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	<b>AUTUMN TERM</b>		<b>SPRING TERM</b>		<b>SUMMER TERM</b>				
<b>Driver Project</b>	 <p><b>Invasion</b></p>	<i>Memorable experience</i>	The Ruin	 <p><b>Misty Mountain, Winding River</b></p>	<i>Memorable experience</i>	River visit	 <p><b>Ancient Civilisations</b></p>	<i>Memorable experience</i>	What is a civilisation?
		<i>Innovate Challenge</i>	Viking hoard		<i>Innovate Challenge</i>	Learn about the Lakes		<i>Innovate Challenge</i>	Exploring the Indus Valley civilisation
		<i>Geography</i>	Geographical sources		<i>Geography</i>	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		<i>Geography</i>	<i>Covered in Companion Projects below</i>
		<i>History</i>	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		<i>History</i>	<i>Covered in Companion Projects below</i>		<i>History</i>	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
<b>English</b>	 <p><b>English – lesson content is derived using resources from The Place Value of Punctuation and Grammar, The Write Stuff, Literacy Shed and Talk 4 Writing</b></p>								
	<b>PLACE VALUE OF GRAMMAR AND PUNCTUATION</b> <b>EXPLANATION</b> – Gut Garden <b>NARRATIVE</b> – The Incredible Book Eating Boy <b>NEWSPAPER REPORT</b> – How to be a Viking		<b>POETRY</b> – The River <b>INFORMATION TEXT</b> – The Whale <b>EXPLANATION</b> – The Water Cycle		<b>PERSUASIVE WRITING</b> – The Egyptian Pyramids <b>ADVERTISEMENT</b> – One for All <b>NARRATIVE</b> – Tadeo Jones				
<b>Maths</b>	 <p><b>WRM – Autumn</b></p>	Block 1: Number – Numbers beyond 20, Negative numbers, Roman numerals; Block 2: Number – Addition and subtraction, Addition methods, Subtraction methods, Estimating and checking; Block 3: Measurement – Converting units, Length and height, Perimeter; Block 4: Number – Times tables, Multiplication, Division, Problems (multiplication and division)	 <p><b>WRM - Spring</b></p>	Block 1: Number – Times tables; Multiplication; Multiplication methods; Division methods; Problems (Multiplication and division); Block 2: Measurement – Area; Block 3: Number – Recognising, finding and making fractions, Equivalence, Counting and calculating with fractions, Addition with fractions, Subtraction with fractions; Block 4: Number – Fractions, decimals and percentages, Recognise, order and compare decimals	 <p><b>WRM - Summer</b></p>	Block 1: Number – Fractions, decimals and percentages, Recognise, order and compare decimals; Block 2: Measurement – Problems (measurement), Money, Converting units; Block 3: Measurement – Time, Converting units; Block 4: Statistics – Construct, read and interpret, Problems (statistics); Block 5: Geometry – Shape, Patterns and symmetry, Angles; Block 6: Geometry – Position, direction and coordinates			

	 <b>STAGE 1</b> The 5 times-table The 2, 4 and 8 times-table 2s, 5s, 10s, 4s and 8s		<b>STAGE 2</b> The 3 times-table The 6 times-table The 9 times-table 2s, 5s, 10s, 4s, 8s, 3s, 6s and 9s		<b>STAGE 3</b> The 7 times-table The 11 times-table The 12 times-table All times-table		<b>STAGE 4</b> 1 and 0 Make links Consolidate facts		
<b>Science</b>	 <b>Digestive System</b>	 <b>Sound</b>	 <b>States of Matter</b>	 <b>Grouping and Classifying</b>	 <b>Electrical Circuits and Conductors</b>				
	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		Classifying solids, liquids and gases; Unusual materials; Particle theory; Change of state; Melting, freezing, evaporation and condensation; States of water; Measuring temperature; Investigating melting; Line graphs; Researching melting and boiling points; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research		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 electricity; Electrical devices; Electrical components; Series circuits; Complete and incomplete circuits; Conductivity; Conductors and insulators; Wired plugs; Incandescent light bulbs; Future of electricity; Working scientifically – Identifying and classifying, Pattern seeking, Comparative test, Research  <i>This project also covers the following D&amp;T objectives;</i> Making switches; Programmable technologies; Programming a micro:bit; Designing and making a nightlight; Incorporating programming and circuits in products  <i>This project also covers the following Geography objective;</i> Sustainable energy sources
<b>A&amp;D</b>	 <b>Warp and Weft</b>		 <b>Vista</b>		 <b>Islamic Art</b>				
	Weaving; Exploring yarns		Landscape; Perspective		Features of Islamic art; Motifs and patterns; High and low relief clay sculpture				
<b>Computing</b>	 <b>Computing – lesson content is derived from D.A.R.E.S Computing</b>								
	DATA HANDLING: Online Questionnaire		AI – Teachable Machine		NETWORKS – The Internet		PRESENTATION - Posters		PROGRAMMING – MicroBit Get off my stuff
<b>D&amp;T</b>	 <b>Fresh Food, Good Food</b>	Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks		 <b>Functional and Fancy Fabrics</b>	Fabrics; Design features; Significant designer – William Morris; Stitching a hem; Embellishment; Designing and making patterned and embellished fabrics.  <i>This project also covers the following A&amp;D objectives;</i> Motifs and pattern; Nature; Block printing; Embroidery		 <b>Tomb Builders</b>	Simple and compound machines	

<b>French</b>	 <b>French – lesson content is derived from Twinkl Premium Resources</b>										
	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
<b>Geography</b>	 <b>Interconnected World</b>	Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry			Geography covered in driver project			Geography revision and retrieval practice			
	History covered in driver project			History revision and retrieval practice			History covered in driver project				
<b>Music</b>	 <b>Music – lesson content is derived from Kent Music School – instrument lessons (ukulele)</b>										
<b>PE</b>	 <b>PE – lesson content derived from TeamThemeKent Resources</b>										
	Tennis Tag Rugby		Netball Paralympic Sports		Gymnastics Hockey		Fitness Circuits OAA		Athletics Rounders		Cricket Tri Golf
<b>PSHE</b>	 <b>PSHE – lesson content derived from Jigsaw</b>										
	Jigsaw Piece 1 – Being Me		Jigsaw Piece 2 – Celebrating Difference		Jigsaw Piece 3 -Dreams and Goals		Jigsaw Piece 4 -Healthy Me		Jigsaw Piece 5 -Relationships		Jigsaw Piece 6 -Changing Me
<b>RE</b>	 <b>RE – lesson content derived from Kent SACRE Curriculum and Cornerstones RE projects</b>										
	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?
		<b>HINDUISM</b>		<b>BUDDHISM</b>		<b>CHRISTIANITY</b>		<b>SIKHISM</b>		<b>ISLAM</b>	
Janmashtami		Kathina		Holy Week and Easter		Vaisakhi		Eid-ul-Adhu		Shabbat	