

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	Tremors	Mighty Metals	Gods and Mortals	Urban Pioneers	Tribal Tales	Predators
Super Start (hook)	Go on a rock hunt. Trip down the lane. Photograph rocks (gather different shapes and sizes)	Visit Charnock Park and look at the range of play equipment. Think about how the equipment works. Take photos of equipment, trying to capture the spinning, swinging or whooshing motions!	Meet Zeus! Arrange for history company to come in character of Zeus to learn all about him? Dress up day as a Greek god?	Take a trip on the tram into Sheffield City Centre. Children to sketch their route using symbols and a key. Look at the key buildings, search out urban art (graffiti, murals, sculptures, statues etc.) and take photos from different perspectives.		Organise an animal experience!
Fabulous Finish (learning celebration)	Digital presentation to parents.	Iron Man showcase. Display of models made for rest of school to come and see. Could have a vote on favourite?	Display of boxes of hope, based on 'Pandora's Box. Make masks and create a dance, to re-tell the story of Pandora's Box.	Art exhibition of class collaborative artwork produced.	Trip to Creswell followed by making leaflets advertising the museum to then be sent to Creswell afterwards.	Ultimate Predator digital presentation to rest of class.
First Hand		Charnock park	Greek day	Trip to Sheffield/ Museum	Trip to Creswell Crags	Visitor in school /
Experiences						Predatory creatures
Maths	Power	Maths	Power	Maths	Power	Maths
	Unit 2 - Addition Unit 3 - Addition Unit 4 - Multiplion Unit 5 - Place V Unit 6 - Addition Unit 7 - Addition	r and Place Value on & Subtraction on & Subtraction ication & Division (alue within 1000 a & Subtraction (1) & Subtraction (2) ation & Division (1)	Unit 4 - M Unit 5 - Numb Unit 6 - Multiplica Unit 7	easurement Statistics easurement per - Fractions ation & Division (2) - Money Statistics - Length	Unit 1 - Numb Unit 2 - Me Unit 3 - Geometry - Unit 4 - Me Unit 5 - Fr Unit 6 Unit 6 - Angles and F	easurement Properties of Shape easurement actions (2) - Time Properties of Shapes
REAL MATHS	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience



English	Pebble in my Pocket	The Iron Man by Ted	Arthur and the Golden Rope	Werewolf Club Rules by	Ug by Raymond Briggs	Fox by Margaret Wild
(POR Books)	Meredith Hooper	Hughes	by Jo Todd Stanton	Joseph Coelho		
()	THE DEPONE	Ted Hughes	Arthur on the	-	RAYMOND BRIERS	E.
	PEBBLE	the Iron	bolden Rope of			
	POCKET	Wan		dul D		X See
	annual and a second			18c0 es		TO BEST OF THE STATE OF THE STA
	Marie Marie		25 Marie 1993	STORY LONG	has been not to amount of	
REAL	Opportunities to put	Opportunities to put	Opportunities to put	Opportunities to put	Opportunities to put	Opportunities to put
	learning into real life	learning into real life	learning into real life	learning into real life	learning into real life	learning into real life
ENGLISH	experience	experience	experience	experience	experience	experience
	Escape from Pompeii	All about Science	How Plants Work	Wild Adventures	Stone Age Boy	The Diary of a Killer Cat
5 1 6 1	Fiction	Non Fiction	Non- Fiction	Non Fiction	Fiction	Fiction
Book Study						
	ESCAPE FROM POMPEIL					ANNE FINE The Diary of a
	CHARLES AND				ZTONE AGE	Killer Cat
	A No				100.24	
					A RIVER	
					SATURN SATURNERS	8
Science	Evolution and Inheritance	Forces and magnets		<u>Light</u>	<u>Plants</u>	Animals including humans
	Compare and group	Compare how things move		Recognise that they need	Recognise that shadows are	Identify that animals,
	together different kinds of	on different surfaces.		light in order to see things	formed when the light from	including humans, need the
	rocks on the basis of their	Notice that some forces		and that dark is the	a light source is blocked by	right types and amount of
	appearance and simple	need contact between two		absence of light. Light.	a solid object.	nutrition, and that they
	physical properties.	objects, but magnetic		Notice that light is	Explore the part that	cannot make own food; they
	Set up simple practical	forces can act at a		reflected from surfaces.	flowers play in the life	get nutrition from what
	enquiries, comparative and	distance.		Recognise that light from	cycle of flowering plants,	they eat.
	fair tests. Record findings using	Observe how magnets attract or repel each other		the sun can be dangerous and that there are ways to	including pollination, seed formation and seed	Identify that humans and some other animals have
	3 3	and attract some materials		•		skeletons and muscles for
	simple scientific language, drawings, labelled diagrams,	and attract some materials and not others.		protect their eyes Recognise that shadows are	dispersal. Ask relevant questions and	support, protection and
	keys, bar charts, and	Compare and group		formed when the light from	using different types of	movement.
	tables.	together a variety of		a light source is blocked by	scientific enquiries to	Identify and describe the
	Identify differences,	everyday materials on the		a solid object. Find	answer them.	functions of different
	similarities or changes	basis of whether they are		patterns in the way that	Record findings using	parts of flowering plants:
	Similar mes or changes					
	related to simple scientific	attracted to a magnet and		the size of shadows change	simple scientific language	roots stem/trunk leaves
	related to simple scientific	attracted to a magnet, and identify some magnetic		the size of shadows change. Ask relevant questions and	simple scientific language, drawings labelled diagrams	roots, stem/trunk, leaves and flowers
	related to simple scientific ideas and processes.	attracted to a magnet, and identify some magnetic materials.		Ask relevant questions and using different types of	drawings, labelled diagrams,	roots, stem/trunk, leaves and flowers.



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	Use results to draw simple	Describe magnets as having		scientific enquiries to	keys, bar charts, and	Investigate the way in
	conclusions, make	two poles. Forces and		answer them.	tables.	which water is transported
	predictions for new values,	magnets.		Use results to draw simple		within plants.
	suggest improvements and	Predict whether two		conclusions, make		Describe in simple terms
	raise further questions.	magnets will attract or		predictions for new values,		how fossils are formed
		repel each other, depending		suggest improvements and		when things that have lived
		on which poles are facing.		raise further questions.		are trapped within rock.
		Set up simple practical				Recognise that soils are
		enquiries, comparative and				made from rocks and
		fair tests.				organic matter.
		Make systematic and				Gather, record, classify and
		careful observations and,				present data in a variety of
		where appropriate, take				ways to help in answering
		accurate measurements				questions.
		using standard units, using a				Report on findings from
		range of equipment,				enquiries, including oral and
		including thermometers and				written explanations,
		data loggers.				displays or presentations of
		Record findings using				results and conclusions.
		simple scientific language,				
		drawings, labelled diagrams,				
		keys, bar charts, and				
		tables. Identify				
		differences, similarities or				
		changes related to simple				
		scientific ideas and				
		processes.				
		Use straightforward				
		scientific evidence to				
		answer questions or to				
		support their findings.				
		Use results to draw simple				
		conclusions, make				
		predictions for new values,				
		suggest improvements and				
		raise further questions.				
RE	Hinduism	Christianity	Christianity	Sikhism	Christianity	Hinduism
	Would celebrating Divali at	Has Christmas lost its	Could Jesus really heal	Do Sikhs think it's	What is good about 'Good	Would visiting the River
	home and in the community	meaning?	people? Were these	important to share?	Friday?'	Ganges feel special to a
	,	J		'	,	non- Hindu?



(Discovery R.E)	bring a feeling of belonging to a Hindu child?	miracles or is there some other explanation?			
History	Romans Learn about the Roman Empire and its impact on Britain.	Ancient Greeks Learn about Ancient Greece D a study of Greek life and achievements and their influence on the western world.	Local history study. Made in Sheffield Harry Brearley Steel industry and its impact on Sheffield.	Stone Age Learn about changes in Britain from the Stone Age to the Iron Age.	
Geography	Tremors Physical geography Describe and understand key aspects of physical geography, including volcanoes and earthquakes. Map work Locate the world's countries, using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	Gods and Mortals Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, Map work Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Map work Name and locate counties and cities of the United Kingdom, geographical regions compare to Sheffield Physical Geography Look at physical characteristic, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate and describe features studied. 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.	Tribal. linked to Creswell stone age Settlement Describe and understand key aspects of 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. Physical Geography The water cycle.	Predators Physical Geography Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Map work Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials pencil, pastels	Improve their mastery of art and design techniques – using pencil and pen. Find out about great artists, architects and designers in history Henry Moore- sculptures of people.	Improve their mastery of art and design techniques, links to God and Mortals – Making a God. (Paper mache/Modroc).	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials pencil and paint. Find out about great artists, architects and	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials paint and clay.
				of materials paint, charcoal Find out about great artists, architects and designers in history. Banksy- Street art/ Graffiti	designers in history Rajendra Shyam- tribal artist.	
DT	Make a volcano 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. 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Create an iron man. 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. 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. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,	Create a Box of Hope. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 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,		Design and make a tool. 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. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 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	Model of an animal (clay) 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



		joining and finishing],	according to their			
		accurately.	functional properties and			
		Select from and use a wider	aesthetic qualities			
		range of materials and				
		components, including				
		construction materials,				
		textiles and ingredients,				
		according to their				
		functional properties and				
		aesthetic qualities.				
		Apply their understanding				
		of how to strengthen,				
		stiffen and reinforce more				
		complex structures.				
		Understand and use				
		electrical systems in their				
		products [for example,				
		series circuits				
		incorporating switches,				
		bulbs, buzzers and motors].				
PSHE	Jigsaw - Being Me in My	<u> Jigsaw - Celebrating</u>	Jigsaw - Dreams and	Jigsaw - Healthy Me	<u>Jigsaw - Relationships</u>	Jigsaw - Changing Me
	<u>World</u>	<u>Differences</u>	<u>Goals</u>		Think about the lives of	(including RSE)
				Talk and write about their	people living in other places	
	Research, discuss and		Resolve differences by	opinions, and explain their	and times, and people with	
	debate topical issues,		looking at alternatives,	views, on issues that affect	different values and	
	problems and events.		making decisions and	themselves and society.	customs.	
			explaining choices.	Recognise the different		
				risks in different situations	Feel positive about	
				and then decide how to	themselves [for example,	
				behave responsibly,	by producing personal	
				including sensible road use,	diaries, profiles and	
				and judging what kind of	portfolios of achievements;	
					•	
				physical contact is	by having opportunities to	
					by having opportunities to show what they can do and	
				physical contact is acceptable or unacceptable.		
				physical contact is	show what they can do and how much responsibility	
				physical contact is acceptable or unacceptable.	show what they can do and	



Modern Languages	Spanish Core Vocabulary & Phonetics *	Spanish I'm Learning Spanish	Spanish Animals	health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]. Spanish Musical Instruments OR Fruits	Spanish Little Red Riding Hood	Spanish Ancient Britain <i>OR</i> I Can
Physical Education	OAA: Take part in outdoor and adventurous activity challenges both individually and within a team.	Athletics; Use running, jumping, throwing and catching in isolation and in combination.	Athletics; Use running, jumping, throwing and catching in isolation and in combination. Dance; Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	Dance Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Perform dances using a range of movement patterns	Gymnastics Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Games: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	Recorders (Tuesday PM 50min slot) 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	Recorders (Tuesday PM 50min slot) 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	Recorders (Tuesday PM 50min slot) 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	Recorders (Tuesday PM 50min slot) 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	Recorders (Tuesday PM 50min slot) 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	Recorders (Tuesday PM 50min slot) 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



	interrelated dimensions of	interrelated dimensions of	interrelated dimensions of	interrelated dimensions of	interrelated dimensions of	interrelated dimensions of
	music.	music.	music.	music.	music.	music.
	Listen with attention to	Listen with attention to	Listen with attention to			
	detail and recall sounds	detail and recall sounds	detail and recall sounds			
	with increasing aural	with increasing aural	with increasing aural	with increasing aural	with increasing aural	with increasing aural
	memory.	memory.	memory.	memory.	memory.	memory.
	Use and understand a wide	Use and understand a wide	Use and understand a wide			
	range of high quality live	range of high quality live	range of high quality live			
	and recorded music drawn	and recorded music drawn	and recorded music drawn			
	from different traditions	from different traditions	from different traditions	from different traditions	from different traditions	from different traditions
	and from great composers.	and from great composers.	and from great composers.			
Computing	Select, use and combine a	Select, use and combine a	Select, use and combine a	Design, write and debug	Select, use and combine a	Design, write and debug
, ,	variety of software	variety of software	variety of software	programs that accomplish	variety of software	programs that accomplish
	(including internet services)	(including internet services)	(including internet services)	specific goals, including	(including internet services)	specific goals, including
	on a range of digital devices	on a range of digital devices	on a range of digital devices	controlling or simulating	on a range of digital devices	controlling or simulating
	to design and create a	to design and create a	to design and create a	physical systems; solve	to design and create a	physical systems; solve
	range of programs, systems	range of programs, systems	range of programs, systems	problems by decomposing	range of programs, systems	problems by decomposing
	and content that	and content that accomplish	and content that accomplish	them into smaller parts.	and content that accomplish	them into smaller parts.
	accomplish given goals,	given goals, including	given goals, including	Use sequence, selection,	given goals, including	Use logical reasoning to
	including collecting,	collecting, analysing,	collecting, analysing,	and repetition in programs;	collecting, analysing,	explain how some simple
	analysing, evaluating and	evaluating and presenting	evaluating and presenting	work with variables and	evaluating and presenting	algorithms work and to
	presenting data and	data and information.	data and information.	various forms of input and	data and information.	detect and correct errors
	information.			output.		in algorithms and programs
				Use search technologies		Use search technologies
				effectively, appreciate how		effectively, appreciate how
				results are selected and		results are selected and
				ranked, and be discerning in		ranked, and be discerning in
				evaluating digital content.		evaluating digital content.
				Select, use and combine a		
				variety of software		
				(including internet services)		Select, use and combine a
				on a range of digital devices		variety of software
				to design and create a		(including internet services)
				range of programs, systems		on a range of digital devices
				and content that accomplish given goals, including		to design and create a
				collecting, analysing,		range of programs, systems
				evaluating and presenting		and content that accomplish
				data and information.		given goals, including
				dara and mjormanon.		given gouls, including



	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	collecting, analysing, evaluating and presenting data and information.
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