

Subject		Autumn A	spring A	summer A	Autumn B	Spring B	Summer B
English Literature		<p>Fiction (Dialogue and plays): Oliver twist / A Christmas Carol – Charles Dickens (Author study- first hand experience)</p> <p>Non-Fiction (Instructions): Directions (link with ICT Logo an control)</p> <p>Recipes from different countries (link with Food tech)</p> <p>How to wrap a Christmas present.</p>	<p>Fiction (Adventure stories): Treasure Island – R. L. Stevenson</p> <p>Huckleberyfinn??</p> <p>Alice in wonderland</p> <p>Non-fiction (Word Play): Riddles – culture Alliteration, link to History – WW2 evacuations (seven Valley railway). Nonsense/silly sentences Read What am I? by Pie Corbett, p411 Word play (Non-fiction 6)</p>	<p>Fiction (Poetry and short stories from other cultures): Cactus Soup, The Butterfly Lion</p> <p>Non- fiction (Persuasive language): Adverts –try and sell art/D&T products.</p> <p>Captions</p> <p>Video/drama</p> <p>Slogans/alliteration</p>	<p>Fiction (African short stories):Handa'ss urprise Too Much Talk, Handa’s Surprise, The Hunter, Why Frog & Snake Can’t be Friends, Anancy&Mr Dry Bone</p> <p>Fiction (Poetry and Prose): Dr Seuss short stories and poems</p> <p>Non-Fiction(Letter writing): Christmas letters</p>	<p>Fiction (Roald Dahl): The Enormous Crocodile, Revolting Rhymes - The Three Little Pigs and Little Red Riding Hood</p> <p>Non-Fiction (Author study): Roald Dahl and List writing (Breakfasts around the world)</p>	<p>Fiction (Shakespearean times): Romeo & Juliet</p> <p>Non-fiction (Reporting information): News and weather reports</p>
		<p>Independent/Grou p research project & library time (Summarizing information - Charles Dickens)</p> <p>Instruction</p>	<p>Illustration, labeling and caption writing</p> <p>Creative writing – My Desert Island</p>	<p>Creative writing - Poems and writing a draft</p> <p>Writing a persuasive script/set of cues for an advert.</p>	<p>Letter writing and/or email - pen pals. School in Africa?</p> <p>Creative writing – A short story (in style of African short story) /Draft writing</p>	<p>Independent/Grou p research project & library time (Foods around the World) List writing (Breakfasts/Shopp ing List)</p>	<p>Summarizing information</p> <p>Speech writing and draft writing for formal presentations – giving a news / weather report</p>

	Speaking & Listening	writing					
		Presenting skills, presenting group research projects Communication Games - giving and receiving instructions	Discussion and debate - What would you take to a desert island? Discussion and debate - Evacuations/Life as an evacuee	Drama - making and presenting adverts Communication Games	Drama - African Short Stories Finding out and sharing information related to letter writing/e-mail and using Skype	Independent/Group research project & library time (Foods around the World) List writing (Breakfasts/Shopping List)	Presenting Information – news / weather reports Communication Games
	Grammar	Word and sentence strands (Higher) Text structure (Lower)	HT1 Punctuation (Higher) HT2 Handwriting & Presentation (Higher) Handwriting & Presentation (Lower)	Text strand (Higher) Text style (Lower)	Word and sentence strands (Higher) Text structure (Lower)	HT1 Punctuation (Higher) HT2 Handwriting & Presentation (Higher) Handwriting & Presentation (Lower)	Text strand (Higher) Text style (Lower)
		Half term 1: N3 patterns and sequence SSM3 measures	Half term 1: N5 solving number problems and probability SSM5 measures (length, weight, capacity)	Half term 1: N1 the Number system SSM1 patterns and properties of shape/measure	Half term 1: N1 the Number system SSM1 patterns and properties of shape/measure	Half term 1: N3 patterns and sequence SSM3 measures	Half term 1: N5 solving number problems and probability SSM5 measures (length, weight, capacity)
Maths (using and applying taught throughout units)	Half term 2: N4 calculations SSM4 patterns and properties of shape	Half term 2: N6 data and probability SSM6 measures/ position and movement	Half term 2: N 2 counting SSM2 position and movement	Half term 2: N 2 counting SSM2 position and movement	Half term 2: N4 calculations SSM4 patterns and properties of shape	Half term 2: N6 data and probability SSM6 measures/ position and movement	
	Half term 1: 3.1 Energy,	Half term 1: 3.3 Organisms,	Half term 1: 3.4 The	Half term 1: using electricity	Half term 1: forces and	Half term 1: variation	
Science							

	electricity and forces	behaviour and health	environment, Earth and universe		movement	
	Half term 2: (Jackie Teach) 3.2 Chemical and material behavior	Half term 2: 3.3 Organisms, behaviour and health	Half term 2: 3.4 The environment, Earth and universe	Half term 2: micro organisms	Half term 2: grouping and changing materials	Half term 2: lifecycles
ICT	Half term 1: Developing ideas and making things happen Logo & Control	Half term 1: Exchanging and sharing information Animation & Video	Half term 1: Developing ideas and making things happen Modelling & simulations	Half term 1: Developing ideas and making things happen Logo & Control	Half term 1: Exchanging and sharing information Photo editing	Half term 1: Developing ideas and making things happen Modelling & simulations
	Half term 2: Exchanging and sharing information Email & video conferencing	Half term 2: Finding things out Database & Graphing	Half term 2: Exchanging and sharing information Paint & Drawing	Half term 2: Exchanging and sharing information Sound	Half term 2: Finding things out Research	Half term 2: Exchanging and sharing information Word processing
Cooking and Nutrition/ DT	Half term 1: Cooking and Nutrition	Half term 1: Cooking and Nutrition	Half term 1: DT Half term 2: DT	Half term 1: Cooking and Nutrition	Half term 1: Cooking and Nutrition	Half term 1: DT Apron Project
	Half term 2: Cooking and Nutrition	Half term 2: DT		Half term 2: Cooking and Nutrition	Half term 2: DT Apron Project	
Art	Printing: Different marks	Landscapes: Photographing and drawing landscapes. Observing changes in landscapes (link to Geography Fieldwork)	Art from other cultures: (link to geog topic – India/China/Brazil)	Landscapes: Colour and mood	Printing: Studying different ways of printing using a range of materials. Different artists	Art from other cultures: Investigating artists from around the world and how art differs (link to geog)

	Architecture/ sculpture: Junk modelling, clay etc. designing and building (links to history – Ancient Greece)	Architecture/ sculpture: Clay, modroc wire and wood. (Link to history – make Anglo Saxon home?)	Portraiture: Portraits and self-portraits. Link to History (portraits of King Henry VIII/ Hans Holbein’s The Ambassadors)	Textiles: Joining things together	Textiles: Weaving, sewing (link to Vikings – Bayeux Tapestry)	Portraiture: Portraits and self-portraits (portraits in Elizabethan times – how are they different)
<p style="text-align: center;">Geography (Alternate half termly with History)</p>	<p style="text-align: center;">Human and Physical geography The water cycle</p> <p>1. understand, through the use of detailed place-based exemplars at a variety of scales, physical geography relating to the key processes in the water cycle</p> <p>2. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p style="text-align: center;">Geographical skills and Fieldwork From my house to school (map reading/orienteering)</p> <p>1. build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>2. use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p style="text-align: center;">Locational knowledge Rainforests and Deserts The Thar Desert, India+ China’s Rainforest</p> <p>1. extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world, focusing on the countries’ environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	<p style="text-align: center;">Human and Physical geography The Ice Age rocks and weathering</p> <p>1. understand, through the use of detailed place-based exemplars at a variety of scales, the physical geographical processes relating to the Ice Age</p> <p>2. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p style="text-align: center;">Human and Physical geography</p> <p>Fair Trade, the journey of the cocoa bean + other food maps</p> <p>1. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p style="text-align: center;">Place Knowledge:</p> <p>Exploring countries around the world. Comparing Evesham with distant places</p> <p>1. understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>
<p style="text-align: center;">History (Alternate half termly with Geography)</p>	<p style="text-align: center;">A significant society in world history and its interconnections with other world developments</p> <p>Ancient Greece;</p>	<p style="text-align: center;">The development of Church, state and society in Medieval Britain 1066-1509</p> <p>Life in Medieval Britain – the</p>	<p style="text-align: center;">Local History Study/ The development of Church, state and society in Britain 1509-1745</p> <p>Worcester</p>	<p style="text-align: center;">Local History Study History of Evesham / Industrial Revolution (The Black</p>	<p style="text-align: center;">British history study before 1066</p> <p>Ancient Vikings / The Battle of Hastings</p>	<p style="text-align: center;">The development of Church, state and society in Britain 1509-1745</p> <p>The Elizabethans: society, economy and culture –</p>

	<p>lifestyle, achievements and influence on western world.</p> <p>(Ashmolean Museum)</p>	<p>Feudal system/ Peasants/ Farming and Food / Celebrations and Religion.</p> <p>(Warwick Castle / The Commandery / The Almonry)</p>	<p>Cathedral + Tudors: King Henry V III and the dissolution of the monasteries (HT1)</p> <p>(Worcester Cathedral)</p>	<p>Country Museum / The SS Great Britain)</p>		<p>theatre, art, religion - conflict with Catholics</p>
PSHE	<p><u>HT1: Getting to know new class 2/3weeks)</u> New class rules, responsibilities, strengths, weaknesses, likes/dislikes etc.</p> <p><u>HT1: Communities</u></p> <ul style="list-style-type: none"> Differences in families (fostering, adoption, living with grand parentsetc). Organisations which I belong to. (Church, youth club, residential pupils, after school clubs, riding school). 	<p><u>HT1: Healthy Living</u></p> <ul style="list-style-type: none"> Follow and exercise routine A balanced diet 	<p><u>HT1: Staying Safe</u></p> <ul style="list-style-type: none"> Medications Prescribed and over the counter Poisonous liquids, plants etc Safety in the home 	<p><u>HT1: Getting to know new class 2/3weeks)</u> New class rules, responsibilities, strengths, weaknesses, likes/dislikes etc.</p> <p><u>HT1: Family relationships</u></p> <ul style="list-style-type: none"> Divorce and separation Loosing a pet or a family member 	<p><u>HT1: Healthy Living</u></p> <ul style="list-style-type: none"> Personal hygiene (including body, hair, clothes and hand washing). 	<p><u>HT1: Staying Safe</u></p> <ul style="list-style-type: none"> Stranger danger Travel training Personal safety
	<p><u>HT2: Communities</u> Fundraising for a</p>	<p><u>HT2: SRE and Relationships</u></p> <ul style="list-style-type: none"> Puberty and 	<p><u>HT2: Transition and change</u></p> <ul style="list-style-type: none"> Celebrating 	<p><u>HT2: - Coping with Loss</u></p> <ul style="list-style-type: none"> Different 	<p><u>HT2: SRE and Relationships</u></p> <ul style="list-style-type: none"> Puberty and 	<p><u>HT2: Transition and change</u></p> <ul style="list-style-type: none"> Celebrating

	charity of choice. (Could make and sell Christmas items, participate in shoe box appeal or organise carol singing event).	adolescence – basic physical and emotional changes <ul style="list-style-type: none"> Public and private How and when to access help and support <i>Boys – SRE with Malcolm Johnson</i> <i>Girls – SRE with School Nurse</i>	successes <ul style="list-style-type: none"> Preparation for transition into next academic year <i>NB</i> <i>Pupils must not be made aware of class lists until after parents evening.</i>	ways in which someone's life is celebrated in different cultures. (Mexico – day of the dead 2 nd Nov, Remembrance Sunday). Coping strategies – memory box, photo albums etc.	adolescence – basic physical and emotional changes <ul style="list-style-type: none"> Public and private How and when to access help and support <i>Boys – SRE with Malcolm Johnson</i> <i>Girls – SRE with School Nurse</i>	successes <ul style="list-style-type: none"> Preparation for transition into next academic year <i>NB</i> <i>Pupils must not be made aware of class lists until after parents evening.</i>
PE	Half term 1: Invasion Tag rugby	Half term 1: Gymnastics	Half term 1: Multi skills	Half term 1: Invasion Football	Half term 1: Trampolining	Half term 1: Athletics
	Half term 2: Target games Boccia/Kurling	Half term 2: OAA	Half term 2: Striking and fielding Tee ball	Half term 2: Target games Archery	Half term 2: OAA	Half term 2: Striking/fielding Rounders
RE	Half term 1: How can religion make a difference in people's lives? Equals unit 2.6.5	Half term 1: Prayer Equals unit 2.5.2	Half term 1: Religious Buildings Equals unit 2.5.1	Half term 1: What is the Torah and why is it important to Jewish people? Equals unit 2.6.3	Half term 1+2: Stories from the Old Testament	Half term 1+2: Stories from the New Testament
	Half term 2: Christmas Equals	Half term 2: How is Easter	Half term 2: Food Equals unit	Half term 2: Christmas		

	unit 2.6.2	celebrated around the world Equals unit 2.5.4	2.6.4	around the world		
Music	Simple structures.	Painting with sound: exploring with sound colours.	Exploring the meanings of songs	Pentatonic scales.	Recognise changes in, and controlling, pitch.	Exploring singing games.
French	Half term 1: Unit 1: Je parlefrançais	Half term 1: Unit 3: C'estmoi	Half term1+2: Introducing France – Project based on France (where it is and geography of country/food/festivals/currency etc.)	Half term Unit 5: Les animaux	Half term 1+2: French cuisine – Project based on researching, cooking and tasting traditional French recipes and food (cross link with Food Technology)	Half term 1: Unit 7 - Le calendrier
	Half term 2: Unit 2: Je me présente	Half term 2: Unit 4: Ma famille		Half term 2: Unit 6 - Au cafe		Half term 2: Unit 8 - Le corps et la sante
Outdoor/ Forest/ Swimming (1 of each activity per term)	Outdoor – Grp A	Outdoor – Grp C	Outdoor – Grp B	Outdoor – Grp A	Outdoor – Grp C	Outdoor – Grp B
	Forest – Grp B	Forest – Grp A	Forest – Grp C	Forest – Grp B	Forest – Grp A	Forest – Grp C
	Swimming – Grp C	Swimming – Grp B	Swimming – Grp A	Swimming – Grp C	Swimming – Grp B	Swimming – Grp A
Expressive Arts	Halloween and Christmas	Easter Church Service	Summer Performance	Halloween and Christmas	Easter Church Service	Summer Performance