
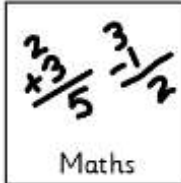









| 2017-18 1 st Year of a 3 year cycle | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Years 4, 5 and 6 | All Around Me - My Area | All Around Me - My World | Ice and Fire - Ice | Ice and Fire - Fire | Town & Country - Country | Town & Country - Town |
| ENGLISH  | Traditional Tales & information - Red Riding Hood; re-writing the story; facts about wolves. | Information - Guy Fawkes & Familiar setting - e.g. The Owl Who was Afraid of the Dark | Familiar setting & information - e.g. Happy Feet; cold places | Reports & Diaries / Poetry - Samuel Pepys and the Fire of London; Seasonal poems | Fables & Traditional Tales / Narrative Poetry - e.g. The Town Mouse and the Country Mouse; The Little Red Hen. | |
| MATHS  | Number / Place Value; Counting; Calculations; Geometry; Measurement; Statistics. | | | | | |
| SCIENCE  | Seasonal Changes - Seasons; Light; Weather; Day / night; Shadows; Globe / Earth; | | | | | |
| | Forces & Magnets - push & pull; rolling; sorting magnetic items; | Earth & Space - Light & sources; Shadows; Rocks; Spherical shapes & globes; Day & night; Space travel, pictures, astronauts & stories; Sun, moon, stars & the Earth. | Uses of materials - Properties of materials; Processes; Experimenting with materials. | Plants - Explore, describe & examine; Similarities & differences; Sort; Soil. | Living Things and their Habitats - Types of plants; Food; Growing; Animals in their habitats; Young & adults; Sort; Similarities & differences; | Recap and consolidate all areas. |

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| <p>TOPIC Geography / History (Equals schemes)</p>  | <p>Our school & the Local Area - Explore Tettenhall and how it has changed; compare the old school to our present school</p> | <p>Weather & Victorian schools - types of weather and the effects on people; What life was like in a Victorian school;</p> | <p>Cold Places & Explorers - Journeys and what it is like in cold countries; Ranulph Fiennes, Cook & Scott - explorers to the poles.</p> | <p>Fire of London - What London is like now; What London was like in 1666; What happened on 2-9-1666</p> | <p>Anglo-Saxons & countryside - Who were the Anglo-Saxons; Investigate, compare and contrast features of a rural area.</p> | <p>Anglo-Saxons & town - The lifestyle of the Anglo-Saxons; Investigate, compare and contrast features of an urban area.</p> |
| <p>D&T / ART (Equals scheme)</p>  | <p>Moving wolves / Clock Tower - using air to design and make a model that moves; make a model of Tettenhall's clock tower.</p> | <p>Lighting it Up - How light are designed for particular needs and are made from a variety of components and materials to suit a purpose</p> | <p>Shelters / cold places - design & make a diorama; design and make a model shelter for an explorer to a cold place.</p> | <p>Alarms / fire pictures - recreating pictures from the Fire of London; Why we need fire alarms, what they are used for, design and make an alarm.</p> | <p>Sandwiches / Van Gogh - Explore a range of breads; how bread is made; design and make a healthy sandwich; explore Van Gogh's 'sunflowers'</p> | <p>Lowry - his paintings and techniques.</p> |
| <p>COMPUTING</p>  | <p>Digital Data Handler - Introducing Pictograms</p> | <p>Digital Programmer - Learning to Control Things</p> | <p>Digital Designer</p> | <p>Digital Film Maker - taking & printing photos</p> | <p>Digital Broadcaster</p> | <p>Digital Publisher - Different ways to communicate</p> |
| <p>PSHE (Equals scheme)</p>  | <p>Preparing to play an active role as citizens - Recycling</p> | <p>Develop confidence & responsibility; being aware of my ability</p> | <p>Develop good relationships and respecting differences - my friends and my family</p> | <p>Developing a healthy, safer lifestyle - medicines & exercise</p> | <p>Relationship education - Growing and changing</p> | |

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| <p>R.E. (Equals scheme)</p>  | <p>What is it like to be Hindu? -</p> <p>How Ganesh is important to Hindus; What having a religious faith means to believers; Special clothing worn at particular times; How food is used every day in a ceremony called puja; Families share many things together, such as special meals and special times.</p> <p>How Christmas is celebrated; the importance of the story of Jesus' birth to Christians.</p> | <p>What is it like to be Hindu? & Christmas -</p> | <p>Key Religious Leaders - Investigate special things and special people in religion; Guru Nanak, his teachings and followers; Mohammed; Buddha; Dalai Lama; Jesus.</p> | <p>Jesus and His stories - Explore how Jesus is special for Christians, how he healed and taught people; that Jesus told stories to teach people how to live</p> | | |
| <p>MUSIC (Charanga)</p>  | <p>African Music - recognise the main features and some key techniques used in African drumming</p> | <p>Christmas Production - prepare and present a performance.</p> | <p>Recorder- begin to understand musical words (pulse, beat, rhythm, pitch); feel the pulse of the music; play an instrument with increasing accuracy</p> | <p>Rock: Don't Stop Believing - features of rock; listen & appraise; games and vocal warm-ups; singing; play instruments</p> | <p>Zootime: Reggae - features of reggae; listen & appraise; games and vocal warm-ups; singing; play instruments</p> | <p>Reflect, rewind, and replay - revisit activities and build on learning.</p> |