

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	World War Two	Let the Magic Begin	Superheroes	Awesome Earth	Let it Grow	Dig, discover, date!
Topic related text						
Ignition activity	Children discover a suitcase full of WW II artefacts	Message from Abdul Kazam looking for magicians for his circus followed by an example of a trick by Hey Presto!	Potion disappeared and pupils to solve problem of mystery villain.	Clues led us to find out that Sybil was hiding in a volcano. We looked at a chapter of the Firework-Maker's Daughter as it talks about a volcano. We looked at Asia and the art, the Indonesian language and looked at what a volcano was. When we realised that Sybil hadn't caused the volcano, we decided to look at how awesome our earth can be. The children decided that it would make a great topic for the next term.	The Goddess of the lake from the Firework-Maker's Daughter sends us some mysterious seeds to look after.	Stone Age Day immersive experience: spear throwing, archery, clay pot and talisman making and stone age cave paintings  Mid topic: Finding flint in the orchard: led to a local area walk looking at photographs from the past and identifying changes over time.
Culminating activity	VE Day preparation and celebration	Parent workshop showcasing magic and singing	Trail on international day (linking to next topic) to find out who the villain was and get all potions back.	Double page spreads of volcanoes and earthquakes. Baking rock cakes.	Planting out the runner beans into our school orchard and looking after them.	Create videos to share historical chronological understanding with year 4 teachers.
PSHE	What are your targets and goals? How can we describe our emotions? What makes a good friend? What is appropriate touch?	Emotions and feelings Staying Safe	Keeping safe with strangers, medicines in the home and chemicals.	Hazard watch. Making friends online. Diverse families.	Stealing.	Team building, working together to solve problems and manage emotions. Personal safety linked to the PCSO's assembly.
British Values	Democracy: Voting for school and eco council and dojo rewards.	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty
English	<b>Inform:</b> Instructions for Air-Raid shelter <b>Entertain:</b> letters as an evacuee	<b>Entertain:</b> poem: the magic box <b>Narrative:</b> Leon story <b>Inform:</b> explanations for magic tricks in Science	<b>Inform:</b> non-chronological report on Superhero	<b>Inform:</b> Non-chronological report about volcanoes (double-page spread). <b>Entertain:</b> Lava narrative from Disney Pixar Lava. <b>Persuade:</b> How to keep safe in an earthquake!	<b>Inform:</b> A recount of Mr Gum's bad behaviour. <b>Entertain:</b> Description of Mr Gum's garden	<b>Persuade:</b> would you rather be Stone Age Boy or Bronze Age Boy? <b>Inform:</b> recount of the Stone Age day
Whole Class Guided Reading	<b>Fiction:</b> The Lion and the Unicorn <b>Non-fiction:</b> Women in WW2 <b>Poetry:</b>	<b>Fiction:</b> Leon and the Place Between <b>Non-Fiction:</b> Tricks of the trade <b>Poetry:</b>	<b>Fiction:</b> Superheroes work is never done <b>Non-fiction:</b> <b>Poetry:</b>	<b>Fiction:</b> Firework Maker's Daughters <b>Non-fiction:</b> Volcano fact sheet <b>Poetry:</b> The Bashful Earthquake	<b>Fiction:</b> Jack and the Beanstalk <b>Non-fiction:</b> Gardening <b>Poetry:</b> Lifecycle of a Flower	<b>Fiction:</b> Stone Age Boy <b>Non-fiction:</b> Life in the Stone Age

<b>Maths</b>	White Rose: Place value; addition and subtraction	White Rose: Addition and subtraction;	White Rose: multiplication and division	White Rose: measurement, including perimeter. Start of fractions.	White Rose: Fractions end of spring unit and summer unit.	White Rose: Capacity, Money, Shape and Statistics.
<b>Science</b>	<p><b>Enquiry question:</b> What are sources of light and how are shadows formed? (light objectives)</p> <p><b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p><b>STEM hero/es:</b> Lewis Latimer</p>	<p><b>Enquiry question:</b> How can we use magnets to create magic tricks? (forces/magnets objectives)</p> <p><b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p><b>STEM hero/es:</b> William Gilbert</p>	<p><b>Enquiry question:</b> What makes a human skeleton strong and healthy to be able to defeat a villain? (animals objectives)</p> <p><b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p><b>STEM hero/es:</b> Wilhelm Roentgen</p>	<p><b>Enquiry question:</b> Science Week (change and adaptation) and TAPs investigations to revisit Working Scientifically objectives.</p> <p><b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p><b>STEM hero/es:</b> Inge Lehmann</p>	<p><b>Enquiry question:</b> What are plants and how do they grow well and reproduce? (plants objectives)</p> <p><b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p><b>STEM hero/es:</b> Agnes Arber and Jane Colden</p>	<p><b>Enquiry question:</b> What type of rock would make the best spear? (rocks objectives)</p> <p>Plus, work on fossilisation and soil.</p> <p><b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p><b>STEM hero/es:</b> Florence Bascom and Mary Anning</p>
<b>History</b>	<p><b>Enquiry question:</b> <i>What was the impact of WW2? Would you rather be evacuated to the countryside or stay in London?</i></p> <p><b>Local History:</b> How has the local area changed over time?</p> <p><b>Second order skill:</b> cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations</p> <p><b>Thread:</b> people and their daily lives, inventions, conflict and power</p>	<p><b>When in the World:</b> revisit timeline chronology through significant people and events.</p>	<p><b>When in the World:</b> revisit timeline chronology through significant people and events. Edward Jenner and the Wright Brothers (revisit)</p>	<p><b>When in the World:</b> revisit timeline chronology through significant people and events. Volcanic eruptions. Measuring earthquakes. Famous earthquakes. Sir Edmond Hillary.</p>	<p><b>When in the World:</b> revisit timeline chronology through significant people and events.</p>	<p><b>Enquiry question:</b> <i>How did daily life change during prehistoric Britain?</i></p> <p><b>Second order skill:</b> cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations</p> <p><b>Thread:</b> people and their daily lives, inventions, conflict and power</p>
<b>Geography</b>	<p><b>Enquiry question:</b> <i>Where were the allied and axis powers in World War Two?</i></p> <p><b>Where in the World</b></p>	<p><b>Where in the World</b></p>	<p><b>Enquiry question:</b> Which landmarks and capital cities in the UK could Sybil the villain be hiding in?</p>	<p><b>Enquiry question:</b> <i>How are mountains and volcanoes similar?</i></p> <p><b>Fieldwork:</b> Locate Clent Hills and Malvern Hills on a digital map.</p>	<p><b>Where in the World</b> Revisit: Five oceans. Countries in Europe: France, Germany, Spain, Italy, Portugal, Iceland, Norway, Sweden, Finland Denmark</p>	<p><b>Enquiry question:</b> <i>What is my local area like and why has it changed?</i></p> <p><b>Fieldwork:</b> Identify key aspects of human geography eg settlements, shops, leisure facilities, transport, roads in the local area. Identify geographical reasons for change over time. Use first hand observations and Digimaps to explore changes over time.</p> <p><b>Where in the World</b> Countries in Europe – Belgium, Netherlands, Luxembourg (Benelux);</p>

						Poland, Ukraine and Russia; Greece, Turkey and Cyprus.
<b>Art</b>	<p><b>Enquiry question:</b> How can we use collage, lines and shading to create a World War II fighter plane scene?</p> <p>Skill: Sketching, lines and edges and collage Artists: Dan Allen (nose art on planes) compare with Banksy (re-visit) Helen Frankenthaler (abstract expressionist painter)</p>	<p><b>Enquiry question:</b> How can we use colour to create mood? How can we use tessellation to create optical illusions?</p> <p>Skill: Painting and drawing Artist: Edgar Mueller (illusionist)</p>	<p><b>Enquiry question:</b> How can we use stitching techniques to create a superhero emblem?</p> <p>Skill: Textiles Artist: MC Escher</p> <p>How can we create depth and texture using charcoal? Artist: Lancelot Richardson.</p>	<p><b>Enquiry question:</b> How can we use collage to create a striking effect?</p> <p>Skill: Collage Artist: Wakelem and Hokusai.</p>	<p><b>Enquiry question:</b> How can we use photography to create a collage of something in nature?</p> <p>Skill: Photography Artist: Bill Brandt</p>	<p><b>Enquiry question:</b> How did Stone Age people use mark making to tell stories?</p> <p>Skill: Sculpture - clay, observational drawing Artist: Grace Divine</p>
<b>D.T</b>		<p><b>Enquiry question:</b> <b>Structural:</b> How can we create a magic box using CAD?</p>	<p><b>Enquiry question:</b> <b>Textiles:</b> How can we use different sewing techniques to create a superhero emblem?</p>	<p><b>Enquiry question:</b> <b>Mechanical:</b> How can we use pneumatics systems to create an erupting volcano / earthquake?</p> <p><b>Chefs:</b> How can we measure and mix ingredients accurately to make rock cakes from a recipe?</p>		<p><b>Chefs:</b> <b>Enquiry question:</b> How did the Stone Age people find, prepare and cook fruit?</p>
<b>Computing</b>	<p><b>Enquiry question:</b> How does technology make our lives easier? (Computer Systems and Networks, connecting computers – Unit 1)</p> <p><b>Significant Computing Figure –</b> Alan Turing.</p> <p><b>E-Safety: Project Evolve –</b> Privacy and Security.</p>	<p><b>Enquiry question:</b> How can I use technology to make things happen? (Programming a, sequencing sounds – Unit 3)</p> <p><b>Significant Computing Figure –</b> Ada Lovelace</p> <p><b>E-Safety: Project Evolve –</b> Online Relationships.</p>	<p><b>Enquiry question:</b> How can I be creative and express myself with technology? (Creating media, Stop-frame animation – Unit 2)</p> <p><b>Significant Computing Figure –</b> Revisit (Year 2) Steve Jobs</p> <p><b>E-Safety: Project Evolve –</b> Health, Well-Being and Lifestyle. Self-Image and Identity.</p>	<p><b>Enquiry question:</b> How can I be creative and express myself with technology? (Creating media, desktop publishing – Unit 5)</p> <p><b>E-Safety: Project Evolve –</b> Managing Online Information. Online Reputation.</p>	<p><b>Enquiry question:</b> How can technology help me organise information? (Data and information, branching databases – Unit 4)</p> <p><b>Significant Computing Figure –</b> Revisit (Year 2) Hedy Lemarr</p> <p><b>E-Safety: Project Evolve –</b> Copyright and Ownership</p>	<p><b>Enquiry question:</b> How can I use technology to make things happen? (Programming b, events and actions in programs – Unit 6)</p> <p><b>Significant Computing Figure –</b> Revisit (Year 1) Douglas Englebart and Charles Babbage</p> <p><b>E-Safety: Project Evolve –</b> Online Bullying</p>
<b>Music</b>	<p><b>Enquiry question:</b> How can we use our voices to recreate some of the characteristics of Jazz in our own music? Skill: Perform using voices and instruments expressively</p>	<p><b>Enquiry question:</b> How do we make a good sound from a recorder? Music genre/ musicians: John Williams ‘Hedwig’s Theme’ Paul Dukas ‘Sorcerer’s Apprentice’ Disney Magic themed</p>	<p><b>Enquiry question:</b> How can we use staff notation to inform our performance? Skill: Recognising a stave and treble clef. Understanding how to play a B and C on the recorder and reading simple crotchet and quaver rhytghms Music genre/ musicians: Baroque and classical music Monteverdi, Purcell,</p>		<p><b>Enquiry question:</b> How can we play the recorder with control and accuracy to create an Enchanted Forest performance? Skill: Play three notes on the</p>	<p><b>Enquiry question: Can we create our own three note compositions and notate these</b> Skill: increasing control of the instrument. Improvisation and composition</p>

	Music genre/ musicians: Jazz, Glenn Miller, Ella Fitzgerald	songs		recorder and follow simple notation using crotchets and quavers and pitch notation for BAG n the recorder Music genre/ musicians: Popacatapetl song, Vivaldi	Music genre/ musicians:	
<b>MFL</b>	<b>Enquiry question:</b> How can we greet people and introduce ourselves in Spanish?	<b>Enquiry questions:</b> How do we count from 1-10 in Spanish? How do we describe colours in Spanish? What are the similarities and differences between Spanish and English traditions?	<b>Enquiry question:</b> How do we count from 11-20 in Spanish? How do we describe our family in Spanish? What are the days of the week in Spanish?	<b>Enquiry question:</b> Can we retell the story of Little Red Riding Hood in Spanish?		
<b>R.E.</b>	<b>Enquiry question:</b> What do Hindus believe God is like?  <b>Key concepts:</b> Brahman, atman, dharma	<b>Enquiry question:</b> What does it mean to be a Hindu in Britain today?  <b>Key concepts:</b> Brahman, atman, dharma	<b>Enquiry question:</b> What do Christians learn from the Creation story?  <b>Key concepts:</b> creation	<b>Enquiry question:</b> What is it like for someone to follow God?  <b>Key concepts:</b> People of God		
<b>P.E.</b>	<b>Gymnastics:</b> How can jumping, rolling and balances be used in combination to create a sequence?  <b>Netball:</b> How can a team maintain possession and move the ball towards a goal in netball?  <b>Swimming:</b> How can floating and gliding in water improve swimming technique?	<b>Gymnastics:</b> How can partner work and apparatus be used to improve the aesthetic quality of sequences?  <b>Netball:</b> How can defensive skills stop the opposition from scoring?  <b>Swimming:</b> How can floating and gliding in water improve swimming technique?	<b>Hockey:</b> How does a team maintain possession and move towards a goal in hockey?  <b>Golf:</b> How can throwing skills be used to help accuracy in golfing strokes?	<b>OAA:</b> Why is it important to include all team members and why is trust important?  <b>Basketball:</b> What do the roles of attackers and defenders look like in basketball?	<b>Fitness:</b> Why is it important to develop areas of health and fitness?  <b>Rounders:</b> How can throwing, catching and batting skills be developed for rounders?	<b>Athletics:</b> How can challenges best be completed in running, throwing and jumping activities?  <b>Tennis:</b> How can racquet control be used to strike a ball successfully and score points?

<p><b>Cultural capital:</b> visits, visitors and experiences, including enterprise and eco</p>	<p>Visitor: HSBC money workshop</p> <p>Visitor: member of the community to share wartime experiences and World War II artefacts</p> <p>Visit: School Council voting in the church hall with ballot boxes.</p>	<p>Visitor: Hindu dance workshop</p> <p>Visit: School Council voting – in the church for an experience of voting</p> <p>Visit: Wolverhampton Grand Theatre panto trip</p>	<p>Superhero trail outdoors.</p>		<p>Visitor: Dog's Trust: safety around dogs</p>	<p>Visit: Geographical fieldwork in local area to look at change over time.</p> <p>Immersive Stone Age day, video making for Year 4 teachers.</p> <p>Visitor: PCSO's assembly on personal safety.</p>
<p><b>Parent workshops/engagement</b></p>	<p>Parent Reading sessions</p> <p>Parent reading and spelling sessions</p> <p>Parent maths sessions</p>					