

available

	Autumn 1 1x week-BIG Draw	Autumn 2 1x week Winter Fair	Spring 1 1x week Charity event	Spring 2 1x week World Book Day	Summer 1 1x week Festival and Parade	Summer 2 1x week I CAN..
Y1	<b>Elmer</b> <i>(we are all unique)</i> Ourselves <b>Book</b>	<b>The Three Little Pigs and the Big Bad Wolf</b> <i>Our Immediate Environment</i> <b>Green Screen Video</b>	<b>*Owl Babies</b> <i>Animals</i> <b>Human Library/ Knowledge Share</b>	<b>The Tale of Peter Rabbit</b> <i>Plants</i> <b>Stop- Go Animation</b>	<b>The Night Pirates</b> <i>Ocean/ Pirates</i> <b>School Radio</b>	<b>Lost and Found</b> <i>Water/ Comparing two areas of the UK</i> <b>Social Action</b>
Y2	<b>*Funnybones</b> <i>The Human Body</i> <b>Science Buskers</b>	<b>Man on the Moon</b> <i>Transport</i> <b>Book</b>	<b>'Ring-a-Ring-o'-Roses'</b> <i>The Great Fire of London/ The Plague</i> <b>Art Gallery</b>	<b>Window</b> <i>Our Wider Environment (Manchester)</i> <b>Green Screen Video</b>	<b>*The Hodgeheg</b> <i>Animals</i> <b>Stop- Go Animation</b>	<b>Where the Forest Meets the Sea</b> <i>Compare a small area of UK with small non- European area</i> <b>Social Action</b>
Y3	<b>George and the Dragon</b> <i>Pre-Roman Britain - Stone Age to Iron Age</i> <b>Stop- Go Animation</b>	<b>The Sound Collector</b> <i>Sound/ Make a Noise</i> <b>Science Buskers</b>	<b>*The Lighthouse Keeper's Lunch</b> <i>Food</i> <b>Green Screen Video</b>	<b>Dinosaurs and All That Rubbish</b> <i>Rocks and Fossils – dinosaurs</i> <b>Book</b>	<b>Tales of Gods and Pharaohs</b> <i>Ancient Civilizations - Ancient Egypt</i> <b>Human Library/ Knowledge Share</b>	<b>Mirror</b> <i>Climate / Compare Countries Across the World</i> <b>Social Action</b>
Y4	<b>Romans on the Rampage</b> <i>Roman Britain/ Local History</i> <b>Green Screen Video</b>	<b>*The Owl Who Was Afraid of the Dark</b> <i>Light &amp; Electricity</i> <b>Design and Make</b>	<b>The Flood</b> <i>Natural Disasters</i> <b>School Radio</b>	<b>*Fantastic Mr. Fox</b> <i>Life Cycles</i> <b>Science Buskers</b>	<b>How to be a Viking</b> <i>Anglo-Saxons &amp; Scots/ Anglo-Saxons &amp; Vikings</i> <b>Narrated ICT Presentation / Podcast</b>	<b>*The Iron Man Materials</b> <b>Stop- Go Animation</b>
Y5	<b>*Street Child</b> <i>Victorians/ Local history/ Extended Chronological Study</i> <b>Human Library/ Knowledge Share</b>	<b>Journey</b> <i>The World</i> <b>Narrated ICT Presentation / Podcast</b>	<b>Beegu</b> <i>Space/ Key Events in Living Memory</i> <b>Stop- Go Animation</b>	<b>Mufaro's Beautiful Daughters</b> <i>Non-European Study: Benin (West Africa) c. AD 900-1300</i> <b>School Radio</b>	<b>If...</b>  <i>Electricity</i> <b>Design and Make</b>	<b>*Journey to the river Sea</b> <i>Rivers</i> <b>Green Screen Video</b>
Y6	<b>The Viewer</b> <i>Evolution and Adaptation</i> <b>Narrated ICT</b>	<b>The Arrival</b> <i>Extended Chronological Study: WW2</i>	<b>Charlie and the Chocolate Factory</b> <i>Chocolate/ Materials</i>	<b>Belonging</b> <i>Growing Up</i> <b>Narrated ICT</b>	<b>The Year in the City</b> <i>The City/ Light</i>	<b>*Greek Myths</b> <i>Ancient Greece</i> <b>School Radio</b>

	Presentation / Podcast	Human Library/ Knowledge Share	Science Buskers	Presentation / Podcast		
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YEAR 1		
Term	Autumn 1	Autumn 2
Topic	<b>Elmer</b> (we are all unique) <b>Ourselves</b>	<b>The Three Little Pigs and the Big Bad Wolf</b> <i>Our immediate environment</i>
Ignite		
Subject/s Focus	Science	Science / Geography / History
Content	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><i>Study the basic needs of ourselves and babies</i></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p>	<p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>use basic geographical vocabulary to refer to key features, including house, office, and shop</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>significant historical events, people and places in their own locality <i>study an event of local importance</i></p>
Additional Texts		<p>Rosie's Walk</p> <p>The Three Little Pigs</p> <p>The Three Little Pigs and the Big Bad Wolf – John Scieszka</p>

Culmination	Book	Green Screen video
Term	Spring 1	Spring 2
Topic	<p style="text-align: center;"><b>Owl Babies</b> <i>Animals</i></p>	<p style="text-align: center;"><b>The Tale of Peter Rabbit</b> <i>Plants</i></p>
Ignite		
Subject/s Focus	<p style="text-align: center;">Science Geography</p>	<p style="text-align: center;">Science</p>
Content	<p>identify and name a variety of common animals including reptiles, birds and mammals <i>pets, farm, wild, nocturnal</i></p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals - reptiles, birds and mammals including pets</p> <p><i>Sort and categorise animals</i> <i>Identify animal babies</i> <i>Identify and name basic animal body parts</i> <i>Identify the basic needs of animals and offspring</i></p> <p>key geographical features, including: forest, hill, mountain, river, soil, valley, vegetation, season, weather, village, farm</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants, and how they depend on each other</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p> <p>identify seasonal and daily weather patterns in the United Kingdom observe and describe weather associated with the seasons and how day length varies. <i>Study weather associated with Spring and growing</i></p>
Additional Texts	<p>Owl Babies Farmer Duck Giraffes Can't Dance Six Dinner Sid</p>	<p>Jack and the Beanstalk The Enormous Turnip The Very Hungry Caterpillar</p>

<b>Culmination</b>	<b>Human Library / Knowledge Share</b>	<b>Stop-Go Animation</b>
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<b>YEAR 1</b>		
<b>Term</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>The Night Pirates</b> <i>Ocean/ Pirates</i>	<b>Lost and Found</b> <i>Water/ Comparing 2 areas of the UK</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Geography / History	Geography / Science
<b>Content</b>	<p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>use basic geographical vocabulary to refer to key features, including: beach, cliff, coast, mountain, sea, ocean, river, valley, vegetation, season and weather, port, harbour</p> <p>identify and name a variety of common animals including, fish and amphibians</p> <p>describe and compare the structure of a variety of common animals – fish and amphibians</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements <i>Christopher Columbus</i></p> <p><i>Study an area of the UK</i> <i>Study a different period in history</i></p>	<p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic vocabulary to describe a less familiar area asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests <i>with water</i></p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p>
<b>Additional Texts</b>	Lost and Found – Oliver Jeffers Rainbow Fish	

<b>Culmination</b>	<b>School Radio</b>	<b>Social Action</b>
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<b>YEAR 2</b>		
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Topic</b>	<b>Funnybones</b> <i>The Human Body</i>	<b>Man on the Moon</b> <i>Transport</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Science	Science / History
<b>Content</b>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of humans, for survival (water, food and air)</p>	<p>Historical events within living memory <i>space travel , the first aeroplane flight</i></p> <p>Lives of significant historical figures <i>Neil Armstrong</i></p> <p>Compare how things move on different surfaces</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p>

<b>Additional Texts</b>	Funnybones Handa's Surprise A World of Food	Man on the Moon The Boy and the Aeroplane – Mark Pett Whatever Next
<b>Culmination</b>	<b>Science Buskers</b>	<b>Book</b>

<b>YEAR 2</b>		
<b>Term</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topic</b>	<b>'Ring-a-Ring-o'-Roses'</b> <i>The Great Fire of London/ The Plague</i>	<b>Window</b> <i>Our wider environment (Manchester)</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	History	Geography / History
<b>Content</b>	<p>events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London</i></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>Samuel Pepys</i></p>	<p>Use basic geographical vocabulary to refer to local and familiar features</p> <p>Use simple fieldwork and observational skills to study the immediate environment</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans <i>including England, Manchester, Longsight</i></p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>study historical changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <i>eg. LS Lowry or a Manchester historical figure</i></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p>

		find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
<b>Additional Texts</b>		
<b>Culmination</b>	<b>Art Gallery</b>	<b>Green Screen Video</b>

<b>YEAR 2</b>		
<b>Term</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>The Hodgeheg</b> <i>Animals</i>	<b>Where the Forest Meets the Sea</b> <i>Comparing small area of UK with small non-European area</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Science / Geography	Geography
<b>Content</b>	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• find out about and describe the basic needs of animals, for survival (water, food and air)</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and how they depend on each other</li> <li>• identify and name a variety of animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and</p>

	Simple food chains Tropical and polar animals Circus Animals	South Poles
<b>Additional Texts</b>	Walking through the Jungle The Disgusting Sandwich – Gareth Edwards If I Ran the Circus The Farmer and the Clown Olivia Saves the Circus Clown (wordless picture book) – Quentin Blake	Float Wave (wordless picture book) – Suzy Lee Winnie at the Seaside Katie Morag and the Pier Lucy and Tom at the Seaside Snail and the Whale
<b>Culmination</b>	<b>Stop- Go Animation</b>	<b>Social Action</b>

<b>YEAR 3</b>		
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Topic</b>	<b>George and the Dragon</b> <i>Pre-Roman Britain: Stone Age to Iron Age</i>	<b>The Sound Collector</b> <i>Sound / Make a Noise</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	History	Science / History?
<b>Content</b>	<p><b>Pre-Roman Britain</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></p> <p><i>Bronze Age religion, technology and travel, for example, Stonehenge</i></p> <p><i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></p>	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p><i>music, local music/musicians, styles of music</i></p>

<b>Additional Texts</b>		The Sound Collector (poem) – Roger McGough
<b>Culmination</b>	<b>Stop- Go Animation</b>	<b>Science Buskers</b>

<b>YEAR 3</b>		
<b>Term</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topic</b>	<b>The Lighthouse Keeper's Lunch</b> <i>Food</i>	<b>Dinosaurs and All That Rubbish</b> <i>Rocks and Fossils / Dinosaurs</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Science	Geography / Science
<b>Content</b>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>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</p> <p>identify the different types of teeth in humans and their simple functions.</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and</p>

		<p>not others <i>magnetic rock</i></p> <p>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</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
<b>Additional Texts</b>		Blue John (out of print?)
<b>Culmination</b>	<b>Green Screen Video</b>	<b>Book</b>

<b>YEAR 3</b>		
<b>Term</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Tales of Gods and Pharoahs</b> <i>Ancient Civilizations: Ancient Egypt</i>	<b>Mirror</b> <i>Comparing Countries Across the World /Climate</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	History / Geography	Geography
<b>Content</b>	<p><b>Ancient Civilizations</b> Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <i>Cornwall (The Mousehole Cat)</i>, a region in a European country ? , and a region in North or South America ?</p> <p>Describe and understand climate, rivers, mountains etc.</p> <p>Locate world’s countries, focusing on Europe and Americas – focus on key physical and human features</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

	use the 8 points of a compass, 4 and 6-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  <i>Make links to the Stone Age to Iron Age, settlement around the Nile and trade</i>	use the 8 points of a compass, 4 and 6-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
<b>Additional Texts</b>	Tales of Gods and Pharaohs – Marcia Williams	Dear Greenpeace Where the Forest Meets the Sea The Owl and the Pussycat – Edward Lear Mirror (wordless picture book) – Jeannie Baker
<b>Culmination</b>	<b>Human Library/ Knowledge Share</b>	<b>Social Action</b>

<b>YEAR 4</b>		
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Topic</b>	<b>Romans on the Rampage</b> <i>Roman Britain/ Local History</i>	<b>The Owl Who Was Afraid of the Dark</b> <i>Light &amp; Electricity</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	History / Geography	Science
<b>Content</b>	<p><b>Roman Britain-</b> Pupils should be taught about the Roman empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>- <i>Julius Caesar's attempted invasion in 55-54 BC-</i></li> <li>- <i>the Roman Empire by AD 42 and the power of its army</i></li> <li>- <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i></li> <li>- <i>British resistance, for example, Boudica</i></li> <li>- <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> </ul> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and</p>	<p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p><i>the human eye</i></p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic</p>

	<p>key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <i>the legacy of Roman culture (art, architecture or literature) including the present day</i></p> <p><b>Local History</b> - Pupils should be taught about an aspect of local history. <i>an in-a depth study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) – industrial revolution, the cotton industry a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p>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</p>	<p>parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>
<b>Additional Texts</b>	<p>Belonging (wordless picture book)</p> <p>Romans on the Rampage – Jeremy Strong</p> <p>Roman Tales – Terry Deary</p> <p>Goose Guards – Terry Deary</p>	
<b>Culmination</b>	<b>Green Screen Video</b>	<b>Design and Make</b>

<b>YEAR 4</b>		
<b>Term</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topic</b>	<b>The Flood</b> <i>Natural Disasters</i>	<b>Fantastic Mr. Fox</b> <i>Life Cycles</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Geography	Science
<b>Content</b>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>The life cycles of plants and animals; classification of different species (eg. mammals, insects), frogs, bees, minibeasts</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>

		<p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>
<b>Additional Texts</b>		James and the Giant Peach
<b>Culmination</b>	<b>School Radio</b>	<b>Science Buskers</b>

<b>YEAR 4</b>		
<b>Term</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<p><b>How to be a Viking</b>  <i>Anglo-Saxons &amp; Scots/ Anglo-Saxons &amp; Vikings</i></p>	<p><b>The Iron Man</b>  <i>Materials</i></p>
<b>Ignite</b>		
<b>Subject/s Focus</b>	History	Science
<b>Content</b>	<p><b>Anglo-Saxons &amp; Scots</b> - Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots  <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i>  <i>Scots invasions from Ireland to north Britain (now Scotland)</i>  <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i>  <i>Anglo-Saxon art and culture</i>  <i>Christian conversion – Canterbury, Iona and Lindisfarne</i></p> <p><b>Anglo-Saxons &amp; Vikings</b> - Pupils should be taught about the Viking</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the effects of friction that acts between moving surfaces</p>

	and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Viking raids and invasion</i> <i>resistance by Alfred the Great and Athelstan, first king of England</i> <i>further Viking invasions and Danegeld</i> <i>Anglo-Saxon laws and justice</i>	
<b>Additional Texts</b>	The Last Viking – Terry Deary Hand of the Viking Warrior – Terry Deary	
<b>Culmination</b>	<b>Podcast / narrated ICT presentation</b>	<b>Stop-Go Animation</b>

<b>YEAR 5</b>		
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Topic</b>	<b>Street Child</b> <i>Victorians – local history/ extended chronological study</i>	<b>Journey</b> <i>The World</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	History	Geography
<b>Content</b>	<p><b>Local History</b> Pupils should be taught about an aspect of local history - <i>a study of an aspect of history or a site dating from the Victorian period significant in the locality.</i></p> <p><b>Extended chronological study</b> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>the changing power of monarchs – Queen Victoria</i></p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-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</p> <p>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 in North or South America</p> <p>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,</p>

		<p>key physical and human characteristics, countries, and major cities</p> <p>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</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><i>land use, distribution of resources, economy; different cultures</i></p>
<b>Additional Texts</b>	Fair's Fair	<p>Journey – Aaron Becker</p> <p>Quest (wordless picture book – sequel to Journey)</p> <p>Gregory Cool</p> <p>Mufaro's Beautiful Daughters: An African Tale – John Steptoe</p> <p>Kensuke's Kingdom</p>
<b>Culmination</b>	<b>Human Library / Knowledge Share</b>	<b>Podcast / narrated ICT presentation</b>

<b>YEAR 5</b>		
<b>Term</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topic</b>	<p><b>Beegu</b></p> <p>Space / Key events in living memory</p>	<p><b>Mufaro's Beautiful Daughters</b></p> <p>non-European study: Benin (West Africa) c. AD 900-1300</p>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Science / History	History
<b>Content</b>	<p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p><b>Non-European Study</b> - Pupils should be taught about a non-European society that provides contrasts with British history.</p>

	<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, that act between moving surfaces</p>	
<b>Additional Texts</b>	Aquila	
<b>Culmination</b>	<b>Stop- Go Animation / Scratch</b>	<b>School Radio</b>

<b>YEAR 5</b>		
<b>Term</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>If... Electricity</b>	<b>Journey to the River Sea Rivers</b>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Science / History	Geography Science
<b>Content</b>	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><i>Water cycle</i></p>

	<p><b>.Extended chronological study</b>                  Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <i>a significant turning point in British history- Thomas Edison; invented the light bulb, Benjamin Franklin; electricity</i></p>	<p><i>Rivers in the UK</i></p> <p><i>field work measuring and recording</i></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-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</p> <p>identify the effects of water resistance that acts between moving surfaces</p>
<b>Additional Texts</b>	<b>If – David J. Smith</b>	
<b>Culmination</b>	<b>Design and Make</b>	<b>Green Screen Video</b>

<b>YEAR 6</b>		
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Topic</b>	<b>The Viewer</b> <i>Evolution and Adaptation</i>	<b>The Arrival</b> <i>WW2 – extended chronological study</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Science	History
<b>Content</b>	<p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>	<p><b>Extended chronological study</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<i>a significant turning point in British history – WW2</i></p> <p><i>Refugees</i></p>

	<p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	
<b>Additional Texts</b>		<p>The Arrival</p> <p>The Lion and the Unicorn</p> <p>The Island</p>
<b>Culmination</b>	<b>Podcast</b>	<b>Human Library / Knowledge Share</b>

<b>YEAR 6</b>		
<b>Term</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topic</b>	<b>Charlie and the Chocolate Factory</b> <i>Chocolate/ Materials</i>	<b>Belonging</b> <i>Growing Up</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Science	Science
<b>Content</b>	<p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>	<p>describe the changes as humans develop to old age.</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>

	<p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><i>Solutions and mixtures – John Dalton</i> <i>Change – Manchester Museum</i></p>	<p>describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><i>Puberty</i></p>
<b>Additional Texts</b>		
<b>Culmination</b>	<b>Science Buskers</b>	<b>Narrated ICT Presentation</b>

<b>YEAR 6</b>		
<b>Term</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>The Year in the City</b> <i>The City / Light</i>	<b>Aesop's Funky Fables</b> <i>Ancient Greece</i>
<b>Ignite</b>		
<b>Subject/s Focus</b>	Geography / Science	History / Science / Geography
<b>Content</b>	<p>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</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</p>	<p><b>Ancient Greece</b> Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>use the 8 points of a compass, 4 and 6-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</p> <p><i>the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p><i>The Slave Trade</i></p> <p><i>Greek Mythology</i></p>
<b>Additional Texts</b>	<p>Here I Am (wordless picture book) – Kim Patti</p> <p>The Year in the City</p> <p>Way Home - Libby Hathorn</p>	Greek Myths (Read and Respond)
<b>Culmination</b>	<b>Stop- Go Animation / Scratch</b>	<b>School Radio</b>