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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** |  Science2 weeks 4 days | **History****4 weeks** | **RSE****2 days** | **Art****2 weeks** |
| Gender stereotypesI know what self-respect is and how to protect this. | The water cycle + local geographyI can identify the main features of a river: source, meanders, waterfalls, confluence, tributaries, mouth, etc. | Rocks and fossilsI 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 sceneI can use descriptive expanded noun phrases.I use a range of connectiveto bring cohesion to my writing.  | Stone AgeI can explain what life would have been like in the Stone Age.  | States of matterI can explain the water cycle.  | Story writingI can use realistic dialogue in my writing.I use specific verb choices for action. | PrintingI can explore a range of lines to create shape and texture. I can create patterns showing repetition, layering and symmetry.  | Contrasting region of the UKI can explain the similarities and differences between an area of the UK and where I live.  | PollinationI 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.  | RomansI 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 PaintingI 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 GehlWriting genre: poetry  | Great Rivers of the World - Volker Mehnert and Martin HaakeWriting genre: non-chronological report | Everything: Rocks and Minerals – National GeographicWriting genre: scientific report  |  | **tbc** | The Wild Way Home - Sophie KirtleyWriting genre: narrative  | **TBC** | **tbc** | [Yayoi Kusama: From Here to Infinity](https://www.amazon.co.uk/Yayoi-Kusama-Infinity-Sarah-Suzuki/dp/1633450392/ref%3Dsr_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 MilnerInformative 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  |