

		Term					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage One	Year 1	<b>Amazing Animals</b>	<b>Let's Celebrate!</b>	<b>Land Ahoy!</b>	<b>Once Upon a Time</b>	<b>The Incredible World of Toys</b>	<b>Sea shells, sea shells</b>
		<b>Geography:</b> Hot and cold countries; seasonal / daily weather patterns in the UK <b>DT:</b> Animal shelters (structures) <b>Art:</b> Gaudi animal collages	<b>Geography:</b> Use basic geographical vocabulary to refer to local and familiar features <b>Art:</b> Use a range of different materials <b>DT:</b> Christmas food	<b>Geography:</b> Use four compass directions; map work <b>History:</b> Famous pirates <b>DT:</b> Pirate ships <b>Art:</b> Colour mixing, pattern, line, shape, form and space	<b>Geography:</b> Use basic geographical vocabulary to refer to local and familiar features <b>History:</b> How traditional tales have changed <b>DT:</b> Mechanisms – a page from a pop up story book	<b>History:</b> Changes in toys through time <b>DT:</b> Make a peg doll / stick puppet <b>Art:</b> Use drawing, painting and sculpture <b>Geography:</b> Toys from around the world	<b>Geography:</b> Physical and human features <b>History:</b> Compare seaside holidays over time <b>DT:</b> Preparing food <b>Art:</b> Print
		The Gruffalo The Winter Hedgehog One tiny turtle	Let's celebrate: poems around the world The Christmas Promise	Class 3 All at Sea How to be a Pirate	Jack and the Beanstalk Little Red Riding Hood	Toys in Space Toys From the Past	The lighthouse keeper's lunch
		<a href="https://www.youtube.com/watch?v=845w3sfbYv4">https://www.youtube.com/watch?v=845w3sfbYv4</a> The Gruffalo's song	<a href="https://www.literacyshed.com/the-christmas-shed.html">https://www.literacyshed.com/the-christmas-shed.html</a>	<a href="https://www.teachingideas.co.uk/library/books/class-three-all-at-sea">https://www.teachingideas.co.uk/library/books/class-three-all-at-sea</a>	<a href="https://www.literacyshed.com/the-fairy-tale-shed.html">https://www.literacyshed.com/the-fairy-tale-shed.html</a>	<a href="https://www.literacyshed.com/legostory.html">https://www.literacyshed.com/legostory.html</a>	<a href="https://www.teachingideas.co.uk/library/books/the-lighthouse-keepers-lunch">https://www.teachingideas.co.uk/library/books/the-lighthouse-keepers-lunch</a>
		<b>Poetry:</b> - List poems (about animals) - Riddles (who am I?) <b>Narrative:</b> - Character description (Gruffalo) - Adventure story based The Gruffalo or The Winter Hedgehog <b>Non-Fiction:</b> - Information report (farms/zoo) - Recount of a trip to a farm / zoo	<b>Poetry:</b> - Shape poems (calligram) (bonfire night, Christmas) <b>Narrative:</b> - Nativity story - Rama and Sita story <b>Non-Fiction:</b> - Persuasive letter (to Father Christmas) - Recount of a celebration event	<b>Poetry:</b> - Acrostic poems (PIRATE) <b>Narrative:</b> - Adventure story – what happened at sea - Character description <b>Non-Fiction:</b> - Factual report about pirates - Instructions (how to make a pirate ship)	<b>Poetry:</b> - List poem (in the basket there is...) - Shape poem (beanstalk) <b>Narrative:</b> - Traditional fairy tale - Setting description (giant's castle) <b>Non-Fiction:</b> - Instructions (how to plant beans) - Letter	<b>Poetry:</b> - Riddles (about toys) <b>Narrative:</b> - Character description <b>Non-Fiction:</b> - Instructions (how to make a peg doll / stick puppet) - Information about toys in the past	<b>Poetry:</b> - Acrostic poem (SEASIDE) - List poem (At the seaside...) <b>Narrative:</b> - Adventure <b>Non-Fiction:</b> - Postcards - Factual report about seascides
		<b>Science:</b> <b>Animals, including humans:</b> - Identify, name and investigate a variety of common animals - Identify and name a variety of animals as carnivore, herbivore or omnivore <b>Seasonal changes:</b> - Observe changes across the four seasons and describe weather associated with the seasons	<b>Science:</b> <b>Animals, including humans:</b> - Name basic parts of the body - Investigate the parts of the body related to each of the five senses	<b>Science:</b> <b>Everyday Materials:</b> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials based on their simple physical properties	<b>Science:</b> <b>Plants:</b> - Identify and name the main parts of trees - Identify and name a variety of common trees, including sorting deciduous and evergreen trees - Identify and name the main parts of flowering plants - Identify and name a variety of common and garden plants	<b>Science:</b> <b>Everyday Materials:</b> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials based on their simple physical properties	<b>Science:</b> <b>Seasonal changes:</b> - Observe changes across the four seasons and describe weather associated with the seasons <b>Animals, including humans:</b> - Describe and compare the structure of a variety of common animals, labelling different parts of their bodies

Suggested visits: Ash End Farm; Rays Farm; Weston Super Mare (book the pier, fish and chips, donkey rides); Dan Tastic Education (School visits – Fairy Tales)

		Term					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage One	Year 2	<b>Food for thought</b>	<b>Fire! Fire!</b>	<b>Home, Sweet Home</b>	<b>Superhero Adventures</b>	<b>Explorers</b>	<b>Are you fit for Royalty?</b>
		<p><b>Geography:</b> Where food is grown (name and locate world's continents and oceans)  <b>DT:</b> Understand where food comes from; prepare food  <b>Art:</b> Develop techniques of colour, pattern, texture, line, shape, form and space (observational drawing of fruit/veg)</p>	<p><b>Geography:</b> Capital Cities; London; use aerial images and other models to create simple plans and maps, using symbols  <b>History:</b> The Gunpowder Plot; Great Fire of London (lives of significant historical figures; key events)  <b>Art:</b> Use a range of different materials: Great Fire of London scene  <b>DT:</b> Model of a Tudor house (structures)</p>	<p><b>Geography:</b> Use basic vocabulary to describe a less familiar area; use simple fieldwork and observational skills to study the immediate environment  <b>History:</b> Changes in living memory (compare Wolverhampton then and now)  <b>Art:</b> Use drawing, painting and sculpture</p>	<p><b>Geography:</b> Map work; compare local area and use basic vocabulary to describe a less familiar area  <b>DT:</b> Kites, superhero capes (sewing)  <b>Art:</b> Learn about a range of artists, craftsmen and designers (Andy Warhol comic strip style prints, include mechanisms e.g. pop up book page)  <b>History:</b> Real heroes: Florence Nightingale</p>	<p><b>History:</b> Christopher Columbus / Neil Armstrong; the moon landing  <b>Geography:</b> Compare local area to a non-European country (America; Jamaica where Columbus was left by his crew)  <b>Art:</b> Space inspired pictures  <b>Geography:</b> Compare local area to a non-European country; mapwork</p>	<p><b>Geography:</b> Name and locate the four countries and capital cities of the UK using atlases and globes  <b>History:</b> Changes in living memory; Kings and Queens; castles  <b>DT:</b> Castles; sandwiches for a Queen  <b>Art:</b> Learn about a range of artists, craftsmen and designers (Royal portraits)</p>
		Pumpkin Soup Oliver's vegetables	Vlad and the Great Fire of London You wouldn't want to be In the Great Fire of London	Zoo by Anthony Browne Hansel and Gretel by Anthony Browne	Traction Man Flat Stanley The day the crayons quit	Man on the moon You wouldn't want to sail with Christopher Columbus	The Queen's Handbag The Paperbag Princess
		<a href="https://www.teachingideas.co.uk/library/books/pumpkin-soup">https://www.teachingideas.co.uk/library/books/pumpkin-soup</a>	<a href="https://www.literacyshed.com/puddinglane.html">https://www.literacyshed.com/puddinglane.html</a> Pudding Lane	<a href="https://www.literacyshed.com/nightzoo.html">https://www.literacyshed.com/nightzoo.html</a> The Night Zoo Keeper	<a href="https://www.literacyshed.com/the-superhero-shed.html">https://www.literacyshed.com/the-superhero-shed.html</a> <a href="https://www.teachingideas.co.uk/library/books/traction-man-is-here">https://www.teachingideas.co.uk/library/books/traction-man-is-here</a>	<a href="https://www.teachingideas.co.uk/themes/space">https://www.teachingideas.co.uk/themes/space</a> <a href="https://www.literacyshed.com/thewaybackhome.html">https://www.literacyshed.com/thewaybackhome.html</a>	<a href="https://www.teachingideas.co.uk/library/books/the-queens-hat">https://www.teachingideas.co.uk/library/books/the-queens-hat</a> (similar text)
		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>List poems (about food)</li> <li>Riddles (who am I?)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Adventure story</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Information report (farms/zoo)</li> <li>Recount of a trip to a farm / zoo</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Shape poems (calligrams) (bonfire night)</li> <li>Simile poem (fire)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Adventure story</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Diary (Samuel Pepys)</li> <li>Newspaper report</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li> kennings</li> <li>Riddle (Who am I?)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Traditional tale</li> <li>Character description</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Information report about zoos</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Simile poem about a superhero</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Description: wanted posters for superheroes</li> <li>Adventure</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Letters</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Diamantes (sun and moon)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Adventure</li> <li>Character description</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Recount (moon landing)</li> <li>Information report (what did Columbus bring back from America / life onboard with Columbus)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Diamantes</li> <li>List poem</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Traditional Tale</li> <li>Setting description</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Instructions (how to be the Queen or how to make a sandwich fit for a Queen)</li> <li>Newspaper report</li> </ul>
<p><b>Science:</b></p> <p><b>Seasonal changes:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons more closely, including the changes in day length</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<p><b>Science:</b></p> <p><b>Everyday materials:</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p><b>Science:</b></p> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited</li> </ul> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Use basic descriptions to describe the life cycle of a variety of animals</li> </ul>	<p><b>Science:</b></p> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats (minibeasts)</li> <li>Describe how animals obtain their food from plants and other animals, using simple food chains</li> </ul>	<p><b>Science:</b></p> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p><b>Science:</b></p> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>Explore and compare the difference between things that are living, dead, and things that have never been alive</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise</li> </ul>		

Suggested visits: Dudley Zoo; National Space Centre; Planetarium visit; Dan Tastic Education (School visits – superheroes)

		Term					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Key Stage Two	Year 3	<b>Deep within the forest</b>	<b>Exotic Egyptians</b>	<b>African Tales</b>	<b>Tribal Tales</b>	<b>I am Warrior</b>	<b>Potions</b>
		<p><b>Geography:</b> Describe and understand climate, rivers; locate world's countries, focusing on Europe and Americas – key physical and human features</p> <p><b>DT:</b> Understand seasonality; prepare and cook mainly savoury dishes</p> <p><b>Art:</b> Learn about great artists (Henri Rousseau, Tiger in a tropical storm)</p>	<p><b>Geography:</b> Locate world's countries; Describe and understand settlements</p> <p><b>History:</b> Broader history study (Ancient Egyptians)</p> <p><b>Art:</b> Improve mastery of techniques such as drawing, painting and sculpture with varied materials (cartouches and hieroglyphs)</p> <p><b>DT:</b> Egyptian death mask</p>	<p><b>Geography:</b> Locate and compare to the local area; use 8 points of the compass, symbols and keys; study a region of the UK (not local area); use fieldwork to observe, measure and record</p> <p><b>Art:</b> Improve mastery of techniques such as drawing, painting and sculpture with varied materials (African inspired art)</p>	<p><b>History:</b> Stone Age to Iron Age Britain, including hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age hill forts</p> <p><b>Geography:</b> Describe and understand settlements</p> <p><b>DT:</b> Stone age bag (sewing)</p> <p><b>Art:</b> Clay sculptures</p>	<p><b>History:</b> Roman Empire</p> <p><b>Geography:</b> Describe and understand settlements; trade links</p> <p><b>Art:</b> Use sketchbooks to collect, record and evaluate ideas; Mosaics</p> <p><b>DT:</b> Roman Shield</p>	<p><b>History:</b> Alexander Fleming</p> <p><b>DT:</b> Design and make a chocolate bar and wrapper</p> <p><b>Art:</b> Use sketchbooks to collect, record and evaluate ideas (potion bottle study)</p>
		The Great Kapok Tree Jungle Book	Flat Stanley – The Great Egyptian Grave Robbery Egyptian Cinderella	The Butterfly Lion	Cave Baby Stone Age Boy	Roman Myths Roman Soldier's Handbook	George's Marvellous Medicine
		<a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a> Ride of Passage	<a href="https://www.literacyshed.com/the-egyptian-pyramids.html">https://www.literacyshed.com/the-egyptian-pyramids.html</a>	<a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a> Zahra	<a href="https://www.teachingideas.co.uk/library/books/stone-age-boy">https://www.teachingideas.co.uk/library/books/stone-age-boy</a>	<a href="https://www.ks2history.com/romans-curriculum-ideas">https://www.ks2history.com/romans-curriculum-ideas</a>	<a href="https://www.teachingideas.co.uk/library/books/georges-marvellous-medicine">https://www.teachingideas.co.uk/library/books/georges-marvellous-medicine</a> <a href="https://www.roalddahl.com">https://www.roalddahl.com</a>
		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- List poems (forests)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>- Adventure (a walk through the forest)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Persuasive letter</li> <li>- Factual report</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- Limerick (in a tomb)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>- Diary – (Rhodopis' story)</li> <li>- Retell and innovate</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Non-chron report (Tutankhamun)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- Image poetry</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>- Adventure (use one of the chapter titles as a title for a new story)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Persuasion</li> <li>- Instructions (how to look after a lion cub)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- Clerihew (Stone age life)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>- Diary (life as a stone age boy)</li> <li>- Adventure</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Newspaper report (Skara Brae)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- List poem</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>- Roman myth</li> <li>- Narrative: Escape from Pompeii</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Non chron / information</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- List poem (in my magic potion...)</li> <li>- Shape poem (inside a bottle)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>- Character descriptions</li> <li>- Science fiction</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Instructions (how to make a potion)</li> </ul>
<p><b>Science:</b></p> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of the main parts of a variety of flowering plants</li> <li>- Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and dispersal</li> </ul>	<p><b>Science:</b></p> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>- Explore the requirements of plants for life and growth and how these vary from plant to plant</li> <li>- Investigate the way in which water is transported within plants (link to Egyptian farmers and irrigation)</li> </ul>	<p><b>Science:</b></p> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>- Identify that animals, including humans, need the right types and amounts of nutrition and get nutrition from what they eat</li> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Science:</b></p> <p><b>Rocks:</b></p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- Recognise that soils are made from rocks and organic matter</li> <li>- Describe in simple terms how fossils are made</li> </ul>	<p><b>Science:</b></p> <p><b>Forces and magnets:</b></p> <ul style="list-style-type: none"> <li>- Describe magnets as having two poles and investigate how magnets attract and repel each other depending on these poles</li> <li>- Investigate materials that magnets can attract and group/classify materials based on this</li> <li>- Investigate friction between two surfaces, including how things move on a variety of surfaces</li> </ul>	<p><b>Science:</b></p> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things, and that dark is the absence of light</li> <li>- Notice that light is reflected from surfaces</li> <li>- Recognise that light from the sun can be dangerous, and how to protect eyes</li> <li>- Recognise that shadows are formed when light is blocked by a solid object</li> <li>- Investigate how shadow sizes change</li> </ul>		

Suggested visit: Wroxetter Roman City; Birmingham Botanical Gardens; RSPB Sandwell Valley; Roman theatre workshop

		Term									
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Lower Key Stage Two	Year 4	<b>Traders and Raiders</b>		<b>Ancient China</b>		<b>Amazing Architects</b>		<b>The Magic of Water</b>		<b>Frozen Worlds</b>	
		<p><b>History:</b> Anglo Saxons and Vikings  <b>Geography:</b> Origins, invasions and settlements  <b>Art:</b> Clay brooches; Anglo Saxon stained glass  <b>DT:</b> Anglo Saxon villages; slippers (sewing)</p>		<p><b>Geography:</b> Locate world's countries – key physical and human features; rivers in China  <b>History:</b> Shang Dynasty of Ancient China  <b>Art:</b> Use sketchbooks to collect, record and evaluate ideas: Chinese Ming art (including learning about great artists)  <b>DT:</b> Chinese food</p>		<p><b>Geography:</b> A region of the UK (not local area) – cliffs and coastal farmland); Use 8 compass points, symbols and keys  <b>DT:</b> Model robots (including mechanisms, e.g. gears/pulleys) and electrical systems (e.g. light up eyes)  <b>Art:</b> Drawing and painting (Iron Man portraits)</p>		<p><b>Geography:</b> Describe and understand rivers; water cycle  <b>Art:</b> Improve mastery of techniques: watercolour seascapes  <b>DT:</b> Design a shelter to keep Michael safe on the island (structures)</p>		<p><b>Geography:</b> Locate and compare (North and South poles, mountains, frozen landscapes)  <b>History:</b> Shackleton's journey  <b>DT:</b> Control systems: lighthouses / sear warning systems</p>	
		Beowulf (Anglo Saxons) How to train your Dragon		The Firework maker's daughter		Iron Man		Kensuke's Kingdom		You wouldn't want to be on Shackleton's Polar expedition! Shackleton's Journey by William Grill	
		<a href="https://www.teachingideas.co.uk/library/books/how-to-train-your-dragon">https://www.teachingideas.co.uk/library/books/how-to-train-your-dragon</a>		<a href="https://www.teachitprimary.co.uk/ks2-english/the-firework-maker-s-daughter-by-philip-pullman/tags/1595">https://www.teachitprimary.co.uk/ks2-english/the-firework-maker-s-daughter-by-philip-pullman/tags/1595</a>		<a href="https://www.teachingideas.co.uk/library/books/the-iron-man">https://www.teachingideas.co.uk/library/books/the-iron-man</a>		<a href="https://www.literacyshed.com/little-boat.html">https://www.literacyshed.com/little-boat.html</a>		<a href="https://www.literacyshed.com/23-degrees-5-minutes.html">https://www.literacyshed.com/23-degrees-5-minutes.html</a>	
		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>List poems (about a beast)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Myths and legends (Beowulf) Diary – Anglo Saxon life</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Non-Chron report</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Cinquain poems (about a Viking)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Myths and legends (meeting a Viking in a museum)</li> <li>Fantasy (Viking adventure – back in time)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Newspaper report (Viking attack on Lindisfarne)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Tetactys poem</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Stories from other cultures: The four dragons – a Chinese folk story</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Non-Chron report</li> <li>Persuasion – selling Lila's fireworks</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Free verse – the coming of the Iron Man</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Fantasy (re-write the beginning of the story from the Iron Man's point of view)</li> <li>Diary (Hogarth)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Newspaper report (the trail of destruction left by the Iron Man)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>List poems (about sea voyages / water)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Adventure – just woken up on a desert island</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Instructions – how to stay safe aboard the Peggy Sue</li> <li>Letters – between Michael and Kensuke several years after they returned home</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Free verse – frozen landscapes</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Diary – in role as one of the dogs on board</li> <li>Setting description – frozen landscapes</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Letters – letter of application to join Shackleton's crew</li> <li>Non-Chron report</li> </ul>				
<p><b>Science:</b></p> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their functions</li> <li>Investigate how animal teeth differ to human teeth and relate this to diet</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>Science:</b></p> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>Recognise that sounds are made when something vibrates</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between pitch of the sound and the object that made it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sound gets fainter as the distance from the source increases</li> </ul>	<p><b>Science:</b></p> <p><b>States of matter:</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together based on whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled</li> <li>Measure or research the temperature that changes of state occur, in degrees Celsius</li> </ul>	<p><b>Science:</b></p> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct simple electrical circuits, identifying and naming basic parts</li> <li>Identify whether a bulb will light, based on whether it an open or closed circuit</li> <li>Recognise that a switch opens or closes a circuit and the effect this has on a bulb</li> <li>Recognise common electrical conductors or insulators</li> </ul>	<p><b>Science:</b></p> <p><b>The water cycle:</b></p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle</li> <li>Investigate the relationship between rate of evaporation and temperature</li> </ul>	<p><b>Science:</b></p> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>Recognise that environments can change and that this can pose dangers to living things</li> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to group, identify and name a variety of living things in the environment</li> </ul>						

Suggested visit: Cardingmill Valley river study; Anglo Saxon/Viking workshop; Enginuity (Ironbridge Gorge)

# Long Term Plan and Curriculum Overview 2019

		Term					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Upper Key Stage Two	Year 5	<b>Industrious Victorians</b>	<b>World of Wars (WWI)</b>	<b>WWI (Sport through time)</b>	<b>Out of this World</b>		<b>Water Worlds</b>
		<p><b>History:</b> Victorian life, Queen Victoria  <b>Geography:</b> Counties, cities and regions of the UK; 4 and 6 figure grid references on OS Maps (maps of local area, inc. Wightwick Manor)  <b>Art:</b> Learn about great artists, architects and designers (William Morris prints)  <b>DT:</b> Create an invention including a mechanical system, e.g. gears, pulleys)</p>	<p><b>History:</b> WWI  <b>Geography:</b> Countries in Europe (study a region of Europe)  <b>Art:</b> Use sketchbooks to collect, record, review, revisit and evaluate ideas (battlefield sketchbooks)  <b>DT:</b> Design and make a poppy (sewing)</p>	<p><b>History:</b> Changes through time; a famous athlete  <b>Geography:</b> Study a country (1916 cancelled Summer Olympics in Germany; 1920 Summer Olympics in Belgium)  <b>Art:</b> Portrait of a famous athlete  <b>DT:</b> Design and create a logo (sewing)</p>	<p><b>Geography:</b> Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones  <b>History:</b> The space race / first moon landing  <b>Art:</b> Improve mastery of techniques such as drawing, painting and sculpture with varied materials (moon art, space paintings)  <b>DT:</b> Control and electrical systems (moon buggies)</p>		<p><b>Geography:</b> Earthquakes, volcanoes, rivers  <b>Art:</b> Learn about great artists, architects and designers (Aivazovsky)  <b>DT:</b> Design and make seaside snacks</p>
		Cogheart	The Silver Hand Christmas Day truce <a href="https://www.youtube.com/watch?v=6KH0VBK2EVE">https://www.youtube.com/watch?v=6KH0VBK2EVE</a>	Over the Line	George's Secret Key to the Universe The War of the Worlds <a href="https://www.youtube.com/watch?v=uJrbz0wiT28">https://www.youtube.com/watch?v=uJrbz0wiT28</a>		The Wind in the Willows
		<a href="https://www.literacyshed.com/victoriandiaries.html">https://www.literacyshed.com/victoriandiaries.html</a>	<a href="https://www.literacyshed.com/the-christmas-truce.html">https://www.literacyshed.com/the-christmas-truce.html</a>	<a href="https://www.literacyshed.com/olympicspayne.html">https://www.literacyshed.com/olympicspayne.html</a>	<a href="https://www.literacyshed.com/the-sci---fi-shed.html">https://www.literacyshed.com/the-sci---fi-shed.html</a> <a href="https://www.stem.org.uk/resources/community/collection/341356/georges-secret-key-universe-solar-system">https://www.stem.org.uk/resources/community/collection/341356/georges-secret-key-universe-solar-system</a>		<a href="https://www.teachitprimary.co.uk/resources/y5/the-wind-in-the-willows-by-kenneth-grahame/the-wind-in-the-willows-penguin-schools-resource-collection/22102">https://www.teachitprimary.co.uk/resources/y5/the-wind-in-the-willows-by-kenneth-grahame/the-wind-in-the-willows-penguin-schools-resource-collection/22102</a>
		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>List poems (about Victorian London)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Detective/Mystery</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Non-Chron report</li> <li>Persuasive (Victorian schools)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Rhyming verse (War poetry)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Diary – Christmas Day Truce</li> <li>Mystery – first person narrative</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Newspaper report (Battle of the Somme)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>List poem (sport)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Diary (day in the life of an athlete after a major event)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Biography (famous athlete)</li> <li>Newspaper report (Olympics)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Renga (Space)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Science fiction (space adventures)</li> <li>Diary (Space journal / travel diary entry)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Non-Chron report (the Solar System)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Haiku (aliens)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Adventure (first person retelling of the Eve of the War from War of the Worlds)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Newspaper report (the Eve of the War from War of the Worlds)</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Tetactys poem (water)</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Diary (Mole's diary)</li> <li>Adventure (Mole and Ratty's adventure in the woods)</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Explanation text: earthquake or volcano</li> </ul>
		<p><b>Science:</b></p> <p><b>Properties and changes of materials:</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties</li> <li>Give reasons based on comparative and fair tests for particular uses of everyday materials</li> </ul>	<p><b>Science:</b></p> <p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of gravity</li> <li>Identify the effects of air and water resistance and friction that act between moving surfaces</li> </ul> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have greater effect</p>	<p><b>Science:</b></p> <p><b>Properties and changes of materials:</b></p> <ul style="list-style-type: none"> <li>Know that some materials will dissolve in a liquid to form a solution and how to recover the substance dissolved</li> <li>Use knowledge of solids, liquids and gases to separate mixtures including filtering, sieving and evaporating</li> </ul> <p>Investigate reversible and irreversible changes</p>	<p><b>Science:</b></p> <p><b>Earth and space:</b></p> <ul style="list-style-type: none"> <li>Describe the sun, Earth and moon as approximately spherical bodies</li> <li>Describe the movement of the Earth and planets relative to the sun</li> <li>Investigate other planets in our solar system</li> </ul>	<p><b>Science:</b></p> <p><b>Earth and space:</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the moon relative to the Earth</li> <li>Use the idea of the Earth's rotation to explain day and night</li> <li>Investigate the apparent movement of the sun across the sky</li> <li>Use the ideas of the Earth's rotation (orbit) to explain seasons</li> </ul>	<p><b>Science:</b></p> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>Describe the differences in life cycles of a mammal, an amphibian, and insect and a bird</li> <li>Describe the life process of preproduction in some plants</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>

Suggested visit: Wightwick Manor (Victorian art and printing); Hartlebury Castle (Victorians); National Space Centre; Black Country Living Museum; Blists Hill; Much Wenlock <https://tammytourguide.wordpress.com/2016/08/17/much-wenlock-birthplace-of-the-modern-olympics/>

		Term					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Upper Key Stage Two	Year 6	<b>Blitz and Pieces (WWII)</b>	<b>Hola Mexico!</b>	<b>Road Trip, USA</b>	<b>Modern Europe (France)</b>	<b>Off with their head!</b>	<b>Gods and Mortals</b>
		<b>History:</b> WWII, the Holocaust, influential people during this time <b>Geography:</b> Locate countries, allies, axis <b>Art:</b> Henry Moore <b>DT:</b> Gas masks and bags (sewing)	<b>History:</b> Mayan Empire / Civilisation <b>Geography:</b> Mexico: Human and physical features <b>Art:</b> Aztec Art <b>DT:</b> Aztec Headdress	<b>History:</b> Life as a Native American <b>Geography:</b> Human and physical features of North and South America <b>Art:</b> Andy Warhol <b>DT:</b> Electrical systems / control (	<b>Geography:</b> Locate and compare human and physical features; Paris <b>Art:</b> Famous French artists (Paris street scenes) <b>DT:</b> Design and make a scale model Parkour course (structures)	<b>History:</b> Tudors/Stuarts <b>Art:</b> Royal portraits <b>DT:</b> Design and make a castle drawbridge / pulley system (mechanisms, gears, pulleys and levers)	<b>History:</b> Ancient Greece; democracy; life in Athens & Sparta <b>Geography:</b> Locate Greece and cities within it <b>Art:</b> Greek vases <b>DT:</b> Greek food
		Letters from the Lighthouse	Reading for Pleasure: Wonder	Holes	Rooftoppers	My Friend Walter	Who let the Gods out?
		<a href="https://www.literacyshed.com/war-and-peace-shed.html">https://www.literacyshed.com/war-and-peace-shed.html</a> Germans in the Woods; The Piano	<a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a> The day of the Dead	<a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a> Hugh – based on an Apache myth <a href="https://www.literacyshed.com/the-myths-and-legends-shed.html">https://www.literacyshed.com/the-myths-and-legends-shed.html</a> John Henry American Tall Tail	<a href="https://www.literacyshed.com/pere-lachaise.html">https://www.literacyshed.com/pere-lachaise.html</a> Pere Lachaise	<a href="https://www.history.org.uk/primary/categories/lessons-tudors-stuarts">https://www.history.org.uk/primary/categories/lessons-tudors-stuarts</a>	<a href="https://www.literacyshed.com/the-myths-and-legends-shed.html">https://www.literacyshed.com/the-myths-and-legends-shed.html</a>
		<b>Poetry:</b> - Free verse (war poetry) <b>Narrative:</b> - Adventure (re-write a section of the story from another character's perspective) - Diary recounts <b>Non-Fiction:</b> - Persuasive letter (to the MoD, persuading them to save the lighthouse)	<b>Poetry:</b> - Rap/performance poetry <b>Narrative:</b> - Stories from other cultures - Recount <b>Non-Fiction:</b> - Explanation (how chocolate is made)	<b>Poetry:</b> - Ottava Rima (Monuments of America) <b>Narrative:</b> - Diary (Stanley's Diary) - Adventure (Kissin' Kate Barlow) <b>Non-Fiction:</b> - Newspaper report (Stanley and his family getting money)	<b>Poetry:</b> - Sonnet (Paris) <b>Narrative:</b> - Conspiracy story <b>Non-Fiction:</b> - Persuasive (Visit Paris) - Explanation (Parkour)	<b>Poetry:</b> - Tudor Clerihews <b>Narrative:</b> - Horror/Detective mystery <b>Non-Fiction:</b> Biography – a wife of Henry VIII or Henry VIII Non-Chron report – The Terrible Tudors	<b>Poetry:</b> - Sonnet (Ancient Greeks) <b>Narrative:</b> - Myths and Legends (Virgo and Elliot falling down the hole) - Myths and Legends (Zeus defeating the Titans) <b>Non-Fiction:</b> Factual report (A Greek God)
		<b>Science:</b> <b>Light:</b> - Recognise that light appears to travel in straight lines and use this to explain that objects are seen because they give out or reflect light to the eye - Explain that we see things because light travels from sources, to objects, to our eyes - Explain why shadows have the same shape as the objects that cast them	<b>Science:</b> <b>Evolution and inheritance:</b> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<b>Science:</b> <b>Electricity:</b> - Use recognised symbols when representing a simple circuit in a diagram - Compare and give reasons for variations in how components function, including position of on/off switch - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used	<b>Science:</b> <b>Living things and their habitats:</b> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences - Give reasons for classifying plants and animals based on characteristics	<b>Science:</b> <b>Animals, including humans:</b> - Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood - Describe the way in which nutrients and water are transported within animals, including humans - Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function	<b>Science:</b> <b>STEM opportunities</b>  <b>Famous scientists:</b> E.g. Isaac Newton Charles Darwin Jane Goodall Marie Curie

Suggested visit: Cadbury World (Mayan experience); Staffordshire Regiment Museum; Kenilworth Castle; Warwick Castle

# Long Term Plan and Curriculum Overview 2019