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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. |
| 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 |
| Maths | Number | * Place Value * Addition and Subtraction | Measurement  Number | * Area * Multiplication and Division |
| 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 |
| 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 |
| 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. |
| 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? |
| 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. |
| 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. |
| Music | Sing Up Music  This 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 Music  Pink Panther Theme  Composing 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. |
| Computing | Computing systems and networks – The Internet | * Understanding the internet. | Creating media - Audio production | * Digital recording * Editing and combining audio |
| RE | Judaism  What 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 |  |  |