Vikings, Anglo-Saxons and Scots	Amazing Amazon	Growing Plants	Inventors & Inventions
Big Question 	Do all humankind live in peace and harmony?	Why was life so unsanitary for some people in the 17 th Century and why did the Plague spread so quickly?	What does it mean to be free? What is freedom?	What are the long term effects of deforestation?	How can science and technology be used to support poorer communities across the world?	Why should we be in awe of early inventions and technology way ahead of its time?
Ethical/world thinking 	At the end of The Iron Man, earth spirit sings of peace and harmony to man, nature and culture. Explore the need for more peace and harmony in our world.	How and why have things changed ethically and morally since The Plague? Where is the Plague still prevalent now and why? Investigate equality and sustainability.	Explore Freedom of Speech and rights of the child	Conservation of green spaces and rainforests for the sake of animals and civilisation.	Explore some unconventional ways of growing plants-bag gardens/floating gardens/recycled gardens. Make our own recycled planter.	Some inventions are unbelievable to have been made by such early civilisation. Our technology moves forward quickly but how much do we owe to early inventors?
Extraordinary Ending 	Make a Pop-Up book to read to infant children. Shoe box mini theatre with the characters from the story.	Assembly presentation at the end of topic	Viking's taking over the classroom – display longboats and writing about the Vikings – upload onto Seesaw	Perform 'From the Kapok Tree' for the school to understand the consequences of deforestation -a curriculum based information play	Seed dispersal presentation to younger children-pop glitter balloons to teach the younger children. Cook own vegetables in the	Lego coding inventions. Use the technology to create own inventions and crate a whole school display.






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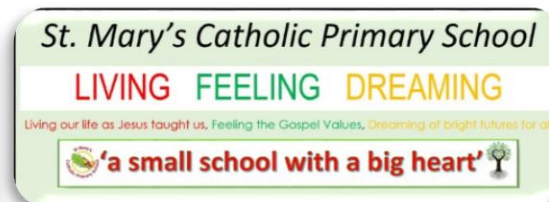
					school kitchen for school meals.	
Interest generator Hook to inspire/topic launch/ Stickability- what will we remember? <i>Real life links to the topic.</i> 	Children to dress up and inspect what has happened. CSI day with a possible forensic scientist.	London Launch interest table stations to explore	Valiant Viking's BBC Sounds App Investigation and Songs	Bug Man school visit – with Rainforest animals!	So Plants, Longridge, to talk to the class about horticulture and plants.	Visit Liverpool Museum to explore early civilisations and inventions.
RELIGIOUS EDUCATION 	The Bible CREATION	Justice CHRISTMAS	Jesus the Teacher JESUS' TEACHINGS	The Eucharist EASTER	The Mission of the Church PENTECOST	Other Faiths (Judaism and Islam) CHRISTIANITY & OTHER FAITHS
Catholic Social Teaching 	Macmillan coffee morning concert.	Children in Need. Christmas Jumper Day – Save the Children. Anti-bullying week – Diana award.	Heartbeat link. NSPCC Number Day	Giving for Lent – fundraiser for Shalom academy.	Litter picking around local area and beach.	Hindu/Sikh/Buddhist visit/workshop.



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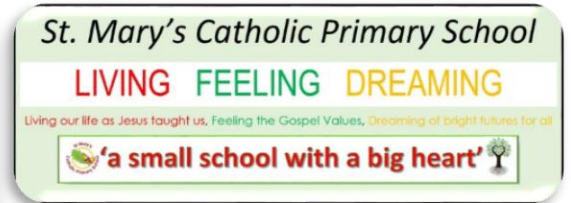
		Black History Month – links with community groups. Remembrance – poppy appeal and preparations for family mass.				
Sacraments, Holy Days of Obligation and other significant Days 	St Francis' Feast Day	All Saints Day Christ the King Reconciliation	Epiphany	Palm Sunday Ash Wednesday Reconciliation	Ascension Pentecost Ss Peter and Paul May Procession	Corpus Christi Confirmation
PSHE/HRSE 	Rules & Diversity Importance of school/class rules for health and safety; how to improve respectful relationships; recognise differences and know to respect these: Rule of Law Tolerance Mutual respect	Anti-Bullying, Feelings & Friendships What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; overcoming difficulties in	Safety & Wellbeing How can I help myself and others? Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing	Careers What jobs would we like? Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition Individual Liberty CT2 being part of a community means	Money Sense How can money affect us? Finance and its role in people's lives – being a critical consumer, meaning of interest, loan, debt, tax, allocation of resources and the effect on communities and	Wider World & Support How can I help myself and others? Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing



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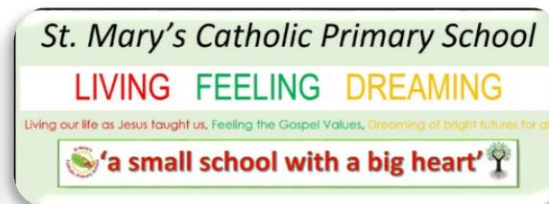
		<p>friendships – working through these can strengthen friendships</p> <p>Tolerance & Mutual respect</p> <p>CT2 Importance of forgiveness & about Jesus' teachings about forgiveness</p> <p>How can we describe our feelings?</p> <p>Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth mindset. CT1 identify, name & respond to a wider range of feelings in self and others; CT3 all people have worth and dignity as creations of God</p>		<p>working together; they are part of different communities – local, national, international and that the church is a community of faith</p>	<p>individuals, research and debate health & wellbeing issues.</p>	
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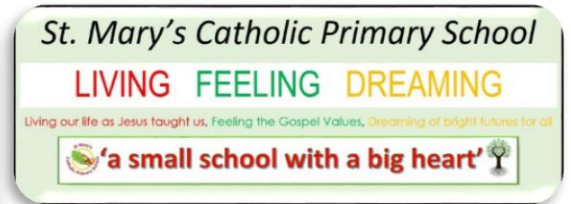
HRSE/RSE YEAR 3/4 CYCLE B/D 		MOD 1 UNIT 1 LKS2 Get Up! MOD 1 UNIT 2 LKS2 Me, My Body, My Health	MOD 1 UNIT 3 LKS2 Wellbeing		MOD 1 UNIT 4 LKS2 Human Life Cycle	MOD 3 UNIT 1 LKS2 The Church & Love MOD 3 UNIT 2 LKS2 How do I love others?
HRSE/RSE YEAR 5/6 CYCLE B/D 		MOD 1 UNIT 1 UKS2 Calming the Storm MOD 1 UNIT 2 UKS2 Me, My Body, My Health	MOD 1 UNIT 3 UKS2 Emotional Wellbeing		MOD 1 UNIT 4 UKS2 Human Life Cycle	MOD 3 UNIT 1 UKS2 Catholic Social Teaching MOD 3 UNIT 2 UKS2 Reaching Out
OUTDOOR LEARNING 	Outdoor DT workshop – designing and making an Iron Man.	History – Investigate the Timeline Ring a Ring a Roses traditional song		Local forest walk 'feel the forest'	Exploring/investigating plants in school grounds – sketching/digital images Bug Hotel Planting	Falling objects – science investigation from the play equipment
LOCAL LINK 	Local forces in action – links to farming and machinery used.	Lancashire Recycling – protecting our local environment		Plants in local area	Flowers and plants in our locality	Look at local inventors – such as Nick Park







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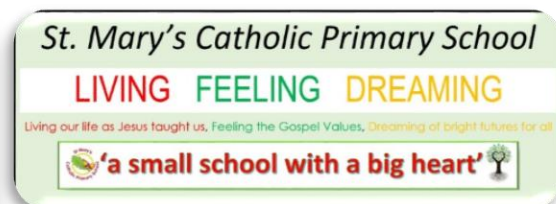
NATIONAL LINK 	National use of Forces in science and industry - STEM	National recycling – protecting the environment	Where in the UK did the Vikings invade?	National efforts on global warming/ deforestation & nature reserves in UK	Flowers and plants of the UK	Famous inventions and inventors from the UK
GLOBAL LINK 	Global forces in Action – in science and industry	Global recycling – protecting the future of the world	Where did the Vikings come from?	Global warming & deforestation	Flowers around the world.	Invention and famous inventors from around the world
VISITS/ VISITORS 	Trip to Manchester Science and Industry Museum	Museum visit Recycling centre	Forensic Scientist visit – workshop Virtual Visit – Viking invader!	Virtual Visit – The Bug Man!	Trip to Myerscough College	World Liverpool Museum
ENGLISH AUTHOR STUDY/ CLASS READ 	The Iron Man – Ted Hughes	Plague-A Cross on the Door - Anne Turnbull	Foul Play - Tom Palmer Whodunit? Detective Stories Chosen - Philip Pullman.	Running Wild - Michael Morpurgo	The Spider and the Fly - Mary Howitt	Cogheart - Peter Bunzl Stories from - One Thousand and One Nights

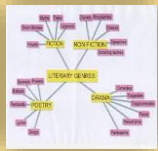




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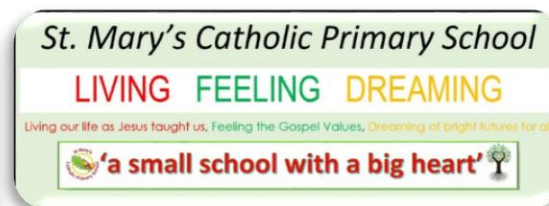
GENRES 	<p>Novel (pop up books)</p> <p>Diaries (different characters and their feelings)</p> <p>Recount</p>	<p>Fairy Tales</p> <p>Classic Narrative</p> <p>Poetry</p> <p>Recount: Newspapers</p>	<p>Detective / crime fiction</p> <p>Report Writing</p> <p>Newspaper report</p>	<p>Explanation text</p> <p>Narrative</p> <p>Persuasive</p> <p>Discussion</p>	<p>Classic Poetry</p> <p>Mystery / Adventure / Fantasy Stories</p> <p>Explanations</p>	<p>Novel as a theme Magazine:</p> <p>Information text</p> <p>Hybrid</p> <p>Historical story from another culture</p>
MULTI-MODAL WRITING/ CROSS-CURRICULAR 	<p>Diary – Different viewpoints of the characters</p> <p>Iron Man shaped writing</p> <p>Mechanical object/magnet shaped writing</p> <p>Report</p>	<p>skeleton writing</p> <p>rat writing</p> <p>Diaries</p> <p>The Plague Times</p> <p>Newspaper</p>	<p>Crime scene report – forensic study of crime scene in school – interviews and newspaper reports (IT)</p>	<p>Rainforest layers model with explanation text</p>	<p>Spider writing</p> <p>Flower shaped writing</p> <p>Puppet pals ICT – Seed dispersal/pollination explanation</p>	<p>Invent a mechanical or mechanism to inspire own story</p> <p>Class magazine – edit, photography, selling techniques</p>
MATHS 	<p>Class 2:</p> <p>Place value</p> <p>Addition and Subtraction</p> <p>Roman Numerals</p>	<p>YR5/6</p> <p>Four Operations</p> <p>Fractions</p> <p>YR3/4</p> <p>Subtraction</p> <p>Mental multiplication</p> <p>Mental division</p> <p>Written</p>	<p>YR5/6</p> <p>Fractions</p> <p>Decimals</p> <p>Percentages</p> <p>Geometry</p> <p>YR3/4</p> <p>Multiplication</p>	<p>Place value – decimals</p> <p>YR5/6</p> <p>Graphs</p> <p>Volume</p> <p>Shape</p> <p>Position</p> <p>Consolidation</p> <p>YR3/4</p> <p>Volume</p>	<p>Counting and sequencing using</p> <p>YR5/6</p> <p>Algebra</p> <p>Measurement</p> <p>Consolidation of multiplication and division, fractions, decimals and percentages</p>	<p>Division</p> <p>2D & 3D shape</p> <p>YR5/6</p> <p>WRM Themed activities.</p> <p>YR3/4</p> <p>Time</p> <p>Graphs</p> <p>Angles</p>




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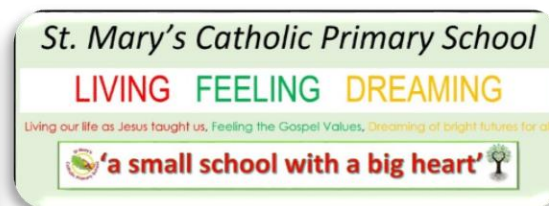
			Measurement (length including perimeter) Add & Subtract Fractions Decimals	Mass Money Position/direction Time	Perimeter YR3/4 Times table focus Decimals and fractions in the context of measures Fractions and division Measures (perimeter, volume/capacity and mass)	Consolidation
SCIENCE 	Forces – Magnets Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or		Living Things and their Habitats - grouping plants and animals. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in	Plants Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth Investigate the way in which water is	Plants Explore the part that flowers play in the life cycle of flowering plants. Learn about pollination and seed dispersal and how the sun provides energy for plants to grow.	Forces - Falling Objects Explain that unsupported objects will fall towards the earth because of the force of gravity acting between the earth and the falling object. Identify the effects of air




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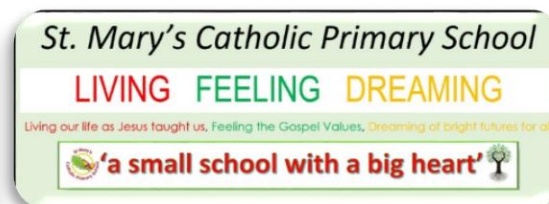
	<p>repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials based on whether they are attracted to a magnet.</p> <p>Describe magnet and predict which will repel and which with attract.</p>		<p>their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>transported within plants.</p>		<p>resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
SCIENTIFIC ENQUIRY 	<p>Ask relevant questions using different types of scientific enquiry.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations, taking appropriate measurements using standard units (using a range of equipment, including thermometers and data loggers)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings for enquiries – written and oral explanations, displays or presentation of results.</p> <p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>					



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By exploring the work of scientists.
Through scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
By observing / measuring changes to breathing, heart beat and or pulse rates after exercise.
By **exploring** falling paper cones or cup-cake cases.
By **designing and making [exploring]** a variety of parachutes.
By **carrying out fair tests** to determine which designs are the most effective.
By **exploring** resistance in water by making and testing boats of different shapes.
By **designing and making [creating/inventing/designing]** artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.

GEOGRAPHY



Our Environment



All about London
Capitals
Differences now
and then. What has
changed?

Maps of the UK and Europe. Where did the Viking come from?

Look at the seas and oceans around the UK

Contrasting region – Amazon Basin. Use maps to locate the world's rainforest, biomes-locate the worlds 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

World Mapping –
Islamic Golden Age mapping

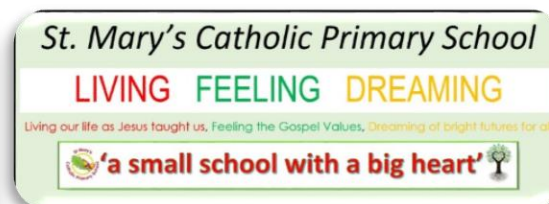
HISTORY 	Black History Month – Significant people in history	The Great Plague - What was London like in the time before the Great Fire of London in 1666? Look at sources to identify and learn about the spread of the plague in London and the UK. Look at the national anthem – British Values.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Learn about -Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Investigate Viking lifestyle and culture.			Early Islamic civilization – Baghdad c AD900 - A non-European society that provides contrast with British history. Investigate the famous inventors of the Islamic Golden Age and their impact on modern science and history. Investigate the lifestyle, literature and culture of the era. Compare and contrast to what the UK was like at this time in history.
MUSIC 	Listening, Exploring and Performance – 'Music of the Spheres'. Compose a piece based on the ending of The Iron Man, using keyboards, percussion, vocals	Performance and composition using materials linked with recycling. Listening and singing (It's Our World song) linked	Singing, Listening and Performing – BBC Sounds Vikings Gods and Legends MODERN DAY AND HISTORY OF MUSICAL STYLES	Sounds of the Rainforest Music – linked to The Great Kapok Tree Compose a 'sounds of the rainforest song'	Listening and appraising - Vivaldi 4 seasons BAROQUE ERA Charanga Unit – Food and Spain SPANISH CULTURE	Listening and appraising – the history of music (a different era each week) Introduction to Musical Notation




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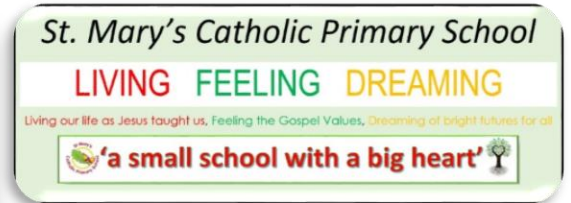
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	and the 'sounds of the stars'. Listen to sci-fi scores by famous composers (Gustav Holst and John Williams) FAMOUS COMPOSERS FROM MODERN WESTERN ERA	to recycling. Modern day songs. Christmas hymns and performance MODERN DAY AND HISTORY OF MUSICAL STYLES		Animal and Nature Sounds		
COMPUTING 	CS/DL - Lego Education Coding – Focusing on input and outputs using Bluetooth remote coding. Evaluate inputs and outputs and make changes to adjust to improve outcomes. Creating Media – Vector Drawings. Create their own digital Iron Man.	IT – Data Handling – Branching Databases – Investigate the CLEO website how database branching sorts information. Use software, such as PowerPoints to create branching databases based on materials that can/cannot be recycled.	Online Safety & eSafety Age restrictions online - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.	IT – Presenting Information – Using a range of IT to present information on learning about the Rainforest	Online Safety IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software on a range of digital	CP -Coding – Purple Mash design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of



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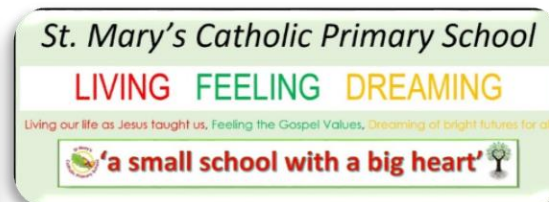
					<p>devices to design and create a range of programs to present data and information; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
<p>ART</p> 			<p>Viking Art – Create longboats through using a range of different materials</p>	<p>Jungle Art -Inspired by Rousseau and artist Ruth Daniels – children make own observational drawings and sketches of plants. Paint and print inspired by rainforest leaves</p>	<p>Nature Art - Plants Drawing inspired by Andy Goldsworthy. Make a series of observational drawings in sketchbooks of flowers, plants or gardens.</p> <p>3-D - Create a 3-D sculpture of a flower using the wire inspired by artists (Haley</p>

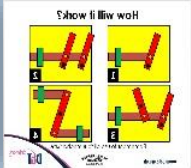
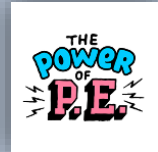



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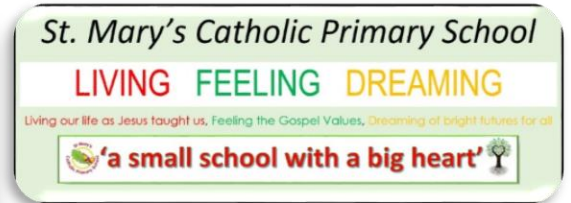
					Harmon, Elizabeth Berrien and Teresa Leung).	
DESIGN TECHNOLOGY 	Mechanical systems – Iron Man lever puppet. shape the world. Understand and use mechanical systems in their products. Links to DT Iron Man Pop Up books whilst using a form of contraption.	Design and create a 17th Century house – Create a house from London in 1665, during the era of the Plague		Textiles – Combining fabrics to create a purposeful amazon explorer piece of kit.	Structures – Create a planter for plants -Draw and sketch ideas and make a cardboard template. Evaluation of Existing Products. Focused Tasks – Structures, design make and evaluate	Mechanical Systems – Create a motorised vehicle with gears and pulley. Investigate different materials and use of pulleys and gears to best fit the designed vehicle.
PHYSICAL EDUCATION 	FTFC Community - Games – Invasion Games Lancashire SOW Dance unit – Iron Man	Lancashire SOW Dance Unit – The Great Plague Lancashire SOW Gymnastics Unit 1	Wall Games Gymnastics	Creative Games Swimming	FTFC Community - Fielding & Striking Swimming	Games Net and Wall Athletics Lancashire SOW
MFL 	SPANISH BASICS 1 Spanish Meet and Greet - Introduce yourself	SPANISH BASICS 2 Spanish Basics – Numbers and Colours	ME & MY FAMILY All about me and my family	WIDER WORLD Animals – pets and wild animals	FOOD Time to Eat Food	CULTURE AND GRAMMAR



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	ME AND MY FAMILY Emotions		How old are you? SCHOOL Classroom instructions	SCHOOL School - In my pencil case	Fruits and vegetables (linked to plants and music)	Spanish Storytelling – The Very Hungry Caterpillar
NOTES						