| Subject | Autumn |  | Spring |  | Summer |  | SMSC <br> Spiritual, moral, social and cultural Fundamental British Values | RSE <br> Relationship and Sex Education | Safeguarding |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |  |  |  |
| School Values | Resilience | Respect | Tolerance | Calmness | Kindness | Responsibility |  |  |  |
| Whole School | Lest We Forget Beat the Bullies |  | Safer Internet Day National Careers Week The Commonwealth Influential Scientists |  |  |  |  |  |  |
| Reading | Text: <br> Amazing Grace <br> Mary Hoffman <br> Hansel and <br> Gretel <br> Anthony Brown | Text: <br> Escape from <br> Pompeii <br> Christina Balit <br> Voices in the <br> Park <br> Anthony Brown | Text: <br> Stone Age Boy <br> Satoshi <br> Kitamura | Text: <br> The Iron Man <br> Ted Hughes | Text: <br> Stig of the Dump Clive King | Text: <br> The Lion, the Witch and the Wardrobe C. S. Lewis | Identity, Selfawareness, inclusion, bullying, making good choices, teamwork welcoming strangers, different cultures | Inclusion, Bullying, Asking for support, Selfcontrol, Selfbelief, Motivation, | Strangerdanger, Following rules in an emergency situation |
| Writing | Narrative: <br> Wishing Tale <br> Non-narrative: <br> Persuasive <br> Advert | Narrative: <br> Conquer the <br> Monster <br> Non-narrative: <br> Explanation Text | Narrative: <br> Lost and Found <br> Narrative <br> Non-narrative: <br> Non- <br> Chronological Report | Narrative: <br> Meeting Tale <br> Non-narrative: <br> Newspaper <br> Report | Narrative: <br> Warning Story <br> Non-narrative: <br> Persuasive Text | Narrative: <br> Portal Story Nonnarrative: Instructional Text |  |  | Safety measures needed in the aftermath of a natural disaster. |


| Maths | Place Value <br> Adition and Subtraction <br> Multiplication and Division <br> Time <br> Fractions <br> Geometry | Money and Decimals <br> Place Value <br> Adition and Subtraction <br> Multiplication and Division <br> Fractions <br> Statistics | Place Value <br> Calculation <br> Money and Decimals <br> Length, Height, Perimeter and <br> Area <br> Patterns and Relationships <br> Mass and Volume | Collaborative learning to solve problems. |  |  |
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| Science | Forces and Magnets Rocks and Soils | Light <br> Science Week - Extended work | Animals, including Humans Plants | Collaborative learning the purpose of rules. | Health and Prevention sunlight | Safety equipment - |
| History | Regional History: <br> Amy Johnson and William Wilberforce | Pre-history: <br> Stone Age, Bronze Age and Iron Age | Ancient Egypt | Morality of slave trading | Respectful Relationships. Gender stereotypes and inequality | Being Safe |
| Geography | Volcanoes and Earthquakes | UK and Europe | Climate Zones | Cultural understanding and diversity. | Asking for help and support. |  |
| RE | 3:1-Remembering | 3:2 - Faith Founders | 3:3-Encounters | Parallels with other people's beliefs. <br> Will cultural gatherings look the same in the current climate? | Families and People who Care for Me; Respectful Relationships. | Ensuring that the language we use when discussing other people's beliefs is sensitive and respectful. |
| Computing | Online Safety | Coding Typing | E-mail Spreadsheets | Collaboration | Respectful relationships; | Safety and Harms. |
| French | Salutations <br> I am learning French... | Animals Fruit | Little Red Riding Hood Ancient Britain | Tolerance and understanding | Respectful Relationships. |  |


| PE | Gymnastics <br> Dance <br> OAA <br> Brilliant Ball Skills | Cool Core Bootcamp Mighty Movers Skip to the Beat | Multi-skills <br> Gymfit Circuits <br> Throwing and Catching Active Athletes | Collaborative learning, rules | Respectful Relationships; Mental and physical health | Health and hygiene Safety when using any sports equipment. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PSHE | Being Me in My World Celebrating Difference | Dreams and Goals Healthy Me | Relationships Changing Me |  | Families <br> Caring friendships; Respectful relationships; | How to intervene if someone is being bullied. |
| Art | Portraits <br> Landscapes <br> Artist Study: David Hockney | Abstract Art - colour study <br> (Artist Study: Mark Rothko) <br> Drawing - Animals and Figures <br> Printing - Mono Prints <br> Clay Sculpture - Thumb Pot | Observational Drawings String Printing | Cultural awareness. |  |  |
| DT | Embroidery Bookmarks | Pneumatics - Moving Monsters | Healthy Eating - Fruit Salad | Collaborative |  |  |
| Music | Singing / Rhythm | Singing / Rhythm | Singing / Guitar |  |  |  |


| Additional Enrichment <br> (Depending on Covid-19 restrictions) <br> Community Project: <br> Farmer Tom Teams Meets, Raising Money for <br> Comic Relief, Nature Friendly Project.Activity Passport: <br> Perform in a play, learn about a new <br> religion, take part in a class debate, <br> learning to sew. |  |  |  |  |  |  |  |  | Visits/visitors: Restricted due to Covid-19 <br> Farmer Tom Teams Meets, Online Author <br> Meet, Murton Park. | Life Skills: <br> Begin to read map symbols, learn how to <br> calculate change from an amount of money, <br> create a balanced diet, debating skills, <br> learning to sew. | Positions of Responsibility: |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Experience/launch: <br> Geography Day, virtual tour of Houses of <br> Parliament, online careers meet (NHS). | Outdoor Learning: | Challenging Stereotypes |  |  |  |  |  |  |  |  |  |

Daily mile, investigating wildlife on the field, observing plant life in the
school garden, Murton Park.

Challenging gender stereotypes, equality regardless of religious beliefs, challenging homophobic bullying.

Book monitor, sanitising station monitor, Reading Ambassador, School Councillor cloakroom monitor.

