



## KEY STAGE 2 CURRICULUM

### FOUR YEAR ROLLING PROGRAMME

### OVERVIEW

2023-27

2023-24

2024-25

2025-26

2026-27

CYCLE B 2023-24	2023-24					
THEME	<b>INVADERS AND SETTLERS: THE ANGLO-SAXONS and the VIKINGS</b>		<b>BLUE PLANET: RIVERS and OCEANS</b>		<b>A TIME OF GREAT CHANGE: FROM THE STONE AGE TO THE IRON AGE</b>	
KEY – TO OPEN THE DOOR	Trip to either West Stow or Sutton Hoo at start of unit.		Beech combing visit		VISITOR	
LOCK – TO LOCK IN THE LEARNING	Anglo Saxon/Viking activity day at end of unit.		Ocean Ambassadors Project		STONE AGE DAY – Flint Knapping, Stone-Age food,	
ELLI FOCUS	<b>CHANGING &amp; LEARNING</b> and <b>LEARNING RELATIONSHIPS</b> The Changing Chameleon and the Busy Bee		<b>CREATIVITY</b> and <b>STRATEGIC AWARENESS</b> The Magical Unicorn and The Wise Owl		<b>CURIOSITY</b> and <b>MAKING MEANING</b> The Curious Cat and the Connecting Spider	
LITERACY	Myths (incl. dialogue): <b>Beowulf</b> (Y3) Information texts structured in different ways: <b>Dragons and other monsters</b> (Y4) Structured recounts: <b>West Stow Anglo-Saxon Village</b> (Y4) <b>Poems for performing</b> (Y3)	Fables, myths and legends: <b>Beowulf</b> (Y5) Non-chronological reports: <b>Dragons and other monsters</b> (Y6) Explanation texts: <b>West Stow Anglo-Saxon Village</b> (Y5) <b>Performance poetry</b> (Y6) Narrative (Character, setting, atmosphere and dialogue): <b>Macbeth</b> (Y5)	Adventure stories with a variety of settings: <b>Avalanche!</b> [2020] <b>Overboard!</b> [2024] (Y3) Reports: <b>Ocean Ambassadors</b> (Y3) Persuasive writing: <b>pollution in the sea/whaling/etc</b> (Y4) Poems which explore form: <b>Blue Planet</b> (Y4)	(Y5) <b>Short stories with flashbacks: Avalanche!</b> [2020], <b>Tsunami!</b> [2024] (Y6) Journalistic writing: <b>Ocean Ambassadors</b> (Y6) Persuasive texts: <b>pollution in the sea/whaling/etc</b> (Y5) Poems which select from a repertoire for a particular purpose: <b>Blue Planet</b> (Y6)	Longer stories based on historical settings: <b>The Standing Stones</b> (Y4) Explanation texts: <b>Food chains</b> (Y4) Mystery stories in a variety of settings: <b>Stig of the Dump/Stone Age Boy</b> (Y3) <b>Poems which play with language</b> (Y3)	Narrative (incl. character, setting, atmosphere and dialogue): <b>The Standing Stones</b> (Y5) Explanation Texts: <b>How to start a fire/What can be done with a dead mammoth?</b> Argument/Discussion Texts: <b>Student Choice</b> (Y6) <b>Poems with word play/rhyme/metaphor</b> (Y5)
USE OF FILM	Beowulf and the Grendel Jotun – Journey of a Viking	Macbeth BBC Schools Beowulf and the Grendel	Catch a lot	The Oceanmaker		
ORACY	<b>Gather around my weary warriors:</b> Recount an Anglo-Saxon Myth to an audience. <b>The Thing: Should we stay or should we go?</b> Debate whether your Viking village should stay, or risk travelling overseas.		<b>Poetry reading – poems linked to water.</b>		<b>A recount of the year</b> – Summer Celebration in church. <b>The Summer Performance: Darwin Rocks?</b>	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 <b>Forces and Magnets:</b> compare how things move on different surfaces; forces need contact between two objects but magnetic forces can act at a distance; magnets attract and repel each other, and attract some materials but not others – investigate this; know that magnets have two poles. <b>Sound:</b> Know how sounds are made, that vibrations from sounds travel through air to the	YEAR 5/6 Living things and their habitats: <b>Classification.</b> Describe how living things are classified into broad groups according to observed characteristics (incl microorganisms, plants and animals) <b>Evolution and Inheritance:</b> change, offspring and adaptation.	YEAR 3/4 <b>States of matter:</b> Solids, liquids and gases. Materials change state when they are heated and cooled. Measure and record temperatures of this happening. Evaporation, condensation, freezing and melting. The effect of temperature on evaporation. The water cycle.  Animals and the Habitats: <b>Classification:</b> Living things	YEAR 5/6 <b>Electricity</b> Associate the brightness of a lamp and the volume of a buzzer with the number of cells in the circuit. Compare and give reasons for how components function. Use recognised symbols. Make a working windmill.  <b>Light:</b> light appears to travel in straight lines. Objects	YEAR 3/4 <b>Plants:</b> identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants to grow (air, light, nutrients from soil, water and room to grow). Explore how water is transported within plants. Flowers, pollination, seed formation and seed dispersal.	YEAR 5/6 <b>Earth and Space:</b> describe the movement of the Earth, and other planets relative to the Sun. Describe the movement of the moon. Explain Day and Night, Seasons. Planets  <b>Forces:</b> gravity – unsupported objects fall towards the centre of the

	ear, find patterns with pitch and sound and the object that produced it, and volume and the strength of the vibrations, sound gets fainter with distance.		can be grouped in different ways. Name and identify mammals, insects, birds, amphibians and reptiles. Use classification keys to name things in the local environment. Know that environments change and this poses a risk to some organisms.	reflect light into our eyes – how we see. Shadows.	Animals (including Humans): <b>Food Chains:</b> Construct and interpret a variety of food chains identifying producers, predators and prey.	Earth. Air resistance, water resistance and friction. Using pulleys, levers and gears so that a smaller force can have a greater effect.
HISTORY	Britain from the Roman withdrawal to 1066. Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon's struggle for the Kingdom of England to the time of Edward the Confessor (INCLUDING: a local history study of a site dating from the period – West Stow Anglo Saxon Village) Understanding the connections between local, regional, national and international history.				Late Neolithic hunter gatherers – Skara Brae. Bronze Age religion, technology and religion (Stonehenge), Iron Age Hill Forts (tribal kingdoms, farming, art, culture) How did technological advances change the life-styles of human beings from the stone age to the iron age? <ul style="list-style-type: none"> <li>• What was life like in the stone age (Palaeolithic/Mesolithic/Neolithic)</li> <li>• What tools did humans use and how did they change? What impact did these tools have on the way humans lived their lives?</li> <li>• What was 'new' about the <i>New Stone Age</i>?</li> <li>• Which was better to make and use: bronze or iron?</li> <li>• Why bury gold and not come back for it?</li> <li>• When do you think it was better to live – the Stone Age, Bronze Age or Iron Age?</li> <li>• If you were Julius Caesar, would you have invaded Britain in 55BC?</li> </ul>	
GEOGRAPHY	SKILLS: Explain difference between British Isles, Great Britain, and the United Kingdom. Find and locate 6 cities in the UK on a map. Name and locate major islands around the British Isles. Name the areas of origin of the main ethnic groups in the UK and in our school.		SKILLS: Explain why many cities are situated on or close to rivers / why people are attracted to live by rivers / explain the course of a river / locate many of world's most famous rivers. The Water Cycle Collect and accurately measure information (rainfall, temperature, wind speed, sunlight, etc)			
ART	Collage: Henri Matisse 'Jazz' white onto black and black onto white.  Textiles: Dip-dye with mono-prints – create Anglo-Saxon clothing	Drawing: Frank Auerbach portrait work. Drawing in the negative. Respond to different portrait artists in sketch books.  3D: Slab forms – create wrapped slab forms responding to the topic. Clay pendants.	Drawing: Fay Godwin – landscapes using graphite pencils and rubbers  Painting: Van Gogh 'Starry Night' and Turner – blue tinting and shading and wet on wet techniques.	Painting: Cubism – Pablo Picasso portraits colour mixing, shade and tone.  Printing: Chinwe Chukwungo-Roy Batik with tjanting or thin brush. Brusho colours inspired by the sea.	3D: Coiled pots from different times.  Drawing: Georgia O'Keeffe Viewfinders. Enlarging. Close observation of details. Link to plants.	3D: Giacometti – Modroc figures inspired by cave art.  Collage: Dale Devereux-Barker 'My Week' Symbolic representations of events and activities.

		Textiles: Jean Davywinter – create A-S tabard (in groups) using sticking and stitching.		Collage: Andy Warhol ‘Ten Marilyns’ Use ICT programme to draw simple portraits. Manipulate colour.		
D&T	What music would you like to make? Musical instruments	Design and build an Anglo-Saxon village using traditional techniques: Wattle and daub, thatch, wooden poles and planks, etc.	How cool is your drink?	How fast should your buggy be?	Will this story surprise you?	Making bread (Starting with wheat – grinding corn. Flatbreads, Sourdoughs, Yeasts
RE	Inspirational People; why some figures, eg founders, leaders and teachers inspire religious believers – Christianity <b><i>How does believing Jesus is their Saviour inspire Christians to save and serve others?</i></b>	Inspirational People ; why some figures, eg founders, leaders and teachers inspire religious believers – Islam <b><i>Why do Moslems call Mohammed the ‘seal of the prophets’?</i></b>	Inspirational People ; why some figures, eg founders, leaders and teachers inspire religious believers – Christianity <b><i>What difference did Paul’s conversion on the Damascus road make to Christians?</i></b>	Encountering Sikhism; ; why some figures, eg founders, leaders and teachers inspire religious believers <b><i>How does the teaching of the gurus move Sikhs from dark to light?</i></b>	Religion, Family and the Community; how religious families and communities practise their faith and the contribution this makes to local life – Christianity <b><i>Why do Christians believe they are people on a mission?</i></b>	Religion, Family and the Community; how religious families and communities practise their faith and the contribution this makes to local life – Christianity <b><i>Why do Christians call themselves the Body of Christ?</i></b>
ICT	YEAR 3/4 <b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 3.1</u></b> Coding <b>Weeks – 6</b> Programmes: -2code  <b><u>Unit 3.2</u></b> Online Safety <b>Weeks- 3</b> Programmes: - 2Connect (Mind Map) - 2Blog (Blogging) - Writing Templates - Displayboards  <b><u>Unit 3.3</u></b> Spreadsheets <b>Weeks – 3</b>	YEAR 5/6 <b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 5.1</u></b> Coding <b>Weeks – 6</b> Programmes: 2code  <b><u>Unit 5.2</u></b> Online Safety <b>Weeks – 3</b> Programmes: -2Publish Plus -Writing Templates -Displayboards -2Connect (Mind Map)  <b><u>Unit 6.8</u></b> Understanding Binary <b>Weeks – 4</b>	YEAR 3/4 <b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 3.4</u></b> Touch Typing <b>Weeks – 4</b> Programmes: -2Type  <b><u>Unit 3.5</u></b> Email (including email safety) <b>Weeks – 6</b> Programmes: -2Email -2Connect -2DIY	YEAR 5/6 <b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 5.3</u></b> Spreadsheets <b>Weeks – 5</b> Programmes: -2Calculate  <b><u>Unit 5.4</u></b> Databases <b>Weeks – 4</b> Programmes: - 2Investigate (database) -Avatar creator	YEAR 3/4 <b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 3.6</u></b> Branching Databases <b>Weeks – 4</b> Programmes: - 2Question (Binary Databases)  <b><u>Unit 3.7</u></b> Simulations <b>Weeks – 3</b> Programmes: - 2Simulate - Writing Templates  <b><u>Unit 3.8</u></b> Graphing <b>Weeks – 3</b> Programmes:	YEAR 5/6 <b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 5.5</u></b> Game Creator <b>Weeks – 5</b> Programmes: - 2DIY 3D -Writing Templates -2Blog (Blogging)  <b><u>Unit 5.6</u></b> 3D Modelling <b>Weeks – 4</b> Programmes: -2Design and Make -Writing Templates  <b><u>Unit 5.7</u></b> Concept Maps <b>Weeks – 4</b>

	Programmes: - 2Calculate	Programmes: -2Connect (Mind Map) -2Question (Binary -Databases) Writing -Templates 2Code			-2Graph -Writing Templates -2Blog (Blogging)	Programmes: -2Connect (Mind Map)
PE	Basketball  Cross-country  Dance (Colorado & Congo)  Swimming (Yangtze)	Gym  Tag-rugby  Swimming, Dodgeball and Dance (Yangtze)	Target Games and Hockey (Colorado)  Swimming (Congo)  Hockey  Tag Rugby (Yangtze)	Invasion (Colorado)  Football  Dodgeball (Colorado & Congo)  Netball (Yangtze)	Cricket  Sending and Receiving (Colorado)  Tennis  Outdoor and adventurous (Colorado)	Rounders  Athletics  Swimming (Colorado)  Outdoor and adventurous (Yangtze)
Music	Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Harvest performance,	Congo: E Flat Clarinet  Yangtze: Flute  Beginning of class ensemble. Assembly singing and Christmas performance,	Congo: E Flat Clarinet  Yangtze: Flute  Development of class ensemble. Assembly singing.	Congo: E Flat Clarinet  Yangtze: Flute  Easter ensemble performance. Assembly singing and Easter performance,	Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Easter performance,	Congo: E Flat Clarinet  Yangtze: Flute  End of term ensemble performance Assembly singing and Celebration performance,
FRENCH	YEAR 3/4 <b>Greetings</b> How are you? <b>Classroom instructions</b> and language (incl. 'Jacques a dit' / Simons says) <b>Numbers 1-12</b> (incl. 'Frère Jacques; birthday song) <b>Age</b>  <b>Colours</b> (incl. colours song) <b>Classroom objects with colours</b> <i>Adjectival agreement and position</i>	YEAR 5/6 <b>Recap number to 69</b> <b>Numbers 70- 100</b> Maths in French  <b>Hobbies</b> ( <i>in infinitive with opinions / 'je sais'</i> ) Recap <i>opinion verbs</i> <i>J'aime +infinitive</i> <i>Connectives (et and mais)</i>  <b>School with opinions</b> <b>Alphabet</b> <b>Winter</b> (incl.'Frozen' in French) <i>Opinions with 'parce que'</i>	YEAR 3/4 <b>Numbers to 31</b>  All about me: <b>body parts</b> (incl. 'Head shoulders, knees and toes') <i>Imperatives (listen for the 'ez' sound)</i>  <b>Describing personality</b>	YEAR 5/6 <b>My Week (time and daily routine)</b> 'This is the Bear' story  <i>Il y a / Il n'y a pas de Recap: Je suis / Je ne suis pas J'ai / Je n'ai pas de J'aime / Je n'aime pas Il / Elle a / Il / Elle n'a pas de... Il / Elle est / Il / Elle n'est pas...</i>  <b>Rooms in house</b> 'Peace at Last' story <b>Fête Nationale</b> <i>Recap 'il y a'</i>	YEAR 3/4 <b>Pets</b> (incl. noises animals make in different countries)  <b>Family</b>  <i>Negatives ('je n'ai pas de / il n'a pas de') Plurals Recap adjectival agreements</i>  <b>Monsters</b>	YEAR 5/6 <b>The Planets</b> (with <b>days of week</b> ) as links with Year 6 Curriculum <b>Where we live</b> including <b>directions</b>  <i>Au = à +le Recap il y a</i>  <b>The French Speaking World</b>

<b>PSHE</b>	<b>Being Me in my World 4</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	<b>Being Me in my World 6</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b>Celebrating Difference 3</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<b>Celebrating Difference 5</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<b>Dreams and Goals 4</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<b>Dreams and Goals 6</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b>Healthy Me 3</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	<b>Healthy Me 5</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Relationships 4</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	<b>Relationships 6</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b>Changing Me 3</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	<b>Changing 5</b> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>TRIPS or VISITOR</b>	West Stow Anglo-Saxon Village or Sutton Hoo / Woodbridge Anglo Saxon Boat Project visitor				Time and Tide Museum Seaside trip (Ocean Ambassadors)			Stone-age man				
<b>VALUE</b>	Trust		Generosity		Compassion		Courage		Responsibility		Service	
<b>HOME LEARNING PROJECT</b>					Create a river system							
<b>OTHER EVENTS</b>	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle at church				Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb UNICEF Day for Change 3 <sup>rd</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter celebration in church Earth Day 22 <sup>nd</sup> April			Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL				
<b>BOOKS</b>	BEOWULF BRON – ESCAPE TO FREEDOM				RIVER BOY WHY THE WHALES CAME			WOLF BROTHER				

CYCLE C 2024-25	2024-25					
THEME	THE GREAT EXPLORERS		EYGPT		RUINS IN THE JUNGLE: THE MAYANS	
KEY – TO OPEN THE DOOR	Cutty Sark and National Maritime Museum		Norwich Museum Egyptian Exhibition		World Land Trust visitor	
LOCK – TO LOCK IN THE LEARNING			Egyptian Day -		An assembly for parents to share what we have discovered.	
ELLI FOCUS	CHANGING & LEARNING and MAKING MEANING The Changing Chameleon and The Connecting Spider		CURIOSITY and STRATEGIC AWARENESS The Curious Cat and the Wise Old Owl		RESILIENCE and LEARNING RELATIONSHIPS The Resilient Tortoise and the Busy Bee	
LITERACY	Adventure stories with a variety of settings: <b>Treasure Island</b> (Y3) Explanation texts: <b>The Human Digestive System</b> (Y4) Information texts structured in different ways: <b>Pirates!</b> (Y3) <b>Poems which create images</b> (Y4)	Stories (including dramatic conventions): <b>Lost at sea / The unexplored island</b> (Y5) Scientific reports (explanation incl. passive voice): <b>Mr McInnery's rust investigation. Choral and performance poetry</b> (Y6)	Mystery stories in a variety of settings: <b>The Mummy's Curse!</b> (Y3) Instructions: <b>How to mummify a body</b> (Y3) <b>Shape poems and calligrams</b> (Y3) <b>Longer stories based on issues and dilemmas</b> (Y4) Newspaper reports: <b>King Tut's Tomb discovered!</b> (Y3)	Recounts (including writing in role/news/observations/ev ents): <b>Tutankhamun's Tomb discovered!</b> (Y5) Instructions/procedural texts: <b>How to mummify a body</b> (Y5) Formal, impersonal writing: <b>The Valley of the Kings – A Tourist's Guide</b> (Y6) <b>Narrative poems</b> (Y5)	Legends (incl dialogue): <b>Mayan Legends</b> (Y3) Longer stories based on imaginary worlds: <b>Ruins in the jungle</b> (Y4) Persuasive writing: <b>Save our orangutans!</b> (Y4) <b>Poems which create images</b> (Y4)	Extended narrative in different genres (historical/mystery/ adventure incl. diary): <b>Ruins in the jungle</b> (Y6) Persuasive letters: <b>Orangutans/palm oil</b> (Y5) Short stories with flashbacks: <b>Into the Cenote!</b> (Y6) <b>Argument / Discussion Text</b>
ORACY	<b>Was Captain Drake an explorer, a pirate or a privateer? Spin me a yarn:</b> retelling the story of a great sea voyage from the first person.		<b>The How To Guide to Mummification:</b> children will present their guide to an audience.		<b>Persuasive speaking:</b> Use persuasive language techniques to convince your audience to support your cause.	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 Animals (including humans): <b>Digestion, Nutrition and Teeth</b> Describe the function of the basic parts of the digestive system; identify different teeth in humans and their functions; know about the right amount of nutrition for humans.  <b>Skeletons and Bones:</b> know that humans and some other animals have skeletons and	YEAR 5/6 <b>Properties and changes of materials:</b> hardness, solubility, transparency, conductivity (electrical and thermal) and responses to magnets. Solutions and dissolving. Mixtures and separation. Reversible and irreversible changes. Fair testing.	YEAR 3/4 <b>Electricity:</b> Name objects that use electricity. Create simple series circuits and name basic parts. Switches. Know when a lamp will light in a simple circuit and when it will not. Investigate some conductors and insulators.  <b>Light:</b> Recognise that we need light in order to see things and that dark is the absence of light, light is	YEAR 5/6 Animals including humans: <b>The Circulatory System.</b> Heart, blood, lungs. Impact of diet, exercise, drugs and lifestyle on the way our bodies function. Describe the way nutrients are transported.  Animals including humans: <b>Changes</b> Describe the changes as humans develop to old age,	YEAR 3/4 <b>Rocks and soils:</b> Recognise and group different types of rock based on their properties. Igneous, metamorphic and sedimentary rocks. Know how fossils are made. Know that soil is made from rocks and organic matter.	YEAR 5/6 Living things and their habitats: <b>Life Cycles.</b> Describe differences in life cycles of a mammal, amphibian, insect and a bird. Describe the process of reproduction in some plants and animals.  Understand the process of <b>reproduction</b> in humans.



	<p>muscles for protection, support and movement.</p> <p>With the support of Mike James (One Life Suffolk).</p>		<p>reflected off surfaces, know that light from the sun can be dangerous. Know how shadows are cast and find patterns in the way the size of a shadow changes.</p>	<p>including the changes associated with puberty.</p>		
HISTORY	<p><b>KQ1: What did people think about the World around them before the Age of Discovery?</b> (Aristotle’s view of the Earth and the Heavens. Superstitions – Here be dragons! The Silk Road, Flat Earth) <b>KQ2: Which explorers have contributed to our understanding of the World? What did they discover?</b> <b>KQ3: Who was Christopher Columbus?</b> (Introduction to the story of Christopher Columbus. Learn about his struggle for sponsorship, the journey across the Atlantic and his discoveries. Map his four voyages.) <b>KQ4: How do we remember Christopher Columbus?</b> (Investigate the different perceptions Columbus’ contemporaries would have had about his voyages and how his legacy varies according to who is remembering.) <b>KQ5: Was Sir Francis Drake a pirate, an explorer or a privateer?</b> (Investigate the story, discoveries and actions of Drake. Conduct a Question Time interview with Drake and his contemporaries.) <b>KQ6: Was Sir Francis Drake a pirate, an explorer or a privateer? How can we use evidence to inform our judgements?</b> (Use a range of sources of evidence to confirm or refute our ideas about Drake.)</p>	<p><b>KQ1: What can we quickly find out to add to what we already know about Ancient Egypt?</b> <b>KQ2: How can we discover what Ancient Egypt was like over 5000 years ago?</b> (The Nile and life in Ancient Egypt) <b>KQ3: What sources of evidence have survived and how were they discovered?</b> (Opening Tutankhamun’s Tomb/So who really built the pyramids?) <b>KQ4: What does the evidence tell us about the everyday life of men, women and children?</b> (King Den’s Sandals and Crimewatch Tomb Robbers) <b>KQ5: What did the Ancient Egyptians believe about life after death and how do we know?</b> (Mummification and the Book of the Dead) <b>KQ6: What did Ancient Egypt have in common with other civilisations from that time?</b> (Comparison with Shang, Sumer and Indus River civilisations)</p>	<p><b>KQ1: Why do we study the Maya in history?</b> (Locate the Mayans in space and time. Use a gallery of images to determine why the M. were such a significant society.) <b>KQ2: When so much of the land they lived in was mountain and jungle, how did the Maya become so important?</b> (Solve the mystery of why this civilisation was able to flourish, culminating in a Diamond 9 activity) <b>KQ3: What was life like at the height of Mayan civilisation?</b> (Having been introduced to Mayan society with its clear hierarchy, create a brief tourist information guide to a Mayan City) <b>KQ4: How can we possibly know what life was like for the Mayan people 1000 years ago?</b> (Use a range of resources and strategies to determine how we can know about life in Mayan times including Zones of Inference, Prove It, Call my bluff.) <b>KQ5: If the Maya were so civilised, why did they carry out human sacrifice?</b> (Using a strategy called ‘spectrum’ children are encouraged to see the shades of meaning – rather than seeing things as black and white.) <b>KQ6: Can we solve the riddle of the decline of the Maya?</b> (There are 88 competing theories about the decline of the Maya. Working in research teams, children try to synthesize the ideas of a few.)</p>			
GEOGRAPHY	<p><b>Sir Francis Drake – Explorer, Pirate or Privateer?</b> <b>Captain Cook</b> (Australia) / <b>John Cabot</b> (America), <b>Sir Walter Raleigh</b> (Virginia), <b>William Dampier</b> (Australia and circumnavigator of globe), <b>Robert Scott</b> (Antarctic), <b>David Livingstone</b> and <b>Mary Kingsley</b> (Africa), <i>(I can summarise how Britain has had a major influence on the world).</i> I can plan a journey to another place in UK and the World. Oceans, Continents, Tropics of Cancer/Capricorn, Arctic, Antarctic.</p>	<p>Deserts The River Nile</p>	<p><b>Rainforests – KQ1 Who lives where? (introduction to biomes)</b> <b>KQ2 Can we locate the belts of the Earth?</b> <i>(Introduce latitude and explore the latitudes of each biome. Horizontal jigsaw of a map of the earth. Chn explore the ‘mirror’ effect of the sun along the equator in the northern and southern hemisphere.)</i> <b>KQ3 Why do we need rainforests?</b> (Introduction to the importance of rainforests for: oxygen, medicines, species diversity, etc. and the issue of deforestation. Locate rainforests on a world map.) <b>KQ4 What is different about each of the four layers of the rainforest?</b> (Labelling and notes activity focusing on the four layers of the rainforest: Forest Floor, Understory, Canopy and Emergent.) <b>KQ5: Is the climate of rainforests the same everywhere?</b> (Identify that most rainforests are located in</p>			



					tropical areas. Notice that some temperate rainforests are not. What do these biomes have in common, what makes them different?) <b>KQ6: What is the impact of deforestation and can anything be done about it?</b> (Investigate the issue of deforestation: Why does it occur? What is the impact in terms of biodiversity/climate change/etc? What can we do about it in our everyday lives and as campaigners?) <b>KQ7: Do we live in a biome? FIELDWORK</b> ( <i>Chn predict and prove which ecosystem we live in. Design their own fieldwork to carry out around school and the local area.</i> ) <b>KQ8: How would we get to the South Pole?</b> ( <i>Chn start from the north pole and pick a route to the south pole travelling through climates and biomes.</i> )	
ART	<p>Printing: African Art – animal prints. Monoprints on coloured paper (reverse colours).</p> <p>Drawing: Portraits: Wanted: Pirates! Great Explorers. Portraits to show expression and emotion.</p>	<p>Painting: Chris Ofili – layered abstract work. Using two layers – acetate sheets and acrylic paint.</p> <p>Patrick Heron – simple forms, lines, shapes, small brush strokes with large shapes</p> <p>Printing: Press Printing relief block or lino square.</p>	<p>Painting: Tonking and graffiti. Complementary colours and colour mixing. Backgrounds for silhouette pictures of pyramids. Paint on differently textured surfaces.</p> <p>Printing: Victor Vasarely – optical illusions in monochrome.</p> <p>Textile: Michael Brennand-Wood ‘Slow Turning’ Dip-dye and weaving onto stick frames.</p>	<p>Textiles: constructing and deconstructing fabrics. Design a textured shawl or a wrap.</p> <p>Printing: Belinda King – stencil print overlaid with monoprint. Warm and cold tones for background.</p>	<p>Printing: Cath Kidston (Rainforest Link) Polystyrene printing tiles inspired by floral designs.</p> <p>3D: Paper Surfaces – Manipulate strips of paper to make curves and coils. Use to create 3D art inspired by Mayan culture.</p>	<p>Drawing: Gustav Klimt – Tree of Life (Science Link). Warm and cold tones. Dennis Wojtkiewicz – Detailed, analytical observational drawings.</p> <p>3D – Mayan Masks. Papier mache. Add 3D features such as nose/lips. Textured paint. Impasto.</p>
D&T	What shape will your pastry be? Ships biscuits, then trying to improve these!	How will your beast open its mouth?	Will your party had be funny or fantastic? Easter bonnets.		What displays will you class share?	Should your creature be fierce or friendly?
RE	<p>Teachings and Authority; what sacred texts and other sources say about God, the world and human life – Christianity</p> <p><b><i>Why is the <u>gospel</u> such good news for Christians?</i></b></p>	<p>Teachings and Authority; what sacred texts and other sources say about God, the world and human life – Christianity</p> <p><b><i>When Christians need real wisdom, where do they look for it?</i></b></p>	<p>Teachings and Authority; what sacred texts and other sources say about God, the world and human life – Hinduism</p> <p><b><i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i></b></p>	<p>Symbols and Religious Expression; how religious and spiritual ideas are expressed – Buddhism</p> <p><b><i>How did Buddha teach his followers to find <u>enlightenment</u>?</i></b></p>	<p>Worship, Pilgrimage and Sacred Places; where, how and why people worship, including importance of particular religious sites – Christianity</p> <p><b><i>What is the great significance of the <u>Eucharist</u> for Christians?</i></b></p>	<p>Worship, Pilgrimage and Sacred Places; where, how and why people worship, including importance of particular religious sites – Christianity</p> <p><b><i>Why do Christians think being a pilgrim is a good analogy for life itself?</i></b></p>
ICT	<p>YEAR 3/4</p> <p><b><u>PURPLE MASH</u></b></p> <p><i>Please see scheme of work for more details.</i></p>	<p>YEAR 5/6</p> <p><b><u>PURPLE MASH</u></b></p> <p><i>Please see scheme of work for more details.</i></p>	<p>YEAR 3/4</p> <p><b><u>PURPLE MASH</u></b></p> <p><i>Please see scheme of work for more details.</i></p>	<p>YEAR 5/6</p> <p><b><u>PURPLE MASH</u></b></p> <p><i>Please see scheme of work for more details.</i></p>	<p>YEAR 3/4</p> <p><b><u>PURPLE MASH</u></b></p> <p><i>Please see scheme of work for more details.</i></p>	<p>YEAR 5/6</p> <p><b><u>PURPLE MASH</u></b></p> <p><i>Please see scheme of work for more details.</i></p>

	<p><b>Unit 4.1</b> Coding <b>Weeks – 6</b> Programmes: -2code</p> <p><b>Unit 4.2</b> Online Safety <b>Weeks- 4</b> Programmes: -2Connect (Mind Map) -2Publish Plus -Displayboards</p>	<p><b>Unit 6.1</b> Coding <b>Weeks – 6</b> Programmes: -2code</p> <p><b>Unit 6.2</b> Online Safety <b>Weeks – 3</b> Programmes: - 2DIY 3D - 2DIY 2Code - 2Blog (Blogging)</p> <p><b>Unit 6.8</b> Understanding Binary <b>Weeks – 4</b> Programmes: -2Connect (Mind Map) -2Question (Binary Databases) Writing -Templates 2Code</p>	<p><b>Unit 4.3</b> Spreadsheets <b>Weeks – 6</b> Programmes: -2calculate</p> <p><b>Unit 4.4</b> Writing for Different Audiences <b>Weeks – 5</b> Programmes: -Writing Templates -2Simulate -2Connect (Mind Map) -2Publish Plus</p>	<p><b>Unit 6.3</b> Spreadsheets <b>Weeks – 5</b> Programmes: -2calculate</p> <p><b>Unit 6.4</b> Blogging <b>Weeks – 5</b> Programmes: -2Blog (Blogging)</p>	<p><b>Unit 4.5</b> Logo <b>Weeks – 4</b> Programmes: -2Logo (text-based coding)</p> <p><b>Unit 4.6</b> Animation <b>Weeks – 3</b> Programmes: -2Animate</p> <p><b>Unit 4.7</b> Effective Search <b>Weeks – 3</b> Programmes: -2Quiz -2Connect (Mind Map)</p> <p><b>Unit 4.8</b> Hardware Investigators <b>Weeks – 2</b> Programmes: -2Quiz -2Connect (Mind Map) -Writing Templates</p>	<p><b>Unit 6.5</b> Text Adventures <b>Weeks – 5</b> Programmes: -2Code -2Connect (Mind Map) -Writing Templates</p> <p><b>Unit 6.6</b> Networks <b>Weeks – 3</b> Programmes: -2Connect (Mind Map) -Writing Templates</p> <p><b>Unit 6.7</b> Quizzing <b>Weeks – 6</b> Programmes: -2DIY -2Quiz -Text Toolkit -2Investigate (database)</p>
PE	Basketball Cross-country Dance (Colorado & Congo) Swimming (Yangtze)	Gym Tag-rugby Swimming, Dodgeball and Dance (Yangtze)	Target Games and Hockey (Colorado) Swimming (Congo) Hockey Tag Rugby (Yangtze)	Invasion (Colorado) Football Dodgeball (Colorado & Congo) Netball (Yangtze)	Cricket Sending and Receiving (Colorado) Tennis Outdoor and adventurous (Colorado)	Rounders Athletics Swimming (Colorado) Outdoor and adventurous (Yangtze)

Music	Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Harvest performance,		Congo: E Flat Clarinet  Yangtze: Flute  Beginning of class ensemble. Assembly singing and Christmas performance,		Congo: E Flat Clarinet  Yangtze: Flute  Development of class ensemble. Assembly singing.		Congo: E Flat Clarinet  Yangtze: Flute  Easter ensemble performance. Assembly singing and Easter performance,		Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Easter performance,		Congo: E Flat Clarinet  Yangtze: Flute  End of term ensemble performance Assembly singing and Celebration performance,	
FRENCH	YEAR 3/4  <b>Greetings</b> How are you? <b>Classroom instructions and language</b> (incl. 'Jacques a dit' / Simons says) <b>Numbers 1-12</b> (incl. 'Frère Jacques; birthday song) <b>Age</b>  <b>Weather</b> (incl. 'Mr Wolf's Week' Christmas)  <i>Introduce concept 'il fait' for weather</i>		YEAR 5/6  <b>Recap number to 69 Numbers 70- 100</b>  <b>My Day (daily routine)</b> in 1st person) <b>Recap time</b>  Write acrostic poems on a Christmas theme, using a model.  <b>St. Nicholas &amp; French Christmas traditions</b>  <i>-er verbs in 1st person</i>		YEAR 3/4  <b>Days and months Writing the date Birthdays</b> (incl. Birthday song)  <b>Where I live</b>  <b>Animals</b> ('Brown Bear / Ours Brun' Story)  <i>Adjectival agreement and position 1st and 3rd persons of verb introduced ('J'habite and 'il / elle habite')</i>		YEAR 5/6  <b>Descriptions of people and animals</b>  <b>Spring Traditions</b> Revision of <b>weather</b>  <i>Recap adjectival agreements</i>  Healthy Eating Café – <b>ordering food</b>  <i>Je voudrais + du /de la/des</i>		YEAR 3/4  <b>Food</b> (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trous')  <i>Recap 1st and 3 persons of verb with 'Je mange' and 'il / elle mange'</i>  <b>Ice Creams and opinions</b>  <i>Use of 'à la', 'à l'' and 'au' context of ice cream</i>  <b>Siblings</b>  <b>Number to 69</b>  <b>Clothes and Fashion Show</b>  <i>Recap gender Recap adjectival position and agreement</i>		YEAR 5/6  <b>Entertainment</b>  <b>Questioning</b> (tu veux jouer au foot?) <b>Responding</b> (oui, je veux... / non je ne veux pas)  <b>Me, my family and other people</b>  <i>Awareness of changes to verb ending for 'er' verbs in present tense. Use of aller + infinitive to create the future tense (examples in 1st &amp; 3rd person</i>	
PSHE	<b>Being Me in my World 3</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing	<b>Being Me in my World 5</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy,	<b>Celebrating Difference 4</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-	<b>Celebrating Difference 6</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as	<b>Dreams and Goals 3</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning	<b>Dreams and Goals 5</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting	<b>Healthy Me 4</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me 6</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and	<b>Relationships 3</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others	<b>Relationships 5</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen	<b>Changing Me 4</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	<b>Changing 6</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlf

	things from others' perspectives	having a voice, participating	solving Identifying how special and unique everyone is First impressions	conflict, difference as celebration Empathy	processes Managing feelings Simple budgeting	others (charity) Motivation		mental health Managing stress	Awareness of how other children have different lives Expressing appreciation for family and friends	time Dangers of online grooming SMARRT internet safety rules		riends Sexting Transition
TRIPS or VISITOR	Cutty Sark and the National Maritime Museum.				Norwich museum Egyptians							
VALUE	Creative		Humility		Justice		Hope		Perseverance		Truthfulness	
HOME LEARNING PROJECT												
OTHER EVENTS	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle				Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter Earth Day 22 <sup>nd</sup> April				Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May UNICEF Day for Change 24 <sup>th</sup> May 201 World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL			
BOOKS	Kensuke's Kingdom The Voyage of the Beagle – Peter Ward											

CYCLE D 2025-26	2025-26					
THEME	<b>THE BIRTHPLACE OF DEMOCRACY: ANCIENT GREECE</b>		<b>WHAT DID THE ROMANS EVER DO FOR US?</b>		<b>FRESSINGFIELD NOW, FRESSINGFIELD THEN</b>	
KEY – TO OPEN THE DOOR	MURDER MYSTERY – Who has killed Agathon?		Roman Day		Mapping the village – How is land used in and around our village?	
LOCK – TO LOCK IN THE LEARNING	Greek Day Who should we ostracise?		An assembly for parents to share what we have discovered.		A key question framed, explored and answered, eg: does Fressingfield need a new playpark? Should 50 new houses be built in the village? Should a nuclear power station be built at Sizewell?	
ELLI FOCUS	<b>CHANGING AND LEARNING and LEARNING RELATIONSHIPS</b> The Changing Chameleon and the Busy Bee		<b>CREATIVITY and STRATEGIC AWARENESS</b> The Magical Unicorn and the Wise Old Owl		<b>MAKING MEANING and CURIOSITY</b> The Connecting Spider and The Curious Cat	
LITERACY	Mystery stories in a variety of settings: <b>Who has killed Agathon?</b> (Y3) Myths including dialogue: <b>Greek Myths</b> (Y3) Instructions: <b>how to control sounds</b> (Y3) <b>Poems for performing</b> (Y3)	<b>Which is the greatest City State – Athens or Sparta?</b> A formal debate (before an audience?) Stories (including dramatic conventions): <b>Who has killed Agathon?</b> (Y5) Fables/Myths/Legends: <b>Greek Gods</b> (Y5) <b>Choral and Performance Poetry</b> (Y5)	Longer stories based on historical settings: <b>Escape from Pompeii</b> (Y4) Legends including dialogue: <b>Romulus and Remus</b> (Y3) Information text structured in different ways: <b>Boudicca / Volcanoes</b> (Y4) <b>Poems which create images</b> (Y4)	Short stories with flashbacks: <b>Escape from Pompeii</b> (Y6) Recounts (incl. writing in role/obs/news/events) <b>Porphyrius the Charioteer</b> (Y5) Extended narratives (historical/mystery/adventure): <b>The Thieves of Ostia</b> (Y6) Instructions/procedural texts: <b>Electrical devices</b> (Y5) <b>Performance Poetry</b> (Y6)	Persuasive writing: <b>Help us rebuild the playpark</b> (Y4) Longer stories based on imaginary worlds: <b>It happened in Fressingfield...</b> (Y4) Structured recounts: <b>UFOs over Fressingfield!</b> (Y4) <b>Poems which play with language</b> (Y4)	Argument /discussion text: <b>Should we build new houses in the village?</b> (Y6) Narrative (character/setting /atmosphere and dialogue): <b>Mystery stories/Stories with a familiar setting</b> (Y5) Persuasive writing: <b>formal letters</b> (Y5) Structured recounts: <b>UFOs over Fressingfield!</b> <b>Narrative Poems</b> (Y5)
ORACY	<b>Which is the greatest City State – Athens or Sparta?</b> A formal debate (before an audience?)		<b>Are you sitting comfortably?</b> Story-telling of mystery stories, including creating a sense of suspense.		<b>Persuasive speaking:</b> use persuasive language techniques to convince your audience to support your stance on a local issue (eg: improving the play-park equipment / for or against Sizewell C / etc)	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 <b>Forces and Magnets:</b> compare how things move on different surfaces; forces need contact between two objects but magnetic forces can act at a distance; magnets attract and repel each other, and attract some materials but not others – investigate this; know that magnets have two poles. <b>Sound:</b> Know how sounds are made, that vibrations from sounds travel through air to the ear, find patterns	YEAR 5/6 Living things and their habitats: <b>Classification.</b> Describe how living things are classified into broad groups according to observed characteristics (incl microorganisms, plants and animals)	YEAR 3/4 <b>States of matter:</b> Solids, liquids and gases. Materials change state when they are heated and cooled. Measure and record temperatures of this happening. Evaporation, condensation, freezing and melting. The effect of temperature on evaporation. The water cycle.	YEAR 5/6 <b>Electricity</b> Associate the brightness of a lamp and the volume of a buzzer with the number of cells in the circuit. Compare and give reasons for how components function. Use recognised symbols. Make a working windmill.	YEAR 3/4 <b>Plants:</b> identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants to grow (air, light, nutrients from soil, water and room to grow). Explore how water is transported within plants. Flowers, pollination, seed formation and seed dispersal.	YEAR 5/6 <b>Earth and Space:</b> describe the movement of the Earth, and other planets relative to the Sun. Describe the movement of the moon. Explain Day and Night, Seasons. Planets  <b>Forces:</b> gravity – unsupported objects fall

	with pitch and sound and the object that produced it, and volume and the strength of the vibrations, sound gets fainter with distance.	<b>Evolution and Inheritance:</b> change, offspring and adaptation.	Animals and the Habitats: <b>Classification:</b> Living things can be grouped in different ways. Name and identify mammals, insects, birds, amphibians and reptiles. Use classification keys to name things in the local environment. Know that environments change and this poses a risk to some organisms.	<b>Light:</b> light appears to travel in straight lines. Objects reflect light into our eyes – how we see. Shadows.	Animals (including Humans): <b>Food Chains:</b> Construct and interpret a variety of food chains identifying producers, predators and prey.	towards the centre of the Earth. Air resistance, water resistance and friction. Using pulleys, levers and gears so that a smaller force can have a greater effect.
HISTORY	<p><b>KEY to unlock the subject:</b> Murder Mystery - Who has killed Agathon? <b>KQ1: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? KQ2: What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</b></p> <p>Part 1: Market Place Smart Task – Generalise from the particular about features of Ancient Athenian society Part 2: The answer lies on the pot – Pyramid society structure. Part 3: The role of women <b>KQ3: Why was Athens able to be so strong at this time?</b> Part 1: Athens natural resources and colonies Part 2: Battle of Marathon Part 3: Alternative versions of the Marathon story. Part 4: Consequences of the Battle of Marathon for Athens and Sparta <b>KQ4: What was so special about life in 5<sup>th</sup> Century BC Athens that makes us study it?</b> Ostracons: Children exercise their democratic rights to vote on the building of the Parthenon</p> <p><b>KQ5: What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</b> Part 1: The Olympics Part 2: Ancient Greek Theatre <b>LOCK to lock in the learning: ANCIENT GREECE DAY KQ6: In what ways have the Ancient Greeks influenced our lives today?</b></p>		Julius Caesar attempted invasion 55/54BC, The Roman Empire and Army (AD42), Claudius’ invasion, Boudicca and her revolt, Hadrian’s Wall, Romanisation of Britain		Using records (including census records, letters, personal recounts and maps) to understand what Fressingfield (and the surrounding area) was like at two different points in time: present day and Victorian era)	
GEOGRAPHY	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country: Greece.		<p>Earthquakes and Volcanoes – Vesuvius</p> <p>Earthquakes and the tsunami 365AD</p> <p>Describe how volcanoes are created. Locate and name some of the world’s most famous volcanoes. Describe how earthquakes are created.</p>		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (sketch maps, plans, graphs, and digital technologies) Mapping skills Carry out research to discover the features of villages, towns or cities.	
ART	Collage: Henri Matisse – ‘The Dance’ Torn out newspaper to create a figure	3D: Giacometti – Modroc to show movement. Link to Olympics/athletes.	Textiles: Indian inspired textiles based on saris. (link to RE Hinduism) Tie die and dip	Drawing: Portraits inspired by Frank Auerbach in response to Roman gods.	Collage: Georgia O’Keeffe Viewfinders. Enlarging (using ICT). Close observation of	Collage (ICT): Pictures based on space using ICT packages.

	on black card. (Link to Olympics)  3D: Coiled pots. Greek pots. Sculpting clay, joining clay, using tools.	Collage: Dale Devereux-Barker. Based on the 'My Week' idea of creating symbols, create symbols to represent Olympic sports.	dying. Use fabric pens for adding Indian details.  Drawing: Jeffrey the Maggot story and follow-on work. Lines to show texture / shading / smudging / etc. Using pencils, graphite, charcoal to create lines and show texture.	Working in the negative – using rubbers to add detail.  3D/Printing: Create printing blocks from clay slabs with Roman motifs.	details. Link to plants. Leading to abstract collages based on enlarged observations.  Painting: John Brunson Landscapes. Tone and tinting (mixing colours)	Painting: JMW Turner: Landscapes using watercolours. Adding water to make the colours lighter.
D&T	What music would you like to make?	How should your puppets tell their story?	How cool is your drink?	What sort of light will work for you?	Will this story surprise you?	How could a carrier make the job easier?
RE	Beliefs and Questions; what key beliefs people hold about God, the world and humans – Christianity <b><i>How do Christians show their belief that Jesus is God incarnate?</i></b>	Beliefs and Questions; what key beliefs people hold about God, the world and humans – Christianity <b><i>How do Christians try to capture the mystery of God as Trinity</i></b>	Beliefs and Questions; what key beliefs people hold about God, the world and humans – Hinduism <b><i>How do questions about Brahman and Atman influence the way a Hindu lives?</i></b>	The Journey of Life and Death – Christianity <b><i>How do the 'Heroes of Faith' encourage Christians today?</i></b>	Journey of Life and Death – Christianity <b><i>Should believing in the resurrection change how Christians view life and death?</i></b>	Journey of Life and Death – Humanism <b><i>Why do Humanists say happiness is the goal of life?</i></b>
ICT	<b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 3.1</u></b> Coding <b>Weeks – 6</b> Programmes: -2code  <b><u>Unit 3.2</u></b> Online Safety <b>Weeks- 3</b> Programmes: - 2Connect (Mind Map) - 2Blog (Blogging) - Writing Templates - Displayboards  <b><u>Unit 3.3</u></b> Spreadsheets <b>Weeks – 3</b> Programmes:	<b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 5.1</u></b> Coding <b>Weeks – 6</b> Programmes: 2code  <b><u>Unit 5.2</u></b> Online Safety <b>Weeks – 3</b> Programmes: -2Publish Plus -Writing Templates -Displayboards -2Connect (Mind Map)  <b><u>Unit 6.8</u></b> Understanding Binary <b>Weeks – 4</b>	<b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 3.4</u></b> Touch Typing <b>Weeks – 4</b> Programmes: -2Type  <b><u>Unit 3.5</u></b> Email (including email safety) <b>Weeks – 6</b> Programmes: -2Email -2Connect -2DIY	<b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 5.3</u></b> Spreadsheets <b>Weeks – 5</b> Programmes: -2Calculate  <b><u>Unit 5.4</u></b> Databases <b>Weeks – 4</b> Programmes: - 2Investigate (database) -Avatar creator	<b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 3.6</u></b> Branching Databases <b>Weeks – 4</b> Programmes: - 2Question (Binary Databases)  <b><u>Unit 3.7</u></b> Simulations <b>Weeks – 3</b> Programmes: - 2Simulate - Writing Templates  <b><u>Unit 3.8</u></b> Graphing <b>Weeks – 3</b> Programmes: -2Graph	<b><u>PURPLE MASH</u></b> <i>Please see scheme of work for more details.</i> <b><u>Unit 5.5</u></b> Game Creator <b>Weeks – 5</b> Programmes: - 2DIY 3D -Writing Templates -2Blog (Blogging)  <b><u>Unit 5.6</u></b> 3D Modelling <b>Weeks – 4</b> Programmes: -2Design and Make -Writing Templates  <b><u>Unit 5.7</u></b> Concept Maps <b>Weeks – 4</b> Programmes:



	- 2Calculate		Programmes: -2Connect (Mind Map) -2Question (Binary -Databases) Writing -Templates 2Code				-Writing Templates -2Blog (Blogging)		-2Connect (Mind Map)			
PE	Basketball Cross-country Dance (Colorado & Congo) Swimming (Yangtze)		Gym Tag-rugby Swimming, Dodgeball and Dance (Yangtze)		Target Games and Hockey (Colorado) Swimming (Congo) Hockey Tag Rugby (Yangtze)		Invasion (Colorado) Football Dodgeball (Colorado & Congo) Netball (Yangtze)		Cricket Sending and Receiving (Colorado) Tennis Outdoor and adventurous (Colorado)		Rounders Athletics Swimming (Colorado) Outdoor and adventurous (Yangtze)	
Music	Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Harvest performance,		Congo: E Flat Clarinet  Yangtze: Flute  Beginning of class ensemble. Assembly singing and Christmas performance,		Congo: E Flat Clarinet  Yangtze: Flute  Development of class ensemble. Assembly singing.		Congo: E Flat Clarinet  Yangtze: Flute  Easter ensemble performance. Assembly singing and Easter performance,		Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Easter performance,		Congo: E Flat Clarinet  Yangtze: Flute  End of term ensemble performance Assembly singing and Celebration performance,	
FRENCH	YEAR 3/4 <b>Greetings</b> How are you? <b>Classroom instructions</b> and language (incl. 'Jacques a dit' / Simons says) <b>Numbers 1-12</b> (incl. 'Frère Jacques; birthday song) <b>Age</b>  <b>Colours</b> (incl. colours song) <b>Classroom objects with colours</b> <i>Adjectival agreement and position</i>		YEAR 5/6 <b>Recap number to 69</b> <b>Numbers 70- 100</b> Maths in French  <b>Hobbies</b> ( <i>in infinitive with opinions / 'je sais'</i> ) <i>Recap opinion verbs</i> <i>J'aime +infinitive</i> <i>Connectives (et and mais)</i>  <b>School with opinions</b> <b>Alphabet</b> <b>Winter</b> (incl. 'Frozen' in French) <i>Opinions with 'parce que'</i>		YEAR 3/4 <b>Numbers to 31</b>  All about me: <b>body parts</b> (incl. 'Head shoulders, knees and toes') <i>Imperatives (listen for the 'ez' sound)</i>  <b>Describing personality</b>		YEAR 5/6 <b>My Week (time and daily routine)</b> 'This is the Bear' story  <i>Il y a / Il n'y a pas de Recap: Je suis / Je ne suis pas J'ai / Je n'ai pas de J'aime / Je n'aime pas Il / Elle a / Il / Elle n'a pas de... Il / Elle est / Il / Elle n'est pas...</i>  <b>Rooms in house</b> 'Peace at Last' story <b>Fête Nationale</b> <i>Recap 'il y a'</i>		YEAR 3/4 <b>Pets</b> (incl. noises animals make in different countries)  <b>Family</b>  <i>Negatives ('je n'ai pas de / il n'a pas de')</i> <i>Plurals Recap adjectival agreements</i>  <b>Monsters</b>		YEAR 5/6 <b>The Planets</b> (with <b>days of week</b> ) as links with Year 6 Curriculum <b>Where we live</b> including <b>directions</b>  <i>Au = à +le Recap il y a</i>  <b>The French Speaking World</b>	
PSHE	Being Me in my World 4	Being Me in my World 6	Celebrating	Celebrating Difference 5	Dreams and Goals 4	Dreams and Goals 6	Healthy Me 3	Healthy Me 5	Relationships 4	Relationships 6	Changing Me 3	Changing 5

	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b>Difference 3</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
TRIPS or VISITOR	The Houses of Parliament (or the council chambers of Suffolk/Norfolk?) Young parliamentarian.			Burgh Castle? Colchester? Caister St Edmund?			Field Trip around the village of Fressingfield. A comparative visit to a city?					
VALUE	Friendship		Peace	Consideration / Respect / Reverence		Forgiveness	Wisdom		Thankfulness			
HOME LEARNING PROJECT												
OTHER EVENTS	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov (One Kind Word) Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle			Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb UNICEF Day for Change 3 <sup>rd</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter Earth Day 22 <sup>nd</sup> April			Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL					
BOOKS	Odysseus / Perseus Percy Jackson and the Lightning Thief			The Roman Mysteries – Thieves of Ostia								

CYCLE A 2026-27	2026-27					
THEME	<b>WE WILL REMEMBER THEM! THE HISTORY OF WORLD WAR 1</b>		<b>CHARMS, LEACHES AND VACCINATIONS: MEDICINE THROUGH THE AGES</b>		<b>THERE IS NO PLANET B! CLIMATE CHANGE AND GLOBAL WARMING</b>	
KEY – TO OPEN THE DOOR	Bob Stephenson WW1 artefacts		VISIT TO LEISTON LONG SHOP – Elizabeth Garrett Anderson		How many Kg of carbon does the school use every day? Investigate the school boiler, the waste-paper bins, etc.	
LOCK – TO LOCK IN THE LEARNING	Remembrance Day commemoration		How would you treat this patient? Teams of children, representing doctors from different periods of time, compete to treat patients with a variety of ailments.		Climate Change Protest at school	
ELLI FOCUS	<b>CHANGING AND LEARNING</b> and <b>CURIOSITY</b> The Changing Chameleon and the Curious Cat		<b>RESILIENCE</b> and <b>MAKING MEANING</b> The Resilient Tortoise and the Connecting Spider		<b>CREATIVITY</b> and <b>STRATEGIC AWARENESS</b> The Magical Unicorn and The Wise Old Owl	
LITERACY	Structured recounts: <b>Franz Ferdinand Killed!</b> (Y4) Adventure stories with a variety of settings: <b>Back in time – The Trenches</b> (Y3) Structured recounts: <b>Diaries from the trenches</b> (Y3) Reports: <b>Linked to Science topics on Electricity and Light</b> (Y3) <b>Poems which create images</b> (Y4)	Theme-based writing (range of genres, eg: story/diary writing/explanation text/non-chronological report/persuasive writing) (Y6) <b>Read all about it: Franz Ferdinand killed! / Diaries from the trenches / Letters home/ NCR about an aspect of the war. War poetry</b>	Longer stories based on historical settings: <b>The Plague</b> (Y4) Information texts structured in different ways: <b>Jenner and smallpox, The Black Death, etc</b> (Y3) Explanation text: <b>The Human Digestive System</b> (Y4) <b>Shape poems and calligrams</b> (Y3)	Non-chronological report: <b>Jenner and Smallpox/ Flemming and penicillin, etc</b> (Y6) Journalistic writing: <b>The Black Death</b> (Y6) Diary/recount/short story: <b>The Plague</b> (Y6) Explanation Text: <b>The human circulation system</b> (Y6) <b>Poems with word play, rhyme and metaphor</b> (Y5)	<b>Longer stories based on issues and dilemmas</b> (Y4) Persuasive writing: <b>climate change / recycle plastic / etc</b> (Y4) Reports: <b>A local issue</b> (Y4) <b>Poems for performing</b> (Y3) Playscript: <b>A dilemma at school</b>	Persuasive writing: eg: <b>nuclear power/plastic pollution /climate change!</b> (Y5) Biography/Auto-biography: <b>Who is Greta Thunberg?</b> (Y6) Journalistic writing: <b>A local issue</b> (Y6) Stories (incl. dramatic conventions) (Y5) <b>Poems which select from a repertoire for a particular purpose</b> (Y6)
ORACY	<b>From our foreign correspondent:</b> Developing and filming a news report from Sarajevo or the front line. [See ICT]		<b>Which British person made the greatest contribution to advances in medicine?</b> Formal debate (with an audience?)		<b>Persuasive speaking</b> – using persuasive language techniques to attempt to convince your audience.	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 <b>Electricity:</b> Name objects that use electricity. Create simple series circuits and name basic parts. Switches. Know when a lamp will light in a simple circuit and when it will not. Investigate some conductors and insulators.  <b>Light:</b> Recognise that we need light in order to see things and that dark is the absence of light, light is	YEAR 5/6 <b>Properties and changes of materials:</b> hardness, solubility, transparency, conductivity (electrical and thermal) and responses to magnets. Solutions and dissolving. Mixtures and separation. Reversible and irreversible changes. Fair testing.	YEAR 3/4 Animals (including humans): <b>Digestion, Nutrition and Teeth</b> Describe the function of the basic parts of the digestive system; identify different teeth in humans and their functions; know about the right amount of nutrition for humans.  <b>Skeletons and Bones:</b> know that humans and	YEAR 5/6 Animals including humans: <b>The Circulatory System.</b> Heart, blood, lungs. Impact of diet, exercise, drugs and lifestyle on the way our bodies function. Describe the way nutrients are transported.  Animals including humans: <b>Changes</b> Describe the changes as humans develop to old age,	YEAR 3/4 <b>Rocks and soils:</b> Recognise and group different types of rock based on their properties. Igneous, metamorphic and sedimentary rocks. Know how fossils are made. Know that soil is made from rocks and organic matter. Rocks and Soils	YEAR 5/6 Living things and their habitats: <b>Life Cycles.</b> Describe differences in life cycles of a mammal, amphibian, insect and a bird. Describe the process of reproduction in some plants and animals.  Understand the process of <b>reproduction</b> in humans.

	reflected off surfaces, know that light from the sun can be dangerous. Know how shadows are cast and find patterns in the way the size of a shadow changes.		some other animals have skeletons and muscles for protection, support and movement.  With the support of Mike James (One Life Suffolk).	including the changes associated with puberty.	Investigations in the local environment (wildlife area and pond)	
HISTORY	<b>World War 1</b> – The outbreak of war, life in the trenches, the home-front, propaganda, the role of women, the legacy of WW1.  (A study of a significant turning point in British history.)		<b>Medicine through the ages</b> – a study of an aspect in British History that extends children’s chronological knowledge beyond 1066. Medicine from the Stone Age to the present day, including the work of famous British doctors (Jenner, Fleming, Nightingale and Seacole, Garrett-Anderson, Lister)			
GEOGRAPHY	Mapping the countries of Europe. The War in Fressingfield using the names of those from our village who fought.				<b>Biomes, vegetation belts</b> <b>The environmental impact of human geography</b> including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <b>The Carbon Cycle.</b> <b>Global Warming and climate change.</b>	
ART	Painting: Complementary colours and colour mixing. Backgrounds and graffiti (in response to Holst’s Planets – Mars).  Collage/ICT: Piet Mondrain. Oval with colour planes 1 (or similar). Use ICT paint programme to respond and collage techniques side by side.	Textiles: Harriet Powers inspired class quilt to commemorate WW1.  Printing – Press printing relief block or lino square.	Printing – Design your own virus! Polystyrene printing tiles based on photographs of bacteria and viruses!  Drawing – Victor Vasarely: optical illusions. Use graphite pencils, charcoals, etc. Textures and lines.	Painting: Mixing warm or cold tones for background. Over-layering with the opposite tones. Pictures inspired by organs (hearts, lungs, etc.)  Collage: Patrick Heron – simple forms, lines, shapes. Complementary colours and primary/secondary colours.	Textile: Michael Brennand-Wood Slow Turning Dip-dye using natural dyes and weaving onto stick frames. (use recycled plastics, etc),  3D: Recycled sculpture – reusing eg: plastic bottles, etc. Add meaning – what does your sculpture represent?	3D: Recycled sculpture – reusing eg: plastic bottles, etc. Design in sketch books first. Add meaning – what does your sculpture represent? Give and receive feedback. Make amendments and improvements. Gallery.  Drawing: Dennis Wojtkiewicz – Detailed, analytical observational drawings. Oil pastels.
D&T	What shape will your pastry be?	Textiles: <b>100 Hearts for 100 Years</b> – quilted hearts for our sweethearts.	<b>Does this game stop you from feeling bored?</b> Design a game for a sick, bed-bound child.	How do you take your tea? (tisanes and infusions)	What display will your class share?	<b>Up-cycling.</b> Creating useful objects from things we have no need for. Eg: Picture frames, etc.
RE	Religion and the Individual – Christianity <i>What is expected of a believer following a religion, and the impact of belief on people’s lives?</i>	Symbols and Religious Expression – Christianity How religious and spiritual ideas are expressed <b>Why is the cross more than a symbol of sacrifice?</b>	Religion and the Individual – Islam <i>What is expected of a believer following a religion, and the impact of belief on people’s lives?</i>	Religion and the Individual – Hinduism <i>What is expected of a believer following a religion, and the impact of belief on people’s lives?</i>	Beliefs and Action in the World – Christianity How religions respond to global issues <b>What do Christians mean when they talk about the Kingdom of God?</b>	Revisiting Judaism Symbols and Religious expression <b>What symbols and stories help Jewish people remember their covenant with God?</b>

	<i>How do Christians show that <u>reconciliation with God is important</u></i>		<i>How does a Moslem show their <u>submission and obedience to Allah?</u></i>	<i>Why do Hindus want to collect good <u>Karma?</u></i>		
ICT	<p>YEAR 3/4</p> <p><b>PURPLE MASH</b> Please see scheme of work for more details.</p> <p><b>Unit 4.1</b> Coding <b>Weeks – 6</b> Programmes: -2code</p> <p><b>Unit 4.2</b> Online Safety <b>Weeks- 4</b> Programmes: -2Connect (Mind Map) -2Publish Plus -Displayboards</p>	<p>YEAR 5/6</p> <p><b>PURPLE MASH</b> Please see scheme of work for more details.</p> <p><b>Unit 6.1</b> Coding <b>Weeks – 6</b> Programmes: -2code</p> <p><b>Unit 6.2</b> Online Safety <b>Weeks – 3</b> Programmes: - 2DIY 3D - 2DIY 2Code - 2Blog (Bloggng)</p> <p><b>Unit 6.8</b> Understanding Binary <b>Weeks – 4</b> Programmes: -2Connect (Mind Map) -2Question (Binary Databases) Writing -Templates 2Code</p>	<p>YEAR 3/4</p> <p><b>PURPLE MASH</b> Please see scheme of work for more details.</p> <p><b>Unit 4.3</b> Spreadsheets <b>Weeks – 6</b> Programmes: -2calculate</p> <p><b>Unit 4.4</b> Writing for Different Audiences <b>Weeks – 5</b> Programmes: -Writing Templates -2Simulate -2Connect (Mind Map) -2Publish Plus</p>	<p>YEAR 5/6</p> <p><b>PURPLE MASH</b> Please see scheme of work for more details.</p> <p><b>Unit 6.3</b> Spreadsheets <b>Weeks – 5</b> Programmes: -2calculate</p> <p><b>Unit 6.4</b> Blogging <b>Weeks – 5</b> Programmes: -2Blog (Blogging)</p>	<p>YEAR 3/4</p> <p><b>PURPLE MASH</b> Please see scheme of work for more details.</p> <p><b>Unit 4.5</b> Logo <b>Weeks – 4</b> Programmes: -2Logo (text-based coding)</p> <p><b>Unit 4.6</b> Animation <b>Weeks – 3</b> Programmes: -2Animate</p> <p><b>Unit 4.7</b> Effective Search <b>Weeks – 3</b> Programmes: -2Quiz -2Connect (Mind Map)</p> <p><b>Unit 4.8</b> Hardware Investigators <b>Weeks – 2</b> Programmes: -2Quiz -2Connect (Mind Map) -Writing Templates</p>	<p>YEAR 5/6</p> <p><b>PURPLE MASH</b> Please see scheme of work for more details.</p> <p><b>Unit 6.5</b> Text Adventures <b>Weeks – 5</b> Programmes: -2Code -2Connect (Mind Map) -Writing Templates</p> <p><b>Unit 6.6</b> Networks <b>Weeks – 3</b> Programmes: -2Connect (Mind Map) -Writing Templates</p> <p><b>Unit 6.7</b> Quizzing <b>Weeks – 6</b> Programmes: -2DIY -2Quiz -Text Toolkit -2Investigate (database)</p>
PE	<p>Basketball</p> <p>Cross-country</p> <p>Dance (Colorado &amp; Congo) Swimming (Yangtze)</p>	<p>Gym</p> <p>Tag-rugby</p> <p>Swimming, Dodgeball and Dance (Yangtze)</p>	<p>Target Games and Hockey (Colorado)</p> <p>Swimming (Congo)</p> <p>Hockey</p> <p>Tag Rugby (Yangtze)</p>	<p>Invasion (Colorado)</p> <p>Football</p> <p>Dodgeball (Colorado &amp; Congo)</p>	<p>Cricket</p> <p>Sending and Receiving (Colorado)</p> <p>Tennis</p>	<p>Rounders</p> <p>Athletics</p> <p>Swimming (Colorado)</p> <p>Outdoor and adventurous (Yangtze)</p>

				Netball (Yangtze)	Outdoor and adventurous (Colorado)							
Music	Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Harvest performance,	Congo: E Flat Clarinet  Yangtze: Flute  Beginning of class ensemble. Assembly singing and Christmas performance,	Congo: E Flat Clarinet  Yangtze: Flute  Development of class ensemble. Assembly singing.	Congo: E Flat Clarinet  Yangtze: Flute  Easter ensemble performance. Assembly singing and Easter performance,	Congo: E Flat Clarinet  Yangtze: Flute  Assembly singing and Easter performance,	Congo: E Flat Clarinet  Yangtze: Flute  End of term ensemble performance Assembly singing and Celebration performance,						
FRENCH	YEAR 3/4 <b>Greetings</b> How are you? <b>Classroom instructions and language</b> (incl. 'Jacques a dit' / Simons says) <b>Numbers 1-12</b> (incl. 'Frère Jacques; birthday song) <b>Age</b>  <b>Weather</b> (incl. 'Mr Wolf's Week' Christmas) <i>Introduce concept 'il fait' for weather</i>	YEAR 5/6 <b>Recap number to 69 Numbers 70- 100</b>  <b>My Day (daily routine)</b> in 1st person) Recap <b>time</b> Write acrostic poems on a Christmas theme, using a model. <b>St. Nicholas &amp; French Christmas traditions</b>  <i>-er verbs in 1st person</i>	YEAR 3/4 <b>Days and months Writing the date Birthdays</b> (incl. Birthday song)  <b>Where I live</b>  <b>Animals</b> ('Brown Bear / Ours Brun' Story)  <i>Adjectival agreement and position 1 st and 3rd persons of verb introduced ('J'habite and 'il / elle habite')</i>	YEAR 5/6  <b>Descriptions of people and animals</b> <b>Spring Traditions</b> Revision of <b>weather</b>  <i>Recap adjectival agreements</i>  Healthy Eating Café – <b>ordering food</b>  <i>Je voudrais + du /de la/des</i>	YEAR 3/4 <b>Food</b> (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trous')  <i>Recap 1st and 3 persons of verb with 'Je mange' and 'il / elle mange'</i>  <b>Ice Creams and opinions</b> <i>Use of 'à la', 'à l'' and 'au' context of ice cream</i>  <b>Siblings</b> <b>Number to 69</b> <b>Clothes and Fashion Show</b> <i>Recap gender Recap adjectival position and agreement</i>	YEAR 5/6 <b>Entertainment</b>  <b>Questioning</b> (tu veux jouer au foot?) <b>Responding</b> (oui, je veux... / non je ne veux pas)  <b>Me, my family and other people</b>  <i>Awareness of changes to verb ending for 'er' verbs in present tense. Use of aller + infinitive to create the future tense (examples in 1st &amp; 3 rd person</i>						
PSHE	<b>Being Me in my World 3</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>Being Me in my World 5</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<b>Celebrating Difference 4</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is	<b>Celebrating Difference 6</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>Dreams and Goals 3</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing	<b>Dreams and Goals 5</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Healthy Me 4</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me 6</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<b>Relationships 3</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have	<b>Relationships 5</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	<b>Changing Me 4</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	<b>Changing 6</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

			First impressions		feelings Simple budgeting					different lives Expressing appreciation for family and friends.			
TRIPS or VISITOR	11 <sup>th</sup> November 2019 – Memorial Service and visit to the Commonwealth War Graves in Fressingfield. Ben (Royal British Legion) Mr Bob Stephenson (WW1 artefacts)				The Long Shop Museum in Leiston to discover more about Elizabeth Garrett Anderson, Britain's first female doctor.				A tip? <a href="http://www.suffolkrecycling.org.uk">www.suffolkrecycling.org.uk</a>				
VALUE	Trust		Generosity		Compassion		Courage		Responsibility		Service		
HOME LEARNING PROJECT													
OTHER EVENTS	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle				Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb UNICEF Day for Change 3 <sup>rd</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter Earth Day 22 <sup>nd</sup> April				Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL				
BOOKS	Albert's War Private Peaceful War Horse				Horrible Histories Medicine Ladybird History of Medicine				Post-apocalyptic literature?				