

Yearly Overview Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (Quality Text)	The Romans: Gods, Emperors and Dormice (Power of Reading) <u>Writing Outcomes:</u> Magazine article Write in role	The King who banned the dark (Power of Reading) <u>Writing Outcomes:</u> Free verse poetry Debate writing	Animal tales from India. (Power of Reading) <u>Writing Outcomes:</u> Narrative writing Information writing	Grendel (Power of Reading) <u>Writing Outcomes:</u> Character description Letter	Street Child (Power of Reading) <u>Writing Outcomes:</u> Recount Setting description	The Rhythm of the Rain (Power of Reading) <u>Writing Outcomes:</u> Poetry Persuasive writing
History/Geography	<u>How did Britain change between the end of the Iron Age and the end of the Roman Occupation?</u> Know why the Romans came to Britain in the first place.	<u>How do we energise ourselves in the UK?</u> Know how important electricity is for homes and industry. Know what is meant by nuclear	<u>How are mountains formed and what causes an earthquake, tsunami or volcano?</u> Know what tectonic plates are.	<u>What did the Ancient Greeks bring to the world?</u> Know why the Ancient Greeks were more advanced than the Ancient Britons. Know what the Ancient Greeks introduced that we benefit from today.	<u>How did the industrial revolution shape the UK we know today?</u> Know what is meant by the Industrial Revolution.	<u>What are biomes and how are they created?</u> Know what is meant by a tundra and locate them across the world. Know where the world's most famous and

	Know how the Romans changed the landscape in Britain. Know why there was some resistance to the Roman occupation. Consider what was the most important change the Romans brought to Britain. Know why the Romans left Britain.	and coal powered energy. Know why it is important to consider alternative energy. Know which countries have natural energy sources. Know what is meant by fossil fuel.	Know how mountains are formed. Know and locate the best-known mountains in the UK and the world. Know what causes an earthquake. Know what causes a tsunami. Know what causes a volcano.	Know how the Ancient Greeks were influenced by their Gods. Know how important philosophy and democracy was in helping the Greeks be remembered today. Know what the main characters of the Spartans and Athenians.	Know what living conditions were like for people who worked in some of the industries. Know which industries were most prominent during the Industrial Revolution. What the impact that immigration had on the Industrial Revolution. Know how the Industrial Revolution shape Nottingham.	largest deserts are situated. Explain the main features of a tundra. Know how people have adapted to live in tundras and deserts. List the main differences between a tundra and a desert.
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	the clay carefully. Paint and glaze the final piece. Evaluate final creation against design ideas/ inspiration.	Gather resources needed to make the wind turbine. Make the wind turbine ensuring it is fit for purpose. Evaluate the wind turbine against the original design.		Join different parts of the flag by sewing, showing appropriate sewing techniques. Evaluate the completed flag and consider how it could be improved.	Lowry's work. Use sketchbooks to capture industrial revolution images and to experiment with paint. Work towards creating a final piece of art work linking painting with the industrial revolution.	Design/ sketch ideas for biome including materials and resources. Gather resources needed to make biomes. Make a biome, ensuring it is a true representation of the location. Evaluate the biome against your initial ideas.
Music	<u>Create And Notate (featuring You Can See It Through)</u> 1. Copy and improvise short melodic phrases. 2. Compose short structured piece	<u>Singing And Traditions (featuring The King Of All Polar Bears and Five Gold Rings)</u> 1. Sing 2-part songs as duets or melody and accompaniment	<u>Recycling Songs (featuring Plastic)</u> 1. Compose and perform an original song about plastic pollution using researched facts, with	<u>Exploring Musical Contrasts (featuring Let Your Spirit Fly)</u> 1. Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as	<u>FX Sound Effects (featuring YuStudio Underwater Project)</u> 1. Use sound effects to add drama and realism to a	<u>Round And Round (featuring Frere Jacques and Row Row Row)</u> 1. Develop ensemble and vocal skills by performing

	using Music Explorer.	with accurate pitching. 2. Understand contrasting traditions and stories.	clear lyrics, rhythm, and expressive dynamics. 2. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools	staccato/legato and crescendo/decrescendo. 2. Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.	film clip. 2. Begin to make compositional decisions, considering mood, timing, and narrative impact.	rounds and songs with accurate pitch, rhythm, and expressive dynamics. 2. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques.
Swimming	PE2/1.2 Swimming and water safety PE2/1.2a Swim competently, confidently and proficiently over a distance of at least 25 metres. PE2/1.2b Use a range of strokes effectively. PE2/1.2c Perform safe self-rescue in different water-based situations.					

PE	Athletics Netball	Football Fitness	Gymnastics Dodgeball	Handball Dance	Cricket Tennis	Golf Sports Day events
Science	<u>How is sound created and how does it travel?</u> Know how sound is made and what happens when sound travels away from its source. Know how the sound travels from the source to the ears. Know to associate sound with vibration. Know the correlation between pitch and the object	<u>What is electricity and why is it important in our lives?</u> Know about common appliances that run on electricity. Know how to construct a simple series electrical circuit. Identify and name the basic parts of the circuit including cells, wires, bulbs, switches and buzzers. Know that a switch open and closes a circuit.	<u>How are living things grouped?</u> Explore and use classification keys to group living things. Know that plants can be grouped into flowering and non-flowering plants. Know that animals can be grouped into amphibians, reptiles, birds, mammals and fish. Recognise that environments can change for good.		<u>What happens to the food we eat?</u> Know and name the parts of the digestive system. Know about the function of each organ of the digestive system. Know and identify the different types of teeth in humans. Know the function of different human teeth.	<u>Why do some solids, liquids and gases change state?</u> Know that certain materials can change state. Know what the temperature of water is when it boils and freezes. Know which other materials, besides water can change state. Explain the differences between solids, liquids and gases. Know what is meant by the terms

	producing the sound. Know the correlation between the volume of a sound and the strength of the vibrations that produced it.	Know about some common conductors and insulators.	Recognise that some changes to the environment can be a danger to living things.		Construct and use food chains to identify produces, predators and prey.	condensation and evaporation.
Computing	<u>Computing systems and the networks: The internet.</u>	<u>Creating media: Audio production</u>	<u>Programming A: Repetition in shapes</u>	<u>Data and information: Data logging</u>	<u>Creating media: Photo editing</u>	<u>Programming B: Repetition in games</u>
RE	<u>Why do some people think that life is like a journey?</u> Christianity, Hinduism and Islam.	<u>How do people express their religious and spiritual ideas on pilgrimages?</u> Islam, Hinduism, Christianity and Non-religious world views.	<u>Christianity music and worship: What can we learn?</u> Christianity, spiritual but non-religious views.	<u>Why do Christians call the day Jesus died 'Good Friday?'</u> Christianity	<u>How and why do people try to make the world a better place?</u>	<u>What are the deeper meanings of Hindus festivals? How do Hindu families practise their faith?</u> Hinduism.

PSHE (Scarf)	<u>Me and my relationships</u>	<u>Valuing differences/ AREP</u>	<u>Keeping safe</u>	<u>Rights and respect</u>	<u>Being my best</u>	<u>Growing and changing</u>
MFL	<u>Presenting myself</u> By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language	<u>My family</u> By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses	<u>At the tea room</u> By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	<u>In the classroom</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.	<u>What is the weather?</u> By the end of this unit pupils will have the knowledge and skills to describe the weather andÂ present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	

	and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	as the unit supports the change from 1st person singular to 3rd person singular.			
Showcase	<u>Art Exhibition</u>			<u>Production</u>	<u>Travel to a different biome</u>