

Autumn Term 1		Autumn Term 2	
<b>English:</b> Narrative-adventure Poetry	<b>Global:</b> Power and governance	<b>English:</b> -Explanation –Causal & technical vocabulary -Narrative	<b>Global:</b> Human rights
<b>Oracy:</b> <b>Physical:</b> To consider movement when addressing an audience. <b>Linguistic:</b> none <b>Cognitive:</b> To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. <b>Social and emotional:</b> To use more natural and subtle prompts for turn taking.	<b>History:</b> Anglo Saxons and Scots	<b>Oracy:</b> <b>Physical:</b> none <b>Linguistic:</b> to use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. <b>Cognitive:</b> To ask probing questions. <b>Social and emotional:</b> To be able to empathise with an audience.	<b>Geography:</b> UK (counties, cities and rivers) Map reading skills
<b>Science:</b> -Electricity -(ongoing) Living things and their habitats (naming and identifying living things in the local environment)	<b>DT:</b> Make a torch (link with electrical circuits)	<b>Science:</b> -States of matter -(ongoing) Living things and their habitats (naming and identifying living things in the local environment)	<b>Art:</b> Drawing and painting Cityscapes (foreground and background and proportion) Artists: Stephen Wiltshire, Georgia O’Keefe, LS Lowry
<b>PSHE:</b> Being Me In My World	<b>Computing:</b> E-Safety Multimedia	<b>PSHE:</b> Celebrating differences	<b>Computing:</b> Data
<b>RE:</b> L2.7 – What do Hindus believe God is like?	<b>PE:</b> <b>Real PE – Personal</b> Level 2, 3 & 4 Coordination (FUNS 10) Static Balance (FUNS 1) <b>TENNIS</b>	<b>RE:</b> L2.8 – What does it mean to be Hindu in Britain today?	<b>PE:</b> <b>Real PE – Social</b> Level 2, 3 & 4 Dynamic balance to agility (FUNS 6) Static balance (FUNS 2) <b>YOGA</b>
<b>Music:</b> Charanga Unit 1 MMC	<b>French:</b> Niveau blanc module 1	<b>Music:</b> Charanga Unit 2 MMC	<b>French:</b> Niveau blanc module 2

Spring Term 1		Spring Term 2	
<b>English:</b> -Recount-Letter -Narrative	<b>Global:</b> Sustainable development and globalisation	<b>English:</b> -Recount-Letter -Narrative	<b>Global:</b> Peace and conflict
<b>Oracy:</b> <b>Physical:</b> none <b>Linguistic:</b> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. <b>Cognitive:</b> To reflect on their own oracy skills and identify areas of strength and areas to improve. <b>Social and emotional:</b> To consider the impact of their words on others when giving feedback.	<b>Geog:</b> Biomes and water cycle	<b>Oracy:</b> <b>Physical:</b> To consider movement when addressing an audience. <b>Linguistic:</b> none <b>Cognitive:</b> To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. <b>Social and emotional:</b> To use more natural and subtle prompts for turn taking.	<b>History:</b> Early Islamic civilisation e.g. Bagdad
<b>Science:</b> -States of matter -(ongoing) Living things and their habitats (naming and identifying living things in the local environment)	<b>DT:</b> Textiles (sewing, stitching through layers possible English links?)	<b>Science:</b> -Sound -(ongoing) Living things and their habitats (naming and identifying living things in the local environment)	<b>Art:</b> Lino printing (note: string on the cardboard)
<b>PSHE:</b> Dreams and Goals	<b>Computing:</b> Internet Multimedia	<b>PSHE:</b> Healthy Me	<b>Computing:</b> Multimedia
<b>RE:</b> L2.9 – How do festivals and worship show what matters to a Muslim?	<b>PE:</b> <b>Real PE – Cognitive</b> Level 2, 3 & 4 Dynamic balance (FUNS 5) Static balance (FUNS 4)  <b>REAL GYM</b>	<b>RE:</b> L2.5 – Why do Christians call the day Jesus died ‘Good Friday’?	<b>PE:</b> <b>Real PE – Creative</b> Level 2, 3 & 4 Co-ordination (FUNS 9) Counter Balance (FUNS 7)  <b>NETBALL / TAG</b>
<b>Music:</b> Whole Class Ensemble tuition	<b>French:</b> Niveau blanc module 3	<b>Music:</b> Whole Class Ensemble tuition	<b>French:</b> Niveau blanc module 4

Summer Term 1		Summer Term 2	
<b>English:</b> -Narrative adventure -Poetry	<b>Global:</b> Social justice and inequality	<b>English:</b> -Non-Chronological Report -Narrative	<b>Global:</b> Identity and diversity
<b>Oracy:</b> <b>Physical:</b> none <b>Linguistic:</b> to use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. <b>Cognitive:</b> To ask probing questions. <b>Social and emotional:</b> To be able to empathise with an audience.	<b>History:</b> Indus Valley	<b>Oracy:</b> <b>Physical:</b> none <b>Linguistic:</b> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. <b>Cognitive:</b> To reflect on their own oracy skills and identify areas of strength and areas to improve. <b>Social and emotional:</b> To consider the impact of their words on others when giving feedback.	<b>Geog:</b> Country study – India Focus on human geography
<b>Science:</b> -Animals (incl.humans) -(ongoing) Living things and their habitats (naming and identifying living things in the local environment)	<b>Art:</b> Mixed media	<b>Science:</b> -Living things and their habitats -(ongoing) Living things and their habitats (naming and identifying living things in the local environment)	<b>DT:</b> Shell structures (standalone)
<b>PSHE:</b> Relationships	<b>Computing:</b> Programming	<b>PSHE:</b> Changing Me	<b>Computing:</b> Multimedia Understanding Technology
<b>RE:</b> L2.6 – For Christians, when Jesus left, what was the impact of Pentecost?	<b>PE:</b> Real PE – <b>Physical</b> Level 2, 3 & 4 Co-ordination (FUNS 8) Agility (FUNS 12)  <b>ATHLETICS</b>	<b>RE:</b> L2.11 – How and why do people mark the significant events of life?	<b>PE:</b> Real PE – <b>Health &amp; Fitness</b> Level 2, 3 & 4 Agility (FUNS 11) Static balance (FUNS 3)  <b>CRICKET</b>
<b>Music:</b> BBC Ten Pieces – Ravi Shankar	<b>French:</b> Niveau Blanc module 5	<b>Music:</b> Charanga Unit 6 MMC – how does music connect us to our planet?	<b>French:</b> Niveau Blanc module 6