

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<b>Home Sweet Home</b>	<b>Trains, Planes and Automobiles</b>	<b>Our City</b>	<b>India</b>	<b>Fire! Fire!</b>	<b>Oh I do like to be Beside the Seaside!</b>
English Texts	Six Dinner Sid On the Way Home	Zeraffa Giraffa The Polar Express	That Rabbit Belongs to Emily Brown Goldilocks The True Story of the Three Little Pigs Jim and the Beanstalk	Leon and the Place Between	Stories about heroes Traction Man/Send for a Superhero	The Pirates Next Door The Day the Crayons Quit Flotsam
HIST/GEOG	<b>History:</b> this unit focuses on how buildings have changed over time. Through observation and investigation, children will be able to place buildings in chronological order, describe how they have changed over time and give reasons for these changes. They will also find out about the different people that might have lived in these buildings and what their life might have been like.  <i>NC 2014: Children should be taught about significant historical places in their own locality.</i>	<b>History:</b> this unit focuses on significant events that have led to changes in how we travel. The children will look at the key people and events which have contributed to these e.g. First trains, first aeroplanes and the first cars. They will also consider the question of what transport will 'look' like in the future.  <i>NC 2014: Children should be taught about the lives of significant individuals who have contributed to national and international achievements and events that have been significant nationally and globally.</i>	<b>Geography:</b> this unit will focus on the city of Cambridge. The children will be able to identify similarities and differences between Arbury and city centre.  <i>NC 2014: Children should be taught to understand geographical similarities/differences through studying the human and physical geography of a small area of the UK.</i>	<b>Geography:</b> this unit will draw on learning about Cambridge and compare it with a town/village in India. They will investigate what life is like in this town/village, comparing and contrasting it to Cambridge, looking at geographical features (human and physical) and using geographical vocabulary to describe them.  <i>NC 2014: Children should be taught to understand geographical similarities and differences through studying the human and the physical geography of a non-European country</i>	<b>History:</b> this unit focuses on the events of The Great Fire of London in 1666. The children will consider a range of primary and secondary sources to find out information about the Great Fire and sequence the key events. They will investigate what life was like at the time and use this knowledge to predict why the fire started and spread. They will also suggest how the Great Fire has had an impact on our lives today.  <i>NC 2014: Children should be taught about events beyond living memory that are significant nationally.</i>	<b>Geography:</b> this unit will focus on the physical features of the seaside. Using both observation and maps, children will be able to identify key features of the locality, describing them using geographical vocabulary. They will compare these physical features to those in Cambridge, identifying similarities and differences.  <i>NC 2014: Children should be taught to describe physical and human features using appropriate geographical vocabulary</i>
ART/DT	<b>DT – structures:</b> Children to investigate different houses and the materials used to build them. Set them the challenge of designing and building a house for a certain person (e.g. character from a book/rhyme/history). As class, create set of design criteria and a series of tests for different materials. They can then use this information when designing and making homes. Once completed, houses can be submitted to another series of tests to find out which meet the design criteria.	<b>DT – mechanisms:</b> Children to investigate a range of different toy vehicles answering questions about how they work/which parts move etc. They can then identify design criteria for their own moving vehicle and suggest materials to use. Once they have tested different materials they can adapt their design if necessary before making their product. Once they have cut/joined/finished their product they can evaluate the product and the design process.	<b>Art – printing:</b> Children can investigate the different patterns which they can see in the local environment, recording them from first hand observation using a variety of techniques including drawing, printing and photography. They can also investigate the works of Piet Mondrian and Kandinsky who used shapes and patterns in their work before creating their own final piece of work using a masking tape and painting technique.	<b>DT – food:</b> Share Indian sweets with children and ask them to discuss their likes/dislikes. Children to identify which British sweets they would like children in India to try. Look at how sweets are made and make some simple ones (like peppermint creams). Children to design adaptations to sweets to make them more interesting e.g. flavourings and colourings. They can also design their own packaging for the sweets when they've made them.	<b>Art – wash and silhouette:</b> Children can start by investigating colour associated with fire, using paint to create a silhouettes of a skyline or building on fire. From this starting point, they can go on to investigating how different artists have used colour and how this as the viewer makes us feel. Children could investigate Mark Rothko and Jackson Pollock. Colour mixing, painting, Shape, cutting. Create movement using repetition of shape – circles, swirls, arcs...	<b>Art - observational drawing/watercolours:</b> Shape proportion and texture. Application of drawing skills plus understanding of scale, use of hatching, cross hatching, shading, stippling. Amiria Gale – shells. Charles Darwin.
SCIENCE	Uses of everyday materials	Animals, including humans	Living things and their habitats	?	Plants	Electricity

RE	<b>Theme: God</b> What do Christians believe God is like?	<b>Theme: Gospel</b> What is the good news that Jesus brings?		<b>Theme: Salvation</b> Why does Easter matter to Christians?		
PSHE	Beginning and Belonging	Anti-bullying My Emotions	Diversity and Community	Drug Education	Personal Safety RSE	Managing Changes