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| Subject: | Autumn 1 | Key focus and outcomes: | Autumn 2 | Key focus and outcomes: |
| English: Writing | * Diary Entry
* Narrative – character and setting descriptions
* Non-chronological report

Text: Cinderella of the Nile by Beverley Naidoo | * Write diary entries in role as a character from Jack and the Baked Beanstalk.
* Write an own version fairytale using appropriate character and setting descriptions.
* Write a non-chronological report.
 | * Narrative - suspense
* Letter writing
* Poetry (Christmas themed)

Hook: Animated clip (Tadeo Jones) | * Narrative – write with tension/suspense, exploring the inside an Egyptian tomb.
* Write a formal letter
* Write a range of Christmas themed poetry.
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| English: Grammar skills | * Diary Entry
* Narrative – character and setting descriptions
* Non-chronological report
 | * Past tense
* Information in chronological order
* Varied sentence openings
* Cohesion across paragraphs
* Fronted adverbials
* Superlatives
* Expanded noun phrases
* Figurative language (Metaphors, similes and personification)
* Direct speech (inverted commas)
* Formal language
* Organisational features
* Paragraphs
 | * Narrative - suspense
* Letter writing
* Poetry (Christmas themed)
 | * Use of descriptive language to build setting and character description.
* Figurative language (Metaphors, similes and personification)
* Create suspense and atmosphere.
* Use of a range of devices to build cohesion (adverbials of time and synonyms) within and across

paragraphs* Use of speech punctuation
* Ellipses
* Rhyme
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| Maths | Number | * Place Value
* Addition and Subtraction
 | Measurement Number | * Area
* Multiplication and Division
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| Geography | History Focus | History Focus | History Focus | History Focus |
| History | Ancient Egypt | * What were the key time periods in the Ancient Egyptian empire?
* How was life different in Ancient Egypt compared with our lives today?
* What role did the Egyptian gods play in their lives?
* What was the ritual of mummification?

  | Ancient Egypt | * What was significant about the pyramids?
* Why was the discovery of Tutankhamun so significant?
* Egyptian quiz and presentation
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| Art | Still life studies(drawing & sketching)Artist: Paul Cezanne  | * Explore the artist Paul Cezanne
* Pencil tones & shadows
* Proportion & tone
* Tone & texture.
* Create own still life composition Egypt themed
 | DT Focus | * Christmas cards
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| DT | Art Focus | Art Focus | Canopic Jars  | * Research, design, make and evaluate a canopic jar.
* Select and use appropriate materials and tools.
* Develop clay skills – use tools to carve intricate patterns, use slip to join additional pieces.
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| Science | Plants | * How are seeds dispersed?
* What are the main functions of the different parts of a flowering plant?
* How do plants make food and how is water transported?
* What does a plant need to stay alive?
* Why does a plant need flowers?
 | Light | * Can we see without light?
* How does light behave when it is reflected?
* Can we change how shadows are formed?
* How can we protect our eyes from the sun?
* Do shadows stay the same all day?
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| MFL - French | All around town | * Name some of the major cities of France
* Identify and say typical amenities to be found in French towns.
* Say and order multiples of ten.
* Ask and give a simple address in French.
* Locate the correct part of a bilingual dictionary to translate from French-English or vice versa.
 | On the move | * Use the correct article to precede a noun according to gender.
* Use 1st person, 2nd person (singular) and 3rd person of ‘to go’ accurately with the correct pronoun.
* Give and respond to simple movement/direction instructions.
* Follow simple directions to find a place on a map.
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| PSHE | Me and My Relationships | * Understand successful qualities of teamwork and collaboration.
* Understand ‘positive, healthy relationships’.
* Explore feelings.
* Give examples of strategies to respond to being put under pressure or bullied, including what people can do and say.
 | Valuing Difference | * Understand what conflict means and explore negotiation and compromise.
* Understand similarities and differences
* Define the word respect and demonstrate ways of showing respect to others' differences.
* Understand and identify stereotypes, including those promoted in the media.
* Recognise that they have different types of relationships with people they know.
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| Music | Sing Up MusicThis Little Light of Mine | Pentatonic scale, Gospel music, Rhythm (Off-beat), Call-and-response.* Improvise with the voice on the notes of the pentatonic scale
* Sing in a Gospel style with expression and dynamics.
* Sing rhythmically.
* Listen and move in time to songs in a Gospel style.
 | Sing Up MusicPink Panther ThemeComposing with colour | Timbre, tempo, rhythm, dynamics, atmosphere, music from a film* Improvise and compose, creating atmospheric music for a scene with a given set of instruments.
* Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.
* Talk about the effect of instrument sounds (timbre)

Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.* Create short sounds inspired by colours and shapes.
* Structure musical ideas into a composition.
* Create and read graphic scores.
* Understand that instruments can be used individually and in combination to create different effects of timbre and texture.
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| Computing | Computing systems and networks – The Internet | * Understanding the internet.
 | Creating media - Audio production | * Digital recording
* Editing and combining audio
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| RE | JudaismWhat do Jewish people believe about God, the Covenant and Torah?  | * What does it mean to belong to a religion?
* What are the origins of Judaism?
* Why are the Commandments important in Judaism?
* How do members of the Jewish faith live out their beliefs? – Pesach
* How do members of the Jewish faith live out their beliefs? – Shabbat
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