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| **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | | | **Summer 2** | | | |
| **Citizenship** | | | **Exploration** | | | **Leadership** | | | **Expression** | | **Flourishing** | | | | | **Citizenship** | | | |
| **Year Group Key Knowledge and Skills** | | | | | | | | | | | | | | | | | | | |
| **RSHE**  **2 weeks + 2** | **Geography**  **4 weeks** | **Science**  **3 weeks** | | **DT**  **2 weeks** | **Narrative**  **Writing**  **2 weeks** | | **History**  **3 weeks** | **Science**  **2 weeks, 4 days** | **Narrative**  **Writing**  **3 weeks** | **Art**  **3 weeks** | **Geography**  **3 weeks** | Science  2 weeks 4 days | | | | **History**  **4 weeks** | | **RSE**  **2 days** | **Art**  **2 weeks** |
| Gender stereotypes  I know what self-respect is and how to protect this. | The water cycle + local geography  I can identify the main features of a river: source, meanders, waterfalls, confluence, tributaries, mouth, etc. | Rocks and fossils  I can compare and group different rocks on the basis of their appearance and their physical properties. | | I can make something that has been tested  I can use a variety of materials. | Christmas scene  I can use descriptive expanded noun phrases.  I use a range of connectiveto bring cohesion to my writing. | | Stone Age  I can explain what life would have been like in the Stone Age. | States of matter  I can explain the water cycle. | Story writing  I can use realistic dialogue in my writing.  I use specific verb choices for action. | Printing  I can explore a range of lines to create shape and texture.  I can create patterns showing repetition, layering and symmetry. | Contrasting region of the UK  I can explain the similarities and differences between an area of the UK and where I live. | Pollination  I know the parts of a flower and I can explain how pollination happens.  I can explain the part Bees play in the life cycle of flowering plants. | | | | Romans  I can use timelines to present events in order.  I can identify similarities and differences between ways of life and events. | | I know how my body is different. | Drawing and Painting  I can experiment with tones.  I can mix tones of colour. |
| **Key Enquiry Question** | | | | | | | | | | | | | | | | | | | |
| **Is blue really for girls and pink really for boys?** | **From source to sea, what is the journey of a river?** | **Why is Torbay a sheltered bay?** | | **Can I design and test a wind-up car?** | **tbc** | **Can I write a story set in the Stone Age?** | | **How does water change?** | **tbc** | **Can I print in the style of Yayoi Kusama?** | **tbc** | | **Why are bees important?** | | **What did the Romans do for us?** | |  | | **How can I paint a landscape?** |
| **Main Whole Class Reading Texts and Writing Genre** | | | | | | | | | | | | | | | | | | | |
| Except When They Don’t – Laura Gehl  Writing genre: poetry | Great Rivers of the World - Volker Mehnert and Martin Haake  Writing genre: non-chronological report | Everything: Rocks and Minerals – National Geographic  Writing genre: scientific report | |  | **tbc** | The Wild Way Home - Sophie Kirtley  Writing genre: narrative | | **TBC** | **tbc** | [Yayoi Kusama: From Here to Infinity](https://www.amazon.co.uk/Yayoi-Kusama-Infinity-Sarah-Suzuki/dp/1633450392/ref=sr_1_6?crid=3CEVBH629R94Y&keywords=yayoi+kusama&qid=1655657870&s=books&sprefix=yayoi%2Cstripbooks%2C98&sr=1-6) – Sarah Suzuki | **tbc** | | | The Bee Book - Charlotte Milner  Informative Poster | | The Romans coming!  TV script |  | |  |
| **Teaching of Other Subjects**  **Religion and Worldviews** – a core subject taught weekly **Music-** weekly lessons using the Charanga programme **MFL-**weekly lessons using the PLN Spanish Programme  **PE/Games** including swimming in KS2 taught weekly **DT cooking** – opportunities across the year | | | | | | | | | | | | | | | | | | | |