



KEY STAGE 2 CURRICULUM  
FOUR YEAR ROLLING PROGRAMME  
OVERVIEW  
2019-2023

2019-20

2020-21

2021-22

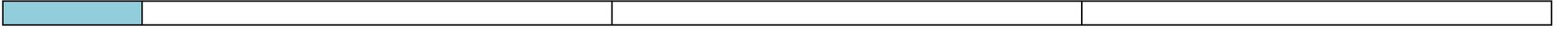
2022-23

CYCLE B 2019-20	2019-2020					
THEME	<b>INVADERS AND SETTLERS: THE ANGLO-SAXONS and the VIKINGS</b>		<b>BLUE PLANET: RIVERS and OCEANS</b>		<b>A TIME OF GREAT CHANGE: FROM THE STONE AGE TO THE IRON AGE</b>	
KEY – TO OPEN THE DOOR	Trip to either West Stow or Sutton Hoo at start of unit.		Beech combing visit		VISITOR	
LOCK – TO LOCK IN THE LEARNING	Anglo Saxon/Viking activity day at end of unit.		Ocean Ambassadors Project		STONE AGE DAY – Flint Knapping, Stone-Age food,	
ELLI FOCUS	<b>CHANGING &amp; LEARNING</b> and <b>LEARNING RELATIONSHIPS</b> The Changing Chameleon and the Busy Bee		<b>CREATIVITY</b> and <b>STRATEGIC AWARENESS</b> The Magical Unicorn and The Wise Owl		<b>CURIOSITY</b> and <b>MAKING MEANING</b> The Curious Cat and the Connecting Spider	
LITERACY	Myths (incl. dialogue): <b>Beowulf</b> (Y3) Information texts structured in different ways: <b>Dragons and other monsters</b> (Y4) Structured recounts: <b>West Stow Anglo-Saxon Village</b> (Y4) <b>Poems for performing</b> (Y3)	Fables, myths and legends: <b>Beowulf</b> (Y5) Non-chronological reports: <b>Dragons and other monsters</b> (Y6) Explanation texts: <b>West Stow Anglo-Saxon Village</b> (Y5) <b>Performance poetry</b> (Y6) Narrative (Character, setting, atmosphere and dialogue): <b>Macbeth</b> (Y5)	Adventure stories with a variety of settings: <b>Avalanche!</b> [2020] <b>Overboard!</b> [2024] (Y3) Reports: <b>Ocean Ambassadors</b> (Y3) Persuasive writing: <b>pollution in the sea/whaling/etc</b> (Y4) Poems which explore form: <b>Blue Planet</b> (Y4)	<b>(Y5) Short stories with flashbacks: <b>Avalanche!</b> [2020], <b>Tsunami!</b> [2024] (Y6) Journalistic writing: <b>Ocean Ambassadors</b> (Y6) Persuasive texts: <b>pollution in the sea/whaling/etc</b> (Y5) Poems which select from a repertoire for a particular purpose: <b>Blue Planet</b> (Y6)</b>	Longer stories based on historical settings: <b>The Standing Stones</b> (Y4) Explanation texts: <b>Food chains</b> (Y4) Mystery stories in a variety of settings: <b>Stig of the Dump/Stone Age Boy</b> (Y3) <b>Poems which play with language</b> (Y3)	Narrative (incl: character, setting, atmosphere and dialogue): <b>The Standing Stones</b> (Y5) Explanation Texts: <b>How to start a fire/What can be done with a dead mammoth?</b> Argument/Discussion Texts: <b>Student Choice</b> (Y6) <b>Poems with word play/rhyme/metaphor</b> (Y5)
USE OF FILM	Beowulf and the Grendel Jotun – Journey of a Viking	Macbeth BBC Schools Beowulf and the Grendel	Catch a lot	The Oceanmaker		
ORACY	<b>Gather around my weary warriors:</b> Recount an Anglo-Saxon Myth to an audience. <b>The Thing: Should we stay or should we go?</b> Debate whether your Viking village should stay, or risk travelling overseas.		<b>Poetry reading – poems linked to water.</b>		<b>A recount of the year –</b> Summer Celebration in church. <b>The Summer Performance: Darwin Rocks?</b>	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 <b>Forces and Magnets:</b> compare how things move on different surfaces; forces need contact between two objects but magnetic forces can act at a distance; magnets attract and repel each other, and attract some materials but not others – investigate this; know that magnets have two poles. <b>Sound:</b> Know how sounds are made, that vibrations from sounds travel through air to the ear, find patterns with pitch and sound and the object that produced it, and volume and	YEAR 5/6 Living things and their habitats: <b>Classification.</b> Describe how living things are classified into broad groups according to observed characteristics (incl microorganisms, plants and animals)  <b>Evolution and Inheritance:</b> change, offspring and adaptation.	YEAR 3/4 <b>States of matter:</b> Solids, liquids and gases. Materials change state when they are heated and cooled. Measure and record temperatures of this happening. Evaporation, condensation, freezing and melting. The effect of temperature on evaporation. The water cycle.  Animals and the Habitats: <b>Classification:</b> Living things can be grouped in different ways. Name and identify mammals, insects, birds,	YEAR 5/6 <b>Electricity</b> Associate the brightness of a lamp and the volume of a buzzer with the number of cells in the circuit. Compare and give reasons for how components function. Use recognised symbols. Make a working windmill.  <b>Light:</b> light appears to travel in straight lines. Objects reflect light into our eyes – how we see. Shadows.	YEAR 3/4 <b>Plants:</b> identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants to grow (air, light, nutrients from soil, water and room to grow). Explore how water is transported within plants. Flowers, pollination, seed formation and seed dispersal.  Animals (including Humans): <b>Food Chains:</b> Construct and interpret a variety of food	YEAR 5/6 <b>Earth and Space:</b> describe the movement of the Earth, and other planets relative to the Sun. Describe the movement of the moon. Explain Day and Night, Seasons. Planets  <b>Forces:</b> gravity – unsupported objects fall towards the centre of the Earth. Air resistance, water resistance and friction. Using

	the strength of the vibrations, sound gets fainter with distance.		amphibians and reptiles. Use classification keys to name things in the local environment. Know that environments change and this poses a risk to some organisms.		chains identifying producers, predators and prey.	pulleys, levers and gears so that a smaller force can have a greater effect.
HISTORY	Britain from the Roman withdrawal to 1066. Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon's struggle for the Kingdom of England to the time of Edward the Confessor (INCLUDING: a local history study of a site dating from the period – West Stow Anglo Saxon Village) Understanding the connections between local, regional, national and international history.				Late Neolithic hunter gatherers – Skara Brae. Bronze Age religion, technology and religion (Stonehenge), Iron Age Hill Forts (tribal kingdoms, farming, art, culture) How did technological advances change the life-styles of human beings from the stone age to the iron age? <ul style="list-style-type: none"> <li>• What was life like in the stone age (Palaeolithic/Mesolithic/Neolithic)</li> <li>• What tools did humans use and how did they change? What impact did these tools have on the way humans lived their lives?</li> <li>• What was 'new' about the <i>New Stone Age</i>?</li> <li>• Which was better to make and use: bronze or iron?</li> <li>• Why bury gold and not come back for it?</li> <li>• When do you think it was better to live – the Stone Age, Bronze Age or Iron Age?</li> <li>• If you were Julius Caesar, would you have invaded Britain in 55BC?</li> </ul>	
GEOGRAPHY	SKILLS: Explain difference between British Isles, Great Britain, and the United Kingdom. Find and locate 6 cities in the UK on a map. Name and locate major islands around the British Isles. Name the areas of origin of the main ethnic groups in the UK and in our school.		SKILLS: Explain why many cities are situated on or close to rivers / why people are attracted to live by rivers / explain the course of a river / locate many of world's most famous rivers. The Water Cycle Collect and accurately measure information (rainfall, temperature, wind speed, sunlight, etc)			
ART	Collage: Henri Matisse 'Jazz' white onto black and black onto white.  Textiles: Dip-dye with mono-prints – create Anglo-Saxon clothing	Drawing: Frank Auerbach portrait work. Drawing in the negative. Respond to different portrait artists in sketch books.  3D: Slab forms – create wrapped slab forms responding to the topic. Clay pendants.  Textiles: Jean Davywinter – create A-S tabard (in groups) using sticking and stitching.	Drawing: Fay Godwin – landscapes using graphite pencils and rubbers  Painting: Van Gogh 'Starry Night' and Turner – blue tinting and shading and wet on wet techniques.	Painting: Cubism – Pablo Picasso portraits colour mixing, shade and tone.  Printing: Chinwe Chukwungo-Roy Batik with tjanting or thin brush. Brusho colours inspired by the sea.  Collage: Andy Warhol 'Ten Marilyns' Use ICT programme to draw simple portraits. Manipulate colour.	3D: Coiled pots from different times.  Drawing: Georgia O'Keeffe Viewfinders. Enlarging. Close observation of details. Link to plants.	3D: Giacometti – Modroc figures inspired by cave art.  Collage: Dale Devereux-Barker 'My Week' Symbolic representations of events and activities.

D&T	What music would you like to make? Musical instruments	Design and build an Anglo-Saxon village using traditional techniques: Wattle and daub, thatch, wooden poles and planks, etc.	How cool is your drink?	How fast should your buggy be?	Will this story surprise you?	Making bread (Starting with wheat – grinding corn. Flatbreads, Sourdoughs, Yeasts
RE	Inspirational People; why some figures, eg founders, leaders and teachers inspire religious believers – Christianity <b>How does believing Jesus is their <u>Saviour</u> inspire Christians to save and serve others?</b>	Inspirational People ; why some figures, eg founders, leaders and teachers inspire religious believers – Islam <b>Why do Moslems call Mohammed the ‘seal of the <u>prophets</u>’?</b>	Inspirational People ; why some figures, eg founders, leaders and teachers inspire religious believers – Christianity <b>What difference did Paul’s <u>conversion</u> on the Damascus road make to Christians?</b>	Encountering Sikhism; ; why some figures, eg founders, leaders and teachers inspire religious believers <b>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</b>	Religion, Family and the Community; how religious families and communities practise their faith and the contribution this makes to local life – Christianity <b>Why do Christians believe they are people on a <u>mission</u>?</b>	Religion, Family and the Community; how religious families and communities practise their faith and the contribution this makes to local life – Christianity <b>Why do Christians call themselves the <u>Body of Christ</u>?</b>
ICT	YEAR 3/4 <b>Digital citizenship and technology (e-safety)</b>  <b>Big Robots (Computer Science)</b> Learn about directional language and programming. Create their own algorithm  <b>We built this city (Digital Literacy)</b> Children to create their own 3D world using Minecraft	YEAR 5/6 <b>Digital citizenship and technology (e-safety)</b>  <b>Cars (Computer Science / Coding).</b> Use Scratch to create a racing game.  <b>Let’s learn a language (Computer Science)</b> Children will learn a new programming language – Python.	YEAR 3/4 <b>Digital citizenship and technology (e-safety)</b>  <b>We Love Games (Computer Science)</b> Learn about gaming apps. Develop a simple programme.  <b>Hurray for Hollywood (Digital Literacy)</b> Create characters, storyboard and plot. Film and edit a short movie.	YEAR 5/6 <b>Digital citizenship and technology (e-safety)</b>  <b>Interactive Art Exhibition (Digital Literacy)</b> An introduction to the amazing world of Augmented Reality.  <b>Young Authors – Interactive (Information Technology / Digital Literacy)</b> Use Book Creator and Brushes to create an e-book including text, illustrations and audio.	YEAR 3/4 <b>Digital citizenship and technology (e-safety)</b>  <b>My first programme (Computer Science)</b> Children will create a computer programme using Scratch.  <b>Final Score (Digital Literacy)</b> Children will create their own written sports report which they will share and work on together using Google Docs.	YEAR 5/6 <b>Digital citizenship and technology (e-safety)</b>  <b>Let’s Change The World: Inventors (Computer Science / Digital Literacy)</b> Children will create their own animations and edit these.  <b>Web Site Designers (Computer Science)</b> Children will create their own website using free templates from Wordpress.
PE	Gym Football Cross-country Dance Tag-rugby	Swimming Football Cross-country Netball Tag-rugby	Swimming Basketball Dodgeball Netball Hockey	Basketball Netball Dodgeball Hockey	Tennis Cricket Rounders Athletics	Cricket Rounders Athletics Adventurous activity (Hollowford trip)
FRENCH	YEAR 3/4 <b>Greetings</b> How are you? <b>Classroom instructions</b> and language (incl. ‘Jacques a dit’ / Simons says) <b>Numbers 1-12</b> (incl. ‘Frère Jacques; birthday song) <b>Age</b>	YEAR 5/6 <b>Recap number to 69</b> <b>Numbers 70- 100</b> Maths in French  <b>Hobbies (in infinitive with opinions / ‘je sais’)</b> Recap opinion verbs	YEAR 3/4 <b>Numbers to 31</b>  All about me: <b>body parts</b> (incl. ‘Head shoulders, knees and toes’) <i>Imperatives (listen for the ‘ez’ sound)</i>	YEAR 5/6 <b>My Week (time and daily routine)</b> ‘This is the Bear’ story  <i>Il y a / Il n’y a pas de Recap: Je suis / Je ne suis pas J’ai / Je n’ai pas de J’aime / Je</i>	YEAR 3/4 <b>Pets</b> (incl. noises animals make in different countries)  <b>Family</b>	YEAR 5/6 <b>The Planets (with days of week)</b> as links with Year 6 Curriculum <b>Where we live</b> including <b>directions</b>  <i>Au = à +le Recap il y a</i>

	<b>Colours</b> (incl. colours song) <b>Classroom objects with colours</b> <i>Adjectival agreement and position</i>		<i>J'aime +infinitive</i> <i>Connectives (et and mais)</i>  <b>School with opinions</b> <b>Alphabet</b> <b>Winter</b> (incl. 'Frozen' in French) <i>Opinions with 'parce que'</i>		<b>Describing personality</b>		<i>n'aime pas // Elle a // // Elle n'a pas de... // Elle est // // Elle n'est pas...</i>  <b>Rooms in house</b> 'Peace at Last' story <b>Fête Nationale</b> <i>Recap 'il y a'</i>		<i>Negatives ('je n'ai pas de / il n'a pas de')</i> <i>Plurals Recap</i> <i>adjectival agreements</i>  <b>Monsters</b>		<b>The French Speaking World</b>	
PSHE	<b>Being Me in my World 4</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	<b>Being Me in my World 6</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b>Celebrating Difference 3</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<b>Celebrating Difference 5</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<b>Dreams and Goals 4</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<b>Dreams and Goals 6</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b>Healthy Me 3</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	<b>Healthy Me 5</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Relationships 4</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	<b>Relationships 6</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b>Changing Me 3</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	<b>Changing 5</b> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
TRIPS or VISITOR	West Stow Anglo-Saxon Village or Sutton Hoo / Woodbridge Anglo Saxon Boat Project visitor			Time and Tide Museum Seaside trip (Ocean Ambassadors)				Stone-age man				
VALUE	Trust		Generosity		Compassion		Courage		Responsibility		Service	
HOME LEARNING PROJECT				Create a river system								
OTHER EVENTS	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle at church			Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb UNICEF Day for Change 3 <sup>rd</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter celebration in church Earth Day 22 <sup>nd</sup> April				Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL				
BOOKS	BEOWULF BRON – ESCAPE TO FREEDOM			RIVER BOY WHY THE WHALES CAME				WOLF BROTHER				



CYCLE C 2020-21	2020-21					
THEME	THE GREAT EXPLORERS		EYGPT		RUINS IN THE JUNGLE: THE MAYANS	
KEY – TO OPEN THE DOOR	Cutty Sark and National Maritime Museum		Norwich Museum Egyptian Exhibition		World Land Trust visitor	
LOCK – TO LOCK IN THE LEARNING			Egyptian Day -		An assembly for parents to share what we have discovered.	
ELLI FOCUS	CHANGING & LEARNING and MAKING MEANING The Changing Chameleon and The Connecting Spider		CURIOSITY and STRATEGIC AWARENESS The Curious Cat and the Wise Old Owl		RESILIENCE and LEARNING RELATIONSHIPS The Resilient Tortoise and the Busy Bee	
LITERACY	Adventure stories with a variety of settings: <b>Treasure Island</b> (Y3) Explanation texts: <b>The Human Digestive System</b> (Y4) Information texts structured in different ways: <b>Pirates!</b> (Y3) <b>Poems which create images</b> (Y4)	Stories (including dramatic conventions): <b>Lost at sea / The unexplored island</b> (Y5) Scientific reports (explanation incl. passive voice): <b>Mr McInnery's rust investigation. Choral and performance poetry</b> (Y6)	Mystery stories in a variety of settings: <b>The Mummy's Curse!</b> (Y3) Instructions: <b>How to mummify a body</b> (Y3) <b>Shape poems and calligrams</b> (Y3) <b>Longer stories based on issues and dilemmas</b> (Y4) Newspaper reports: <b>King Tut's Tomb discovered!</b> (Y3)	Recounts (including writing in role/news/observations/events): <b>Tutankhamun's Tomb discovered!</b> (Y5) Instructions/procedural texts: <b>How to mummify a body</b> (Y5) Formal, impersonal writing: <b>The Valley of the Kings – A Tourist's Guide</b> (Y6) <b>Narrative poems</b> (Y5)	Legends (incl dialogue): <b>Mayan Legends</b> (Y3) Longer stories based on imaginary worlds: <b>Ruins in the jungle</b> (Y4) Persuasive writing: <b>Save our orangutans!</b> (Y4) <b>Poems which create images</b> (Y4)	Extended narrative in different genres (historical/mystery/adventure incl. diary): <b>Ruins in the jungle</b> (Y6) Persuasive letters: <b>Orangutans/palm oil</b> (Y5) Short stories with flashbacks: <b>Into the Cenote!</b> (Y6)
ORACY	<b>Was Captain Drake an explorer, a pirate or a privateer? Spin me a yarn:</b> retelling the story of a great sea voyage from the first person.		<b>The How To Guide to Mummification:</b> children will present their guide to an audience.		<b>Persuasive speaking:</b> Use persuasive language techniques to convince your audience to support your cause.	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 Animals (including humans): <b>Digestion, Nutrition and Teeth</b> Describe the function of the basic parts of the digestive system; identify different teeth in humans and their functions; know about the right amount of nutrition for humans.  <b>Skeletons and Bones:</b> know that humans and some other animals have skeletons and	YEAR 5/6 <b>Properties and changes of materials:</b> hardness, solubility, transparency, conductivity (electrical and thermal) and responses to magnets. Solutions and dissolving. Mixtures and separation. Reversible and irreversible changes. Fair testing.	YEAR 3/4 <b>Electricity:</b> Name objects that use electricity. Create simple series circuits and name basic parts. Switches. Know when a lamp will light in a simple circuit and when it will not. Investigate some conductors and insulators.  <b>Light:</b> Recognise that we need light in order to see things and that dark is the absence of light, light is	YEAR 5/6 Animals including humans: <b>The Circulatory System.</b> Heart, blood, lungs. Impact of diet, exercise, drugs and lifestyle on the way our bodies function. Describe the way nutrients are transported.  Animals including humans: <b>Changes</b> Describe the changes as humans develop to old age,	YEAR 3/4 <b>Rocks and soils:</b> Recognise and group different types of rock based on their properties. Igneous, metamorphic and sedimentary rocks. Know how fossils are made. Know that soil is made from rocks and organic matter.	YEAR 5/6 Living things and their habitats: <b>Life Cycles.</b> Describe differences in life cycles of a mammal, amphibian, insect and a bird. Describe the process of reproduction in some plants and animals.  Understand the process of <b>reproduction</b> in humans.

	<p>muscles for protection, support and movement.</p> <p>With the support of Mike James (One Life Suffolk).</p>		<p>reflected off surfaces, know that light from the sun can be dangerous. Know how shadows are cast and find patterns in the way the size of a shadow changes.</p>	<p>including the changes associated with puberty.</p>		
HISTORY			<p>Egyptians – If you were to meet an ancient Egyptian, what would she/he tell you? What can we find out from the artefacts discovered in Tutankhamun’s Tomb? The achievements of the earliest civilisations.</p>		<p>MAYANS AD900 – a non-European society</p>	
GEOGRAPHY	<p><b>Sir Francis Drake – Explorer, Pirate or Privateer?</b> <b>Captain Cook</b> (Australia) / <b>John Cabot</b> (America), <b>Sir Walter Raleigh</b> (Virginia), <b>William Dampier</b> (Australia and circumnavigator of globe), <b>Robert Scott</b> (Antarctic), <b>David Livingstone</b> and <b>Mary Kingsley</b> (Africa), (<i>I can summarise how Britain has had a major influence on the world</i>). I can plan a journey to another place in UK and the World. Oceans, Continents, Tropics of Cancer/Capricorn, Arctic, Antarctic.</p>		<p>Deserts The River Nile</p>		<p><b>Rainforests</b> – Biomes, climate zones and vegetation belts. (Rainfall patterns, etc) Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through the study of human and physical geog of a region of South America (Guatamala/Belize).</p>	
ART	<p>Printing: African Art – animal prints. Monoprints on coloured paper (reverse colours).</p> <p>Drawing: Portraits: Wanted: Pirates! Great Explorers. Portraits to show expression and emotion.</p>	<p>Painting: Chris Ofili – layered abstract work. Using two layers – acetate sheets and acrylic paint. Patrick Heron – simple forms, lines, shapes, small brush strokes with large shapes</p> <p>Printing: Press Printing relief block or lino square.</p>	<p>Painting: Tonking and graffiti. Complementary colours and colour mixing. Backgrounds for silhouette pictures of pyramids. Paint on differently textured surfaces.</p> <p>Printing: Victor Vasarely – optical illusions in monochrome.</p> <p>Textile: Michael Brennand-Wood ‘Slow Turning’ Dip-dye and weaving onto stick frames.</p>	<p>Textiles: constructing and deconstructing fabrics. Design a textured shawl or a wrap.</p> <p>Printing: Belinda King – stencil print overlaid with monoprint. Warm and cold tones for background.</p>	<p>Printing: Cath Kidston (Rainforest Link) Polystyrene printing tiles inspired by floral designs.</p> <p>3D: Paper Surfaces – Manipulate strips of paper to make curves and coils. Use to create 3D art inspired by Mayan culture.</p>	<p>Drawing: Gustav Klimt – Tree of Life (Science Link). Warm and cold tones. Dennis Wojtkiewicz – Detailed, analytical observational drawings.</p> <p>3D – Mayan Masks. Papier mache. Add 3D features such as nose/lips. Textured paint. Impasto.</p>
D&T	<p>What shape will your pastry be? Ships biscuits, then trying to improve these!</p>	<p>How will your beast open its mouth?</p>	<p>Will your party had be funny or fantastic? Easter bonnets.</p>		<p>What displays will you class share?</p>	<p>Should your creature be fierce or friendly?</p>
RE	<p>Teachings and Authority; what sacred texts and other sources say about God, the world and human life – Christianity <b>Why is the <u>gospel</u> such good news for Christians?</b></p>	<p>Teachings and Authority; what sacred texts and other sources say about God, the world and human life – Christianity <b>When Christians need real wisdom, where do they look for it?</b></p>	<p>Teachings and Authority; what sacred texts and other sources say about God, the world and human life – Hinduism <b>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</b></p>	<p>Symbols and Religious Expression; how religious and spiritual ideas are expressed – Buddhism <b>How did Buddha teach his followers to find enlightenment?</b></p>	<p>Worship, Pilgrimage and Sacred Places; where, how and why people worship, including importance of particular religious sites – Christianity <b>What is the great significance of the <u>Eucharist</u> for Christians?</b></p>	<p>Worship, Pilgrimage and Sacred Places; where, how and why people worship, including importance of particular religious sites – Christianity <b>Why do Christians think being a pilgrim is a good analogy for life itself?</b></p>

ICT	YEAR 3/4 <b>Digital citizenship and technology (e-safety)</b>  <b>Making Games</b> (Computer Science) First steps in Scratch, creating a game.  <b>Get Blogging</b> (Computer Science, Information Technology, Digital Literacy) Children will learn about Wikis, and learn the basics of blogging and collaborative writing.		YEAR 5/6 <b>Digital citizenship and technology (e-safety)</b>  <b>Heroes and Villains</b> (Digital Literacy / Coding/ Graphics) Using Scratch to create a chasing game.  <b>Maths and cryptography</b> (Computer Science) Deciphering binary/code-breaking.		YEAR 3/4 <b>Digital citizenship and technology (e-safety)</b>  <b>Class Democracy</b> (Information Technology, Digital Literacy) Children will create a short animation to support a proposed legislative bill.  <b>Back to the Future</b> (Computer Science) Create a blog about different technologies, inventors and the components of computers.		YEAR 5/6 <b>Digital citizenship and technology (e-safety)</b>  <b>Newsroom</b> (Digital literacy) Children will film and edit their own news report.  <b>Stocks and Shares</b> (Information Technology / Digital Literacy). Analyse data, make informed choices, present and critique their decisions using the Stock Market		YEAR 3/4 <b>Digital citizenship and technology (e-safety)</b>  <b>We are publishers</b> (Digital Literacy) Children to create an e-book of a famous story, including illustrations using Brushes.  <b>Interface Designer</b> (Computer Science) Children will use HTML to build a basic internet page including tags and elements to change the design and colour.		YEAR 5/6 <b>Digital citizenship and technology (e-safety)</b>  <b>'Appy Times Pt1</b> (Computer Science) Design a piece of wearable technology that links to a smart phone. Create an advert for it.  <b>'Appy Times Pt1</b> (Computer Science) Experiment with a broader range of app-development packages.	
	PE	Gym Football Cross-country Dance Tag-rugby		Swimming Football Cross-country Netball Tag-rugby		Swimming Basketball Dodgeball Netball Hockey		Basketball Netball Dodgeball Hockey		Tennis Cricket Rounders Athletics		Cricket Rounders Athletics Adventurous activity (Hollowford trip)
FRENCH	YEAR 3/4 <b>Greetings</b> How are you? <b>Classroom instructions and language</b> (incl. 'Jacques a dit' / Simons says) <b>Numbers 1-12</b> (incl. 'Frère Jacques; birthday song) <b>Age</b>  <b>Weather</b> (incl. 'Mr Wolf's Week' Christmas) <i>Introduce concept 'il fait' for weather</i>		YEAR 5/6 <b>Recap number to 69</b> <b>Numbers 70- 100</b>  <b>My Day (daily routine)</b> in 1st person) <b>Recap time</b> Write acrostic poems on a Christmas theme, using a model. <b>St. Nicholas &amp; French Christmas traditions</b>  <i>-er verbs in 1st person</i>		YEAR 3/4 <b>Days and months</b> <b>Writing the date Birthdays</b> (incl. Birthday song)  <b>Where I live</b>  <b>Animals</b> ('Brown Bear / Ours Brun' Story)  <i>Adjectival agreement and position 1 st and 3rd persons of verb introduced ('J'habite and 'il / elle habite')</i>		YEAR 5/6 <b>Descriptions of people and animals</b> <b>Spring Traditions</b> Revision of <b>weather</b>  <i>Recap adjectival agreements</i>  Healthy Eating Café – <b>ordering food</b>  <i>Je voudrais + du /de la/des</i>		YEAR 3/4 <b>Food</b> (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trous')  <i>Recap 1st and 3 persons of verb with 'Je mange' and 'il / elle mange'</i>  <b>Ice Creams and opinions</b> <i>Use of 'à la', 'à l'' and 'au' context of ice cream</i>  <b>Siblings</b> <b>Number to 69</b> <b>Clothes and Fashion Show</b> <i>Recap gender Recap adjectival position and agreement</i>		YEAR 5/6 <b>Entertainment</b>  <b>Questioning</b> (tu veux jouer au foot?) <b>Responding</b> (oui, je veux... / non je ne veux pas)  <b>Me, my family and other people</b>  <i>Awareness of changes to verb ending for 'er' verbs in present tense. Use of all + infinitive to create the future tense (examples in 1st &amp; 3 rd person</i>	
PSHE	<b>Being Me in my World 3</b> Setting personal goals Self-identity and	<b>Being Me in my World 5</b> Planning the forthcoming year Being a	<b>Celebrating Difference 4</b> Challenging assumptions Judging by	<b>Celebrating Difference 6</b> Perceptions of normality Understandin	<b>Dreams and Goals 3</b> Difficult challenges and achieving success Dreams	<b>Dreams and Goals 5</b> Future dreams The importance of	<b>Healthy Me 4</b> Healthier friendships Group dynamics Smoking Alcohol	<b>Healthy Me 6</b> Taking personal responsibility How	<b>Relationships 3</b> Family roles and responsibilities Friendship and negotiation	<b>Relationships 5</b> Self-recognition and self-worth Building self-esteem Safer	<b>Changing Me 4</b> Being unique Having a baby Girls and puberty	<b>Changing 6</b> Self-image Body image Puberty and feelings Conception to

	worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	g disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Assertiveness Peer pressure Celebrating inner strength	substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	online communities Rights and responsibilities online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Confidence in change Accepting change Preparing for transition Environmental change	birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
TRIPS or VISITOR	Cutty Sark and the National Maritime Museum.			Norwich museum Egyptians								
VALUE	Creative		Humility		Justice		Hope		Perseverance		Truthfulness	
HOME LEARNING PROJECT												
OTHER EVENTS	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle				Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb UNICEF Day for Change 3 <sup>rd</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter Earth Day 22 <sup>nd</sup> April				Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL			
BOOKS	Kensuke's Kingdom The Voyage of the Beagle – Peter Ward											



CYCLE D 2021-22	2021-22					
THEME	<b>THE BIRTHPLACE OF DEMOCRACY: ANCIENT GREECE</b>		<b>WHAT DID THE ROMANS EVER DO FOR US?</b>		<b>FRESSINGFIELD NOW, FRESSINGFIELD THEN</b>	
KEY – TO OPEN THE DOOR	MURDER MYSTERY – Who has killed Agathon?		Roman Day		Mapping the village – How is land used in and around our village?	
LOCK – TO LOCK IN THE LEARNING	Greek Day Who should we ostracise?		An assembly for parents to share what we have discovered.		A key question framed, explored and answered, eg: does Fressingfield need a new playpark? Should 50 new houses be built in the village? Should a nuclear power station be built at Sizewell?	
ELLI FOCUS	<b>CHANGING AND LEARNING and LEARNING RELATIONSHIPS</b> The Changing Chameleon and the Busy Bee		<b>CREATIVITY and STRATEGIC AWARENESS</b> The Magical Unicorn and the Wise Old Owl		<b>MAKING MEANING and CURIOSITY</b> The Connecting Spider and The Curious Cat	
LITERACY	Mystery stories in a variety of settings: <b>Who has killed Agathon?</b> (Y3) Myths including dialogue: <b>Greek Myths</b> (Y3) Instructions: <b>how to control sounds</b> (Y3) <b>Poems for performing</b> (Y3)	<b>Which is the greatest City State – Athens or Sparta?</b> A formal debate (before an audience?) Stories (including dramatic conventions): <b>Who has killed Agathon?</b> (Y5) Fables/Myths/Legends: <b>Greek Gods</b> (Y5) <b>Choral and Performance Poetry</b> (Y5)	Longer stories based on historical settings: <b>Escape from Pompeii</b> (Y4) Legends including dialogue: <b>Romulus and Remus</b> (Y3) Information text structured in different ways: <b>Boudicca / Volcanoes</b> (Y4) <b>Poems which create images</b> (Y4)	Short stories with flashbacks: <b>Escape from Pompeii</b> (Y6) Recounts (incl. writing in role/obs/news/events) <b>Porphyrius the Charioteer</b> (Y5) Extended narratives (historical/mystery/adventure): <b>The Thieves of Ostia</b> (Y6) Instructions/procedural texts: <b>Electrical devices</b> (Y5) <b>Performance Poetry</b> (Y6)	Persuasive writing: <b>Help us rebuild the playpark</b> (Y4) Longer stories based on imaginary worlds: <b>It happened in Fressingfield...</b> (Y4) Structured recounts: <b>UFOs over Fressingfield!</b> (Y4) <b>Poems which play with language</b> (Y4)	Argument /discussion text: <b>Should we build new houses in the village?</b> (Y6) Narrative (character/setting /atmosphere and dialogue): <b>Mystery stories/Stories with a familiar setting</b> (Y5) Persuasive writing: <b>formal letters</b> (Y5) Structured recounts: <b>UFOs over Fressingfield! Narrative Poems</b> (Y5)
ORACY	<b>Which is the greatest City State – Athens or Sparta?</b> A formal debate (before an audience?)		<b>Are you sitting comfortably?</b> Story-telling of mystery stories, including creating a sense of suspense.		<b>Persuasive speaking:</b> use persuasive language techniques to convince your audience to support your stance on a local issue (eg: improving the play-park equipment / for or against Sizewell C / etc)	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 <b>Forces and Magnets:</b> compare how things move on different surfaces; forces need contact between two objects but magnetic forces can act at a distance; magnets attract and repel each other, and attract some materials but not others – investigate this; know that magnets have two poles. <b>Sound:</b> Know how sounds are made, that vibrations from sounds travel through air to the ear, find patterns with pitch and	YEAR 5/6 Living things and their habitats: <b>Classification.</b> Describe how living things are classified into broad groups according to observed characteristics (incl microorganisms, plants and animals)  <b>Evolution and Inheritance:</b> change, offspring and adaptation.	YEAR 3/4 <b>States of matter:</b> Solids, liquids and gases. Materials change state when they are heated and cooled. Measure and record temperatures of this happening. Evaporation, condensation, freezing and melting. The effect of temperature on evaporation. The water cycle.  Animals and the Habitats: <b>Classification:</b> Living things	YEAR 5/6 <b>Electricity</b> Associate the brightness of a lamp and the volume of a buzzer with the number of cells in the circuit. Compare and give reasons for how components function. Use recognised symbols. Make a working windmill.  <b>Light:</b> light appears to travel in straight lines. Objects reflect	YEAR 3/4 <b>Plants:</b> identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants to grow (air, light, nutrients from soil, water and room to grow). Explore how water is transported within plants. Flowers, pollination, seed formation and seed dispersal.	YEAR 5/6 <b>Earth and Space:</b> describe the movement of the Earth, and other planets relative to the Sun. Describe the movement of the moon. Explain Day and Night, Seasons. Planets  <b>Forces:</b> gravity – unsupported objects fall towards the centre of the

	sound and the object that produced it, and volume and the strength of the vibrations, sound gets fainter with distance.		can be grouped in different ways. Name and identify mammals, insects, birds, amphibians and reptiles. Use classification keys to name things in the local environment. Know that environments change and this poses a risk to some organisms.	light into our eyes – how we see. Shadows.	Animals (including Humans): <b>Food Chains:</b> Construct and interpret a variety of food chains identifying producers, predators and prey.	Earth. Air resistance, water resistance and friction. Using pulleys, levers and gears so that a smaller force can have a greater effect.
HISTORY	A study of Greek life and achievements and their influence on the western world. Democracy and Parliament Using artefacts to find out about AG.		Julius Caesar attempted invasion 55/54BC, The Roman Empire and Army (AD42), Claudius' invasion, Boudicca and her revolt, Hadrian's Wall, Romanisation of Britain		Using records (including census records, letters, personal recounts and maps) to understand what Fressingfield (and the surrounding area) was like at two different points in time: present day and Victorian era)	
GEOGRAPHY	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country: Greece.		Earthquakes and Volcanoes – Vesuvius Earthquakes and the tsunami 365AD  Describe how volcanoes are created. Locate and name some of the world's most famous volcanoes. Describe how earthquakes are created.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (sketch maps, plans, graphs, and digital technologies) Mapping skills Carry out research to discover the features of villages, towns or cities.	
ART	Collage: Henri Matisse – 'The Dance' Torn out newspaper to create a figure on black card. (Link to Olympics)  3D: Coiled pots. Greek pots. Sculpting clay, joining clay, using tools.	3D: Giacometti – Modroc to show movement. Link to Olympics/athletes.  Collage: Dale Devereux-Barker. Based on the 'My Week' idea of creating symbols, create symbols to represent Olympic sports.	Textiles: Indian inspired textiles based on saris. (link to RE Hinduism) Tie die and dip dying. Use fabric pens for adding Indian details.  Drawing: Jeffrey the Maggot story and follow-on work. Lines to show texture / shading / smudging / etc. Using pencils, graphite, charcoal to create lines and show texture.	Drawing: Portraits inspired by Frank Auerbach in response to Roman gods. Working in the negative – using rubbers to add detail.  3D/Printing: Create printing blocks from clay slabs with Roman motifs.	Collage: Georgia O'Keeffe Viewfinders. Enlarging (using ICT). Close observation of details. Link to plants. Leading to abstract collages based on enlarged observations.  Painting: John Brunson Landscapes. Tone and tinting (mixing colours)	Collage (ICT): Pictures based on space using ICT packages.  Painting: JMW Turner: Landscapes using watercolours. Adding water to make the colours lighter.
D&T	What music would you like to make?	How should your puppets tell their story?	How cool is your drink?	What sort of light will work for you?	Will this story surprise you?	How could a carrier make the job easier?
RE	Beliefs and Questions; what key beliefs people hold about God, the world and humans – Christianity <b>How do Christians show their belief that Jesus is God incarnate?</b>	Beliefs and Questions; what key beliefs people hold about God, the world and humans – Christianity <b>How do Christians try to capture the mystery of God as Trinity</b>	Beliefs and Questions; what key beliefs people hold about God, the world and humans – Hinduism <b>How do questions about Brahman and Atman influence the way a Hindu lives?</b>	The Journey of Life and Death – Christianity <b>How do the 'Heroes of Faith' encourage Christians today?</b>	Journey of Life and Death – Christianity <b>Should believing in the resurrection change how Christians view life and death?</b>	Journey of Life and Death – Humanism <b>Why do Humanists say happiness is the goal of life?</b>
ICT	YEAR 3/4	YEAR 5/6	YEAR 3/4	YEAR 5/6	YEAR 3/4	YEAR 5/6

	<b>Digital citizenship and technology (e-safety)</b>  <b>Big Robots (Computer Science)</b> Learn about directional language and programming. Create their own algorithm  <b>We built this city (Digital Literacy)</b> Children to create their own 3D world using Minecraft		<b>Digital citizenship and technology (e-safety)</b>  <b>Cars (Computer Science / Coding).</b> Use Scratch to create a racing game.  <b>Let's learn a language (Computer Science)</b> Children will learn a new programming language – Python.		<b>Digital citizenship and technology (e-safety)</b>  <b>We Love Games (Computer Science)</b> Learn about gaming apps. Develop a simple programme.  <b>Hurray for Hollywood (Digital Literacy)</b> Create characters, storyboard and plot. Film and edit a short movie.		<b>Digital citizenship and technology (e-safety)</b>  <b>Interactive Art Exhibition (Digital Literacy)</b> An introduction to the amazing world of Augmented Reality.  <b>Young Authors – Interactive (Information Technology / Digital Literacy)</b> Use Book Creator and Brushes to create an e-book including text, illustrations and audio.		<b>Digital citizenship and technology (e-safety)</b>  <b>My first programme (Computer Science)</b> Children will create a computer programme using Scratch.  <b>Final Score (Digital Literacy)</b> Children will create their own written sports report which they will share and work on together using Google Docs.		<b>Digital citizenship and technology (e-safety)</b>  <b>Let's Change The World: Inventors (Computer Science / Digital Literacy)</b> Children will create their own animations and edit these.  <b>Web Site Designers (Computer Science)</b> Children will create their own website using free templates from Wordpress.	
PE	Gym Football Cross-country Dance Tag-rugby		Swimming Football Cross-country Netball Tag-rugby		Swimming Basketball Dodgeball Netball Hockey		Basketball Netball Dodgeball Hockey		Tennis Cricket Rounders Athletics		Cricket Rounders Athletics Adventurous activity (Hollowford trip)	
FRENCH	YEAR 3/4 <b>Greetings</b> How are you? <b>Classroom instructions</b> and language (incl. 'Jacques a dit' / Simons says) <b>Numbers 1-12</b> (incl. 'Frère Jacques; birthday song) <b>Age</b>  <b>Colours</b> (incl. colours song) <b>Classroom objects with colours</b> <i>Adjectival agreement and position</i>		YEAR 5/6 <b>Recap number to 69</b> <b>Numbers 70- 100</b> Maths in French  <b>Hobbies (in infinitive with opinions / 'je sais')</b> <i>Recap opinion verbs</i> <i>J'aime +infinitive</i> <i>Connectives (et and mais)</i>  <b>School with opinions</b> <b>Alphabet</b> <b>Winter</b> (incl. 'Frozen' in French) <i>Opinions with 'parce que'</i>		YEAR 3/4 <b>Numbers to 31</b>  All about me: <b>body parts</b> (incl. 'Head shoulders, knees and toes') <i>Imperatives (listen for the 'ez' sound)</i>  <b>Describing personality</b>		YEAR 5/6 <b>My Week (time and daily routine)</b> 'This is the Bear' story  <i>Il y a / Il n'y a pas de Recap: Je suis / Je ne suis pas J'ai / Je n'ai pas de J'aime / Je n'aime pas Il / Elle a / Il / Elle n'a pas de... Il / Elle est / Il / Elle n'est pas...</i>  <b>Rooms in house</b> 'Peace at Last' story <b>Fête Nationale</b> <i>Recap 'il y a'</i>		YEAR 3/4 <b>Pets</b> (incl. noises animals make in different countries)  <b>Family</b>  <i>Negatives ('je n'ai pas de / il n'a pas de')</i> <b>Plurals Recap</b> <i>adjectival agreements</i>  <b>Monsters</b>		YEAR 5/6 <b>The Planets</b> (with <b>days of week</b> ) as links with Year 6 Curriculum <b>Where we live</b> including <b>directions</b>  <i>Au = à +le Recap il y a</i>  <b>The French Speaking World</b>	
PSHE	<b>Being Me in my World 4</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a	<b>Being Me in my World 6</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards	<b>Celebrating Difference 3</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising	<b>Celebrating Difference 5</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and	<b>Dreams and Goals 4</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions	<b>Dreams and Goals 6</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising	<b>Healthy Me 3</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and	<b>Healthy Me 5</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Relationships 4</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing	<b>Relationships 6</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take	<b>Changing Me 3</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas	<b>Changing 5</b> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with

	voice What motivates behaviour	Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	how words can be hurtful Giving and receiving compliments	respecting other cultures	Resilience Positive attitudes	achievements Compliments	others Healthy and safe choices		appreciation to people and animals	responsibility with technology use	Preparing for transition	change Preparing for transition
TRIPS or VISITOR	The Houses of Parliament (or the council chambers of Suffolk/Norfolk?) Young parliamentarian.				Burgh Castle? Colchester? Caister St Edmund?				Field Trip around the village of Fressingfield. A comparative visit to a city?			
VALUE	Friendship		Peace		Consideration / Respect / Reverence		Forgiveness		Wisdom		Thankfulness	
HOME LEARNING PROJECT												
OTHER EVENTS	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle				Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb UNICEF Day for Change 3 <sup>rd</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter Earth Day 22 <sup>nd</sup> April				Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL			
BOOKS	Odysseus / Perseus Percy Jackson and the Lightning Thief				The Roman Mysteries – Thieves of Ostia							

CYCLE A 2022-23	2022-2023					
THEME	<b>WE WILL REMEMBER THEM! THE HISTORY OF WORLD WAR 1</b>		<b>CHARMS, LEACHES AND VACCINATIONS: MEDICINE THROUGH THE AGES</b>		<b>THERE IS NO PLANET B! CLIMATE CHANGE AND GLOBAL WARMING</b>	
KEY – TO OPEN THE DOOR	Bob Stephenson WW1 artefacts		VISIT TO LEISTON LONG SHOP – Elizabeth Garrett Anderson		How many Kg of carbon does the school use every day? Investigate the school boiler, the waste-paper bins, etc.	
LOCK – TO LOCK IN THE LEARNING	Remembrance Day commemoration		How would you treat this patient? Teams of children, representing doctors from different periods of time, compete to treat patients with a variety of ailments.		Climate Change Protest at school	
ELLI FOCUS	<b>CHANGING AND LEARNING and CURIOSITY</b> The Changing Chameleon and the Curious Cat		<b>RESILIENCE and MAKING MEANING</b> The Resilient Tortoise and the Connecting Spider		<b>CREATIVITY and STRATEGIC AWARENESS</b> The Magical Unicorn and The Wise Old Owl	
LITERACY	Structured recounts: <b>Franz Ferdinand Killed!</b> (Y4) Adventure stories with a variety of settings: <b>Back in time – The Trenches</b> (Y3) Structured recounts: <b>Diaries from the trenches</b> (Y3) Reports: <b>Linked to Science topics on Electricity and Light</b> (Y3) <b>Poems which create images</b> (Y4)	Theme-based writing (range of genres, eg: story/diary writing/explanation text/non-chronological report/persuasive writing) (Y6) <b>Read all about it: Franz Ferdinand killed! / Diaries from the trenches / Letters home/ NCR about an aspect of the war. War poetry</b>	Longer stories based on historical settings: <b>The Plague</b> (Y4) Information texts structured in different ways: <b>Jenner and smallpox, The Black Death, etc</b> (Y3) Explanation text: <b>The Human Digestive System</b> (Y4) <b>Shape poems and calligrams</b> (Y3)	Non-chronological report: <b>Jenner and Smallpox/ Flemming and penicillin, etc</b> (Y6) Journalistic writing: <b>The Black Death</b> (Y6) Diary/recount/short story: <b>The Plague</b> (Y6) Explanation Text: <b>The human circulation system</b> (Y6) <b>Poems with word play, rhyme and metaphor</b> (Y5)	<b>Longer stories based on issues and dilemmas</b> (Y4) Persuasive writing: <b>climate change / recycle plastic / etc</b> (Y4) Reports: <b>A local issue</b> (Y4) <b>Poems for performing</b> (Y3) Playscript: <b>A dilemma at school</b>	Persuasive writing: eg: <b>nuclear power/plastic pollution /climate change!</b> (Y5) Biography/Auto-biography: <b>Who is Greta Thunberg?</b> (Y6) Journalistic writing: <b>A local issue</b> (Y6) Stories (incl. dramatic conventions) (Y5) <b>Poems which select from a repertoire for a particular purpose</b> (Y6)
ORACY	<b>From our foreign correspondent:</b> Developing and filming a news report from Sarajevo or the front line. [See ICT]		<b>Which British person made the greatest contribution to advances in medicine?</b> Formal debate (with an audience?)		<b>Persuasive speaking</b> – using persuasive language techniques to attempt to convince your audience.	
MATHS	SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP		SEE WHITE ROSE PLANNING OVERVIEW FOR EACH YEAR GROUP	
SCIENCE	YEAR 3/4 <b>Electricity:</b> Name objects that use electricity. Create simple series circuits and name basic parts. Switches. Know when a lamp will light in a simple circuit and when it will not. Investigate some conductors and insulators.  <b>Light:</b> Recognise that we need light in order to see things and that dark is the absence of light, light is	YEAR 5/6 <b>Properties and changes of materials:</b> hardness, solubility, transparency, conductivity (electrical and thermal) and responses to magnets. Solutions and dissolving. Mixtures and separation. Reversible and irreversible changes. Fair testing.	YEAR 3/4 Animals (including humans): <b>Digestion, Nutrition and Teeth</b> Describe the function of the basic parts of the digestive system; identify different teeth in humans and their functions; know about the right amount of nutrition for humans.  <b>Skeletons and Bones:</b> know that humans and	YEAR 5/6 Animals including humans: <b>The Circulatory System.</b> Heart, blood, lungs. Impact of diet, exercise, drugs and lifestyle on the way our bodies function. Describe the way nutrients are transported.  Animals including humans: <b>Changes</b> Describe the changes as humans develop to old age,	YEAR 3/4 <b>Rocks and soils:</b> Recognise and group different types of rock based on their properties. Igneous, metamorphic and sedimentary rocks. Know how fossils are made. Know that soil is made from rocks and organic matter. Rocks and Soils	YEAR 5/6 Living things and their habitats: <b>Life Cycles.</b> Describe differences in life cycles of a mammal, amphibian, insect and a bird. Describe the process of reproduction in some plants and animals.  Understand the process of <b>reproduction</b> in humans.

	reflected off surfaces, know that light from the sun can be dangerous. Know how shadows are cast and find patterns in the way the size of a shadow changes.		some other animals have skeletons and muscles for protection, support and movement.  With the support of Mike James (One Life Suffolk).	including the changes associated with puberty.	Investigations in the local environment (wildlife area and pond)	
HISTORY	<b>World War 1</b> – The outbreak of war, life in the trenches, the home-front, propaganda, the role of women, the legacy of WW1.  (A study of a significant turning point in British history.)		<b>Medicine through the ages</b> – a study of an aspect in British History that extends children’s chronological knowledge beyond 1066. Medicine from the Stone Age to the present day, including the work of famous British doctors (Jenner, Fleming, Nightingale and Seacole, Garrett-Anderson, Lister)			
GEOGRAPHY	Mapping the countries of Europe. The War in Fressingfield using the names of those from our village who fought.				<b>Biomes, vegetation belts</b> <b>The environmental impact of human geography</b> including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <b>The Carbon Cycle.</b> <b>Global Warming and climate change.</b>	
ART	Painting: Complementary colours and colour mixing. Backgrounds and graffiti (in response to Holst’s Planets – Mars).  Collage/ICT: Piet Mondrain. Oval with colour planes 1 (or similar). Use ICT paint programme to respond and collage techniques side by side.	Textiles: Harriet Powers inspired class quilt to commemorate WW1.  Printing – Press printing relief block or lino square.	Printing – Design your own virus! Polystyrene printing tiles based on photographs of bacteria and viruses!  Drawing – Victor Vasarely: optical illusions. Use graphite pencils, charcoals, etc. Textures and lines.	Painting: Mixing warm or cold tones for background. Over-layering with the opposite tones. Pictures inspired by organs (hearts, lungs, etc.)  Collage: Patrick Heron – simple forms, lines, shapes. Complementary colours and primary/secondary colours.	Textile: Michael Brennand-Wood Slow Turning Dip-dye using natural dyes and weaving onto stick frames. (use recycled plastics, etc),  3D: Recycled sculpture – reusing eg: plastic bottles, etc. Add meaning – what does your sculpture represent?	3D: Recycled sculpture – reusing eg: plastic bottles, etc. Design in sketch books first. Add meaning – what does your sculpture represent? Give and receive feedback. Make amendments and improvements. Gallery.  Drawing: Dennis Wojtkiewicz – Detailed, analytical observational drawings. Oil pastels.
D&T	What shape will your pastry be?	Textiles: <b>100 Hearts for 100 Years</b> – quilted hearts for our sweethearts.	<b>Does this game stop you from feeling bored?</b> Design a game for a sick, bed-bound child.	How do you take your tea? (tisanes and infusions)	What display will your class share?	<b>Up-cycling.</b> Creating useful objects from things we have no need for. Eg: Picture frames, etc.
RE	Religion and the Individual – Christianity <i>What is expected of a believer following a religion, and the impact of belief on people’s lives?</i>	Symbols and Religious Expression – Christianity How religious and spiritual ideas are expressed <b>Why is the cross more than a symbol of sacrifice?</b>	Religion and the Individual – Islam <i>What is expected of a believer following a religion, and the impact of belief on people’s lives?</i>	Religion and the Individual – Hinduism <i>What is expected of a believer following a religion, and the impact of belief on people’s lives?</i>	Beliefs and Action in the World – Christianity How religions respond to global issues <b>What do Christians mean when they talk about the Kingdom of God?</b>	Revisiting Judaism Symbols and Religious expression <b>What symbols and stories help Jewish people remember their covenant with God?</b>

	<u>How do Christians show that reconciliation with God is important</u>		<u>How does a Moslem show their submission and obedience to Allah?</u>	<u>Why do Hindus want to collect good Karma?</u>		
ICT	<p>YEAR 3/4</p> <p><b>Digital citizenship and technology (e-safety)</b></p> <p><b>Making Games</b> (Computer Science) First steps in Scratch, creating a game.</p> <p><b>Get Blogging</b> (Computer Science, Information Technology, Digital Literacy) Children will learn about Wikis, and learn the basics of blogging and collaborative writing.</p>	<p>YEAR 5/6</p> <p><b>Digital citizenship and technology (e-safety)</b></p> <p><b>Heroes and Villains</b> (Digital Literacy / Coding/ Graphics) Using Scratch to create a chasing game.</p> <p><b>Newsroom</b> (Digital literacy) Children will film and edit their own news report.</p>	<p>YEAR 3/4</p> <p><b>Digital citizenship and technology (e-safety)</b></p> <p><b>Class Democracy</b> (Information Technology, Digital Literacy) Children will create a short animation to support a proposed legislative bill.</p> <p><b>Back to the Future</b> (Computer Science) Create a blog about different technologies, inventors and the components of computers.</p>	<p>YEAR 5/6</p> <p><b>Digital citizenship and technology (e-safety)</b></p> <p><b>Maths and cryptography</b> (Computer Science) Deciphering binary/code-breaking.</p> <p><b>Stocks and Shares</b> (Information Technology / Digital Literacy). Analyse data, make informed choices, present and critique their decisions using the Stock Market</p>	<p>YEAR 3/4</p> <p><b>Digital citizenship and technology (e-safety)</b></p> <p><b>We are publishers</b> (Digital Literacy) Children to create an e-book of a famous story, including illustrations using Brushes.</p> <p><b>Interface Designer</b> (Computer Science) Children will use HTML to build a basic internet page including tags and elements to change the design and colour.</p>	<p>YEAR 5/6</p> <p><b>Digital citizenship and technology (e-safety)</b></p> <p><b>'Appy Times Pt1</b> (Computer Science) Design a piece of wearable technology that links to a smart phone. Create an advert for it.</p> <p><b>'Appy Times Pt1</b> (Computer Science) Experiment with a broader range of app-development packages.</p>
PE	<p>Gym</p> <p>Football</p> <p>Cross-country</p> <p>Dance</p> <p>Tag-rugby</p>	<p>Swimming</p> <p>Football</p> <p>Cross-country</p> <p>Netball</p> <p>Tag-rugby</p>	<p>Swimming</p> <p>Basketball</p> <p>Dodgeball</p> <p>Netball</p> <p>Hockey</p>	<p>Basketball</p> <p>Netball</p> <p>Dodgeball</p> <p>Hockey</p>	<p>Tennis</p> <p>Cricket</p> <p>Rounders</p> <p>Athletics</p>	<p>Cricket</p> <p>Rounders</p> <p>Athletics</p> <p>Adventurous activity (Hollowford trip)</p>
FRENCH	<p>YEAR 3/4</p> <p><b>Greetings</b> How are you? <b>Classroom instructions and language</b> (incl. 'Jacques a dit' / Simons says) <b>Numbers 1-12</b> (incl. 'Frère Jacques; birthday song) <b>Age</b></p> <p><b>Weather</b> (incl. 'Mr Wolf's Week' Christmas) <i>Introduce concept 'il fait' for weather</i></p>	<p>YEAR 5/6</p> <p><b>Recap number to 69 Numbers 70- 100</b></p> <p><b>My Day (daily routine)</b> in 1st person Recap <b>time</b> Write acrostic poems on a Christmas theme, using a model.</p> <p><b>St. Nicholas &amp; French Christmas traditions</b></p> <p><i>-er verbs in 1st person</i></p>	<p>YEAR 3/4</p> <p><b>Days and months Writing the date Birthdays</b> (incl. Birthday song)</p> <p><b>Where I live</b></p> <p><b>Animals</b> ('Brown Bear / Ours Brun' Story)</p> <p><i>Adjectival agreement and position 1 st and 3rd persons of verb introduced ('J'habite and 'il / elle habite')</i></p>	<p>YEAR 5/6</p> <p><b>Descriptions of people and animals</b></p> <p><b>Spring Traditions</b> Revision of <b>weather</b></p> <p><i>Recap adjectival agreements</i></p> <p>Healthy Eating Café – <b>ordering food</b></p> <p><i>Je voudrais + du /de la/des</i></p>	<p>YEAR 3/4</p> <p><b>Food</b> (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trous')</p> <p><i>Recap 1st and 3 persons of verb with 'Je mange' and 'il / elle mange'</i></p> <p><b>Ice Creams and opinions</b> <i>Use of 'à la', 'à l'' and 'au' context of ice cream</i></p> <p><b>Siblings</b></p> <p><b>Number to 69</b></p> <p><b>Clothes and Fashion Show</b> <i>Recap gender Recap adjectival position and agreement</i></p>	<p>YEAR 5/6</p> <p><b>Entertainment</b></p> <p><b>Questioning</b> (tu veux jouer au foot?) <b>Responding</b> (oui, je veux... / non je ne veux pas)</p> <p><b>Me, my family and other people</b></p> <p><i>Awareness of changes to verb ending for 'er' verbs in present tense. Use of aller + infinitive to create the future tense (examples in 1st &amp; 3 rd person</i></p>

<b>PSHE</b>	<b>Being Me in my World 3</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>Being Me in my World 5</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<b>Celebrating Difference 4</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<b>Celebrating Difference 6</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>Dreams and Goals 3</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<b>Dreams and Goals 5</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Healthy Me 4</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me 6</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<b>Relationships 3</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends.	<b>Relationships 5</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	<b>Changing Me 4</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	<b>Changing 6</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>TRIPS or VISITOR</b>	11 <sup>th</sup> November 2019 – Memorial Service and visit to the Commonwealth War Graves in Fressingfield. Ben (Royal British Legion) Mr Bob Stephenson (WW1 artefacts)				The Long Shop Museum in Leiston to discover more about Elizabeth Garrett Anderson, Britain's first female doctor.			A tip? <a href="http://www.suffolkrecycling.org.uk">www.suffolkrecycling.org.uk</a>				
<b>VALUE</b>	Trust		Generosity		Compassion		Courage		Responsibility		Service	
<b>HOME LEARNING PROJECT</b>												
<b>OTHER EVENTS</b>	Roald Dahl Day 13 <sup>th</sup> Sept European Day of Languages 26 <sup>th</sup> Sept Black History Month October National Poetry Day 7 <sup>th</sup> Oct World Mental Health Day 10 <sup>th</sup> Oct Y4 – HILLTOP RESIDENTIAL Remembrance Sunday 11 <sup>th</sup> Nov Anti-bullying Week 12-15 <sup>th</sup> Nov Children in Need Nov 18 <sup>th</sup> Road Safety Awareness Week 21-27 <sup>th</sup> Nov Christmas Jumper Day Christmas celebration or Christingle				Epiphany 6 <sup>th</sup> Jan Big Schools Garden Watch RSPB 16-30 <sup>th</sup> Jan Chinese New Year National Storytelling Week 28 <sup>th</sup> Jan – 4 <sup>th</sup> Feb UNICEF Day for Change 3 <sup>rd</sup> Feb Safer Internet Day 7 <sup>th</sup> Feb Comic Relief / Sports Relief World Book Day 1 <sup>st</sup> March Mothering Sunday 18 <sup>th</sup> March World Poetry Day 21 <sup>st</sup> March National Autism Awareness Month April Good Friday Easter Earth Day 22 <sup>nd</sup> April			Europe Day 9 <sup>th</sup> May Walk to school week – 16-20 <sup>th</sup> May World Environment Day 5 <sup>th</sup> June British Heart Week – 7-15 <sup>th</sup> June World Oceans' Day – 8 <sup>th</sup> June National School Grounds Week – 13-17 <sup>th</sup> June Recycle Awareness Week 18-24 <sup>th</sup> June Team Green Britain Bike Week 18 <sup>th</sup> – 24 <sup>th</sup> June Children's Art Day – 6 <sup>th</sup> July World Population Day – 11 <sup>th</sup> July SUMMER PERFORMANCE Summer Celebration at Church Y6 – HOLLOWFORD RESIDENTIAL				
<b>BOOKS</b>	Albert's War Private Peaceful War Horse				Horrible Histories Medicine Ladybird History of Medicine			Post-apocalyptic literature?				