

| | AUTUMN TERM | | | SPRING TERM | | | SUMMER TERM | | | |
|-------------------|--|-------------------------|---|--|--|--|---|---|---|--|
| | | Memorable experience | The Ruin | | Memorable experience | River visit | | Memorable experience | What is a civilisation? | |
| Driver Project | Invasion | Innovate Challenge | Viking hoard | Misty Mountain, Winding River | Innovate Challenge | Learn about the Lakes | Ancient Civilisations | Innovate Challenge | Exploring the Indus Valley civilisation | |
| | | Geography | Geographical sources | | Geography | Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis | | Geography | Covered in Companion Projects below | |
| | | History | Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy | | History | Covered in Companion Projects below | | History | Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations | |
| English | English – lesson content is derived using resources from The Write Stuff, Literacy Shed and Talk 4 Writing | | | | | | | | | |
| Liigiisii | NARRATIVE – Bjorn The Viking EXPLANATION – Gut Garden NARRATIVE – The Incredible Book Eating Boy | | NARRATIVE – Bjorn the Viking Boy | POETRY – The River INFORMATION TEXT – The Whale | | EXPLANATION – The Water Cycle NARRATIVE | /ADVERT – The Egyptian Pyramids | | NARRATIVE – Journey of Iliona | |
| Maths | White Rose Maths WRM Autumn WRM Autumn | | – Addition and subtraction, Addition tion methods, Estimating and : Measurement – Converting units, | White Rose WRM - Spring | Multiplication m (Multiplication a Block 2: Measur Block 3: Numbe fractions, Equiva fractions, Additi fractions; Block 4: Numbe | | White Rose Maths WRM - Summer | percentages, decimals; Block 2: Mea (measureme Block 3: Mea Block 4: Stati Problems (sta Block 5: Geor | metry – Shape, Patterns and ngles; Block 6: Geometry – Position, | |

| Science | Digestive System Digestive System Producers and consumers; Ecosystems; Food chains and food webs; Changes in ecosystems; Digestive system; Teeth types – incisors, canines, premolars, molars; Teeth health and dental hygiene; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research | Sound; vibrations; pitch and volume | States of M Classifying solids, liquid Unusual materials; Par Change of state; Melti evaporation and conde of water; Measuring te Investigating melting; I Researching melting ar Working scientifically - changes over time, Ide classifying, Pattern see Comparative test, Rese | ds and gases; ticle theory; ng, freezing, ensation; States emperature; Line graphs; nd boiling points; - Observing ntifying and king, | Types of classification; Taxonomy; Understanding and creating classification keys; Animal kingdom; Plant kingdom; Classifying new discoveries; Working scientifically – Identifying and classifying, Pattern seeking, Research | Sources of electricit Complete and incon Wired plugs; Incand scientifically – Ident Research This project also cov Making switches; Pr Designing and makin products | y; Electrical device nplete circuits; Co lescent light bulbs ifying and classify vers the following d rogrammable tech ng a nightlight; Inc vers the following | ts and Conductors es; Electrical components; Series circuits; nductivity; Conductors and insulators; ; Future of electricity; Working ing, Pattern seeking, Comparative test, D&T objectives; inologies; Programming a micro:bit; corporating programming and circuits in Geography objective; | |
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| A&D | Warp an Weaving; Exploring yarns | Vista Landscape; Perspective | | | Islamic Art Features of Islamic art; Motifs and patterns; High and low relief clay sculpture | | | | |
| Computing | DATA HANDLING: Online AL – Teachable Machine NETWORKS – The Internet PRESENTATION - Posters PROGRAMMING – MicroBit Get off PROGRAMMING – Bobot Orchestra | | | | | | | | |
| D&T | Food preservation | n techniques; Exploring food ypes; Designing, making and y snacks | Functional and Fancy Fabrics | Morris; Stitching making patterne This project also | eatures; Significant designer – William a hem; Embellishment; Designing and d and embellished fabrics. covers the following A&D objectives; rn; Nature; Block printing; Embroidery | my stuff reconstrained record of a second statement of the second statement of | | npound machines | |

| French | French – lesson content is derived from Twinkl Premium Resources | | | | | | | | |
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| | Unit 1: All around town | Unit 2: On the Move | Unit 3: Going Shopping | Unit 4: Where in the World? | Unit 5: What's the Time? | Unit 6: Holidays and Hobbies | | | |
| Geography | Interconnected | ts; Four and six-figure grid references; icer and Capricorn; Countries, climate f North and South America; Significant res of the UK; Renewable and non- ergy; National Rail network; UK canal dwork; Local enquiry | Geography covered in driver project | | Geography revision and retrieval practice | | | | |
| History | History covered | l in driver project | History revision o | and retrieval practice | History covered in driver project | | | | |
| Music | Music – lesson content is derived from Kent Music School – instrument lessons (ukulele) | | | | | | | | |
| PE | PE – lesson content derived from Greenacres/TeamThemeKent Resources | | | | | | | | |
| | Tennis | Gymnastics | Dance | Junior Multi Skills | Athletics | Cricket | | | |
| | Tag Rugby | Netball | Hockey | Basketball | Rounders | Tri Golf | | | |
| PSHE | PSHE – lesson content derived from Jigsaw | | | | | | | | |
| | Jigsaw Piece 1 | Jigsaw Piece 2 | Jigsaw Piece 3 | Jigsaw Piece 4 | Jigsaw Piece 5 | Jigsaw Piece 6 | | | |
| | – Being Me | Celebrating Difference | -Dreams and Goals | -Healthy Me | -Relationships | -Changing Me | | | |
| RE | RE – lesson content derived from Kent SACRE Curriculum | | | | | | | | |
| | Unit L2.8 What does it mean to be a Hindu in Britain today? (PART 2) | L2.5a How do people from religious and non-religious communities celebrate key festivals? | Unit L2.7 What does it mean to be a Christian in Britain today? (PART 2) | Unit L2.3 Why is Jesus inspiring to some people? | Unit L2.9 What can we learn from religions about deciding what is right and wrong? | Unit L2.6 Why do some people think that life is,like a journey and what significant experiences mark this? | | | |