

Fountains/ Central	British Values		National Curriculum			
	Autumn 1	Autumn 2	Spring I	Spring II	Summer I	Summer II
History /Geography	Maps of Worlds Locating the worlds countries, inc key physical and human characteristics, major cities, rivers and mountains, identify latitude and longitude (geography)	Plants and Climates Describe and understand key aspects of climate zones, biomes, vegetation belts, locating these on maps, using compasses and grid references (Geography)	From the Stone Age to the Iron Age Neolithic hunter gatherers, bronze age, religions, technology and travel, iron age kingdoms, farming and culture (History)		The Commonwealth Social history, important and influential figures from the Commonwealth, Commonwealth values and Games (History)	
Enquiry Questions	Q1. Where do I live? Q2 Which continents are some countries found in Q3 What are the key physical features of each continent Q4 What are the capital cities of countries on each continent Q5 What do we mean by human geographical features Q6 How do we compare two countries	Question 1 Where are the plants found? Question 2 What is a biome? Question 3 How do plants survive in extreme climates? Question 4 Which plants do we eat? Question 5 How else do humans use plants Question 6 What do we mean by mega-diverse?	Q1 What was new about the stone Age? Q2 Which is better, stone, bronze or iron? Q3 What evidence do we have about Iron Age Britain? Q4 When would it have been better to live, the Stone, Bronze or Iron Age?		Q1 What is the Commonwealth and how was it set up? Q2 Which countries are part of the commonwealth? Q3 What is the Commonwealth Charter Q4 What role have Ghandi, CV Raman and Mary Seacole played in promoting British values? Q5 What are the Commonwealth Games? Q6 Why do countries participate in the games?	
Text based writing	Myths from across the world- Anthony Horowitz (2 wks.) (NOT ROMAN) The Last Polar Bear-Harry Horse-letters (2 wks.)	Sinbad the Sailor The Nation's Favourite Children's poems (2 weeks)	The BFG-Roald Dahl (2 weeks) The Stone Age Boy-Kitamura (2 weeks)		The Tempest- Shakespeare's stories by Leon Garfield (2 weeks_ Just So stories-Kipling 3 weeks	
Genres	Non-Chronological Report Poetry Recount/Diary	Letter Explanation Narrative	Recount/Diary Instructions Non-Chronological Report Biography Narrative		Non-Chronological Report Letter Narrative Newspaper Report Poetry	
Linked Subject Texts	The Gita (Pai) RE	The Game in the Dark (Tullet) Science	Hunters, Gatherers and Woolly Mammoths Williams) History History Detectives-Stone Age (Hibbert) History		That's a good question (John) RE	
Science	Animals including humans Yr 3/4 Nutrition- food groups,	Light – Yr 3/4-Light Light and dark/shadows and reflections, safety	Rocks and soils- formation, classification	Forces and magnets- attraction and repulsion, strength, magnetic	Animals inc humans Skeletons and muscles	Plants- Functions of different parts of a plant,

Themed Week
 Compare & contrast Sutterton/Swineshead v London
 Understand geographical similarities and differences, name and locate cities of the UK, use compass points and grid references
 Balanced argument
 Using CAD, design a key ring for a London visitor to buy (D printing)

Theme Week
 Roman Britain
 Invasion, life in Roman Britain, changes to daily life and religion, key figures in Britain at the time (History)

	foodwebs, energy sources, digestive system			and properties, fossil formation, soil formation	materials, metals and magnets, poles,		requirements for growth, transportation of water
Enquiry Questions	Q1 what are the main 5 food groups? Q2 What are some examples of each? Q3 How are animals classified by their diet? Q4 where do we get our energy from Q5 What is a food web? Q6 what do we mean by digestive system?	Q1 is everything we see a light source? Q2 What do we mean by reflected? Q3 How do we see non-light sources? Q4 where do we get energy from? Q5 how is the sun dangerous? Q6 how can we keep ourselves safe? Q7 how are shadows formed? Q8 How does light travel		Q1 What do different rocks look like? Q2 How hard are rocks? Q3 Can rocks float? Q4 How are fossils formed? Q5 How are soils formed? Q6 What are soils made from	Q1 how can magnets make some objects move? Q2 Does the same object move the same way on different surfaces? Q3 Which surfaces make movement easier and why? Q4 How strong are magnets? Q5 Which materials block magnets? Q6 are all metals magnetic? Q7 Do opposites attract?	Q1 what is an endoskeleton? Q2 which bones can you name? Q3 how do muscles work? Q4 do all animals have the same skeletons? Q5 what different types of skeletons are there?	Q1 what are the different parts of food plants? Q2 Can I label a diagram of a flowering plant? Q3 What are the functions of flowers, stems, leaves and roots? Q4 What do plants need to grow? Q5 How is water transported in plants?
RE	LAS_God-Hinduism (deities/key features/scriptures)	LAS God-Islam What do the main concepts in Islam reveal about the nature of Allah?		UC2a.3God-Incarnation, Christianity. What is the Trinity?		UC2a.5 Salvation-Why do Christians call the day Jesus died "Good Friday"?)	Big Questions – Christianity, Hinduism and Islam. Who am I? What is a good life? Does God exist?
Enquiry Questions	Q1. Who are you and what do you mean to different people? Q2. What do Hindus believe about God? Q3. What do Hindus say that God is like? Q4. How can God (Brahman) be everywhere and in everything? Q5 How can God look like so many things?	Q1. Why do people believe in God? Q2. How does believing in God shape a Muslim's life? Q3. What is the best way for a Muslim to show commitment to God?		Q1Why does Christmas matter to Christians? Q2What is the Trinity? Q3 Why are Christians amazed at the incarnation? Q4 How can God be a person?		Q1Why is Palm Sunday so important to Christians? Q2 Why do Christians call the day Jesus died Good Friday? Q3 What do Christians believe happened on Easter Sunday?	Q1 What does Good mean? Q2 Are people all good in the same ways? Q3 How do Christians believe you live a good life? Q4 How do Muslims believe you live a good life? Q5 Do Hindu's believe that you live a good life in a different way? Q6 What similarities and differences do religions have about what "good" means?
Art/DT	Sculpture- 3D topography of a landscape using a range of materials	Landscapes-Explore the life and paintings of Monet		3D CAD-creating a bookmark using 3D design printers	Mechanisms-Design, construct and evaluate a cart to move in a straight line	Indian art-painting styles, Hastimangala,henna	DT Electrical-designing and creating a torch

						patterns, block printing, rangoli	
Enquiry Questions	<p>Q1 What is sculpture?</p> <p>Q2 How can sculpture represent the natural world</p> <p>Q3 How can corrugated cardboard be used to represent contour lines?</p> <p>Q4 How can I add features to a landscape?</p> <p>Q5 How can I use shades and tints to add details?</p>	<p>Q1 What do we know about the life of Monet?</p> <p>Q2 What are some of his most important paintings?</p> <p>Q3 What techniques did he use in his paintings?</p> <p>Q4 How do we create depth?</p> <p>Q5 How do we contrast cityscapes with landscapes</p>		<p>Q1. What is the difference between 2d and 3d models?</p> <p>Q2 What is CAD design?</p> <p>Q3 How are CAD designs created?</p> <p>Q4 What are the limits of CAD design?</p>	<p>Q1 what different types of vehicles are there?</p> <p>Q2 What are the different parts of a vehicle?</p> <p>Q3 How are wheels attached to axles and chassis?</p> <p>Q4 How is the vehicles body created?</p> <p>Q5 Can I how can I design my own vehicle?</p> <p>Q6 How can I create my own vehicle?</p> <p>Q7 Does the vehicle match my design criteria</p>	<p>Q1 how has Indian painting changed?</p> <p>Q2 What is hastimangala?</p> <p>Q3 How is henna used?</p> <p>Q4 What is mehndi?</p> <p>Q5 What do we mean by block printing?</p> <p>Q6 What are rangoli patterns?</p>	<p>Q1 How has lighting changed since stone age times?</p> <p>Q2 How do we create circuits?</p> <p>Q3 How are switches used?</p> <p>Q4 How can I design a light ?</p> <p>Q5 Does my design suit my process?</p>
Music (music express)	<p>3.1 Environment (Composition) Improve and compose music for a range of purpose using interrelated dimensions of music.</p> <p>Q1. What descriptive sounds would accompany the poem?</p> <p>Q2. Can you create a musical re-telling a poem?</p> <p>Q3. Can you sing in a two part harmony?</p> <p>Q4. What is a melodic ostinato?</p> <p>Q5. What is timbre?</p> <p>Q6. What is ternary form?</p> <p>Q7. Can you sing with expression?</p> <p>Q8. Can you develop the lyrics of a song?</p> <p>3.2 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>What sounds can you see, hear on the building site?</p>	<p>3.3 Sounds (Exploring Sounds) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Q1. How are sounds produced?</p> <p>Q2. How are instruments classified?</p> <p>Q3. What is musical conversation structure?</p> <p>Q4. What are idiophones?</p> <p>Q5. What is call and response?</p> <p>Q6. What are chordphones?</p> <p>3.7 In the Past (Pitch) Develop an understanding of the history of music.</p> <p>Q1. What is pitch?</p> <p>Q2. Can you read the pitch notation?</p>		<p>3.10 Singing French (Pitch) Use and understand staff and other musical notations</p> <p>Q1. What is pitch through melody?</p> <p>Q2. Can you show your understanding of pitch through singing?</p> <p>Q3. What are pitch shapes?</p> <p>Q4. Can you show your understanding of notation by reading notations to play a melody?</p> <p>3.11 Ancient Worlds (Structure) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>Q1. Can you explore tuned and untuned percussion to create</p>	<p>4.6 Around the world (Pitch) Use and understand staff and other musical notations</p> <p>Q1 What is a pentatonic scale?</p> <p>Q2 Can you read graphic notation?</p> <p>Q3. What are listening skills needed to listen to music?</p> <p>Q4. How can you describe music?</p> <p>Q5 Do you know musical and non- musical terms when describing music?</p> <p>Q6. Can you play a pentatonic song with leaps?</p> <p>4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Q1 What is a structure in a song?</p> <p>Q2 Can you learn the words and sing the chorus of a song?</p> <p>Q3 Can you explore the phrasing of a song melody?</p>	<p>4.3 Sounds (Exploring sounds) Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Q1 Can you classify instruments by the way sounds are produced?</p> <p>Q2. Can you learn some simple Beatboxing sounds?</p> <p>Q3. What are aerophones?</p> <p>Q4. What happens when you combine expressive effects of different instrument groups?</p> <p>4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>Q1 What are verse and chorus song structure?</p> <p>Q2. What is texture?</p>	<p>4.11 In the Past (Notation) Develop an understanding of the history of music. Use and understand staff and other musical notations</p> <p>Q1 What is a Renaissance dance?</p> <p>Q2. Can you show your understanding of notation by learning to play a renaissance dance from notations?</p> <p>Q3. Can you understand simple musical structures?</p> <p>Q4. Can you understand how music was different at different times such as the 1960s?</p> <p>4.12 Food and Drink (Performance)improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>4.12 Food and Drink</p> <p>Q1. What is an expressive voice and how can you</p>

	<p>Can you learn a song with vocal rhythms and actions? Can you perform a song in four groups? What is a layer rhythm? Can you add instruments to a song? Can you work in a group? Can you layer rhythms using instruments? Can you sequence and layer rhythms? Can you compose new rhythms? Can you decide on musical structure for your composition? Can you create a performance comprising of a song and composition?</p>	<p>Q3. Can you use pitch notation? Q4. What is rhythm notation? Q5. Can you learn a Tudor Dance?</p>		<p>soothing, repetitive music based on ostinato? Q2. Can you accompany a song with tuned percussion ostinato? Q3. What are musical phrases, melodic imitation and rounds? Q4. Can you arrange an accompaniment using knowledge of balance and musical effect?</p>	<p>Q4 What are the dynamics in a song? Q5 What are the layers in piece of music? Q6 What is the process of composition in minimalism?</p>	<p>Q3. What is layered structure in a rhythmic ostinato piece? Q4. Can you describe the structure of a piece of orchestral music? Q5. Can you read a clock score to play a piece combining drone and melodic ostinato? Q6. What is drone? Q7. What is a rondo structure? Q8. Can you use rondo structure to build a performance?</p>	<p>combine it with physical movement? Q2. Can you respond to sound with visual signs? What is rondo structure and can you perform it? Q3. Can you learn a traditional West African call and response song? Q4. What is rhythmic and melodic accompaniments for a song?</p>
Computing (teach computing)	3.1 Computing systems and networks- connecting computers	3.2Creating media- animation		3.3creating media - desktop publishing	3.4data and information- branching data bases	3.5Programming A - sequence in music	3.6 programming B- events and actions
Enquiry Questions	<p>Q1 What is a digital device? Q2 What are input and output devices? Q3 How can digital devices change the way we work? Q4 How does a computer network share information? Q5 How do we connect digital devices? Q6 What are the physical components of a network?</p>	<p>Q1 What is animation? Q2 What is stop frame? Q4 What are the key features of an animation Q5 How can I add other media to my finished work</p>		<p>Q1 How do text and images convey information? Q2 What does editing mean? Q3 What are page settings? Q4 How do I add images and text? Q5 Does it look right? Q6 Is it better than drawing or painting?</p>	<p>Q1 Is the answer yes or no? Q2 What are attributes? Q3 How do I create a branching database? Q4 How do I use a branching database? Q5Is it the same or is it different?</p>	<p>Q1 What is scratch? Q2 What is a command? Q3 How do programmes start? Q4 Why do commands need to be in order? Q5 How do I change the appearance of my project? Q6 How do I create sounds?</p>	<p>Q1 How does the Sprite move? Q2 What directions can I move in? Q3 Can I change your programme to a new context? Q4 How do I add new features? Q5 What happens when it goes wrong? Q6 How do I make a maze?</p>
MFL	3.1 Bonjour- saying hello, saying your name and counting to 10	3.2 En classe- items in the classroom, colours, saying your age		3.3 Mon corps- body parts	3.4 Les animaux- animals	3.5 Ma famille- my family and relatives	3.6 Bon Anniversaire Food for a party
Enquiry Questions	<p>Q 1 Can you say hello and goodbye? Question 2 What's your name? Q3 How are you?</p>	<p>Q1 What is in the classroom? Q2 what colour is it? Q3 How old are you?</p>		<p>Q1 What are the different body parts? Q2 What colour eyes do you have? Q3 What day is it?</p>	<p>Q1 What animal is that? Q2 Can you count? Q3 What is her name? Q4 What is she like?</p>	<p>Q1 Who are your relatives? Q2 What is the alphabet? Q3 Where is it?</p>	<p>Q1 can I have an apple? Q2 Do you like different foods? Q3What is the date?</p>

	Q4 What musical instrument is that?? Q5 Can you count?							
PE	Games skills- throwing and catching	Dance- motifs and narratives		Gym- jumps and rolls	Outdoor activities- introduction to orienteering.	Defending and attacking skills. - invasion games	Athletics- sprinting and hurdling	
Enquiry Questions	Q1 What do I need to do to catch accurately? Q2 How does a ball go in the intended direction? Q3 How can I stop a ball? Q4 What tactics do I need for my game?	Q1 What do we mean by narrative? Q2 How can we link movements ? Q3 How can we evaluate a performance? Q4 How do we link dance motifs into a sequence>+?		Q1 What is a forward roll? Q2 How do I link movements? Q3 How do I perform a cartwheel? Q4 What is the sequence? Q5 What is a symmetrical shape?	Q1 What is teamwork? Q2 How do I follow directions? Q3 What is the symbol? Q4 What is orienteering?	Q1 What is marking? Q2 What is intercepting? Q3 What do we mean by dodging? Q4 How can we regain possession?	Q1 How do I improve my sprinting technique by getting off to a good start? Q2 How do I combine running and jumping in hurdles? Q3 How can I throw a variety of objects over a longer distance?	
PSHE/RSE	Topic One Families and Relationships Expectations and roles that exist within the family home	Topic Two Friendship and community Community; belonging to groups; similarities and differences; respect for others.		Topic Three- Respect, teasing, bullying, immigration	Topic Four- E-Safety, Online bullying, age restrictions on social media	Topic Five Being safe- Personal space, fight and flight, responsibility,	Topic Nine- Economic well-being (fundraising for charity, sustainability)	
Enquiry Questions	Q1. What roles do people have around the house? Q2. What makes a good friend? Q3. Can you tell me about a time when you were really good at sharing / taking turns /listening?	Q1. What makes an effective class team? Q2. How do all the different people in school work together so that it runs well? Q3. Does everyone have a role in school? Q4. Do you have choices about how to behave? Q5. How do rules, rewards and consequences help with this? Q6. What do you think democracy is? Q7. Can you give an example? Q8. What skills do you have that can help a team work well together?		Q1.How can we show that we value and respect people? Q2 Is disliking someone the same as bullying? Q3 What is a dare? Q4What do we mean by national identity	Q1 How can you balance the time spent online with other activities? Q2 What do the different ratings mean on video games or films? Q3 Can you behave differently online with someone than if you met them in person?	Q1 How do we keep safe? Q2 What does unsafe or uncertain feel like? Q3 What is our responsibility? Q4 Who is responsible for keeping us safe and healthy – at school, at home and outdoors? Q5How do these people help us to keep safe and healthy? Q6 What can we help them to do this? Q7What does being responsible for ourselves mean?	Q1 What do we mean by the earth's resources? Q2 How might lack of care for the environment affect people – now and in the future? Q3 What choices can people make that positively affect the sustainability of the environment? Q4 What skills do people have that help them make money or help others?	

