



Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals	
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>					

British Values Education

- Democracy
- The rule of Law
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	Class Author Week: Why are we named after this author? (05/09-16/09) National Poetry Day 6/10/22 'Just Talk' week - Oracy (wb 17/10/22) Black History Month: How can we learn about our school values through Black history? (October)	Anti-Bullying Week: Reach out Odd sock day 14/11/22 (14/11-18/11) STEAM week: Science -How fast can it go? The Leys Land Speed Record Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - One Christmas Wish- Katherine Rundell (December)	Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th) Internet Safety Week: How can I keep myself safe online? (wb 06/02-13/02) Computing Months Jan/Feb: How can we solve problems with Coding?	World Book Day: How have books changed the world? (02/03) STEAM week: How high can you go? (Wb 14/03) Easter Poetry - wb 20/3 (world poetry day- 21/03)	KS2 SATs 8-11/5/23 International week (16/5): A week in ...? Healthy Living & Walk to School Week: How do we stay healthy? (23/5)	STEAM week: How long can it float? (Wb: 26/06 - 30/6) Careers Month June: What is my dream job? Climate change week: including data from weather station project (wb:03/07 - 07/07)
Charity Events	Local food bank	Poppy Appeal		Sports Relief		

	Harvest	7-11/11/22 Children in Need 18/11/22 Christmas Jumper Day (16/12)		18/03/22		
FOL Events	Disco (14/10) Non uniform day (21/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec)		Disco (24/02)		Summer Fair (16/06)
Pupil Parliament	Cabinet vote (KS2) - (16/9/22) Session 1 (23/9/22) 11am		Focus session (20/1/23)		Focus session (21/4/23)	
Class trip		Verulamium				Wymondley Woods
TOPIC	<u>Romans</u>		<u>City Scapes - Anglo Saxons and the Scots</u>		<u>Crazy Cartography and the Vikings</u>	
Big Question	What was the impact of Roman settlement in Britain?		Why is it important to have sustainable cities and communities?		Why is it important to have peace, justice and strong institutions in the world?	
Global Goals	1, 5, 9, 10, 11	1, 3, 5, 9, 10, 11	3	3	3, 5	4,5
Diversity Awareness	Black History Month	Anti Bullying week Children in Need		Books across the world/different languages		
PERSONAL, SOCIAL, HEALTH and ECONOMIC	Living in the wider world Chiwa & Kwende Case study	Living in the wider world Rights	Relationships Friendship	Health and wellbeing Responsibilities	Health and wellbeing Mindfulness	Relationships RSE

education						
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	AUTUMN		SPRING		SUMMER	
ENGLISH	<p><u>Class Author Writing</u> (SpaG focus on FAs and ENPs) (Fiction)</p> <p><u>Writing Genre:</u> -Narrative. - alternative ending -Setting and character description -Stories with a theme -Speech - Story setting - Write a section of narrative - Letter writing</p> <p><u>How to become a Roman gladiator</u> **Instruction writing</p>	<p><u>Tin forest</u> **Writing to persuade</p> <p>diary writing</p> <p><u>Take one book - One christmas wish</u> (Katherine Rundell)</p>	<p><u>Take one book - Dick Whittington</u> **Writing to Recount- Newspaper article</p> <p><u>Arthur and the Golden Rope</u> (Fiction) Show not tell description</p>	<p><u>Arthur and the Golden Rope</u> (Fiction)</p> <p>Story writing with villainous and heroic characters.</p> <p><u>Poetry</u>- Examine famous riddles then make own</p> <p>Read and write riddles</p>	<p><u>Lesser Spotted Animals</u> **Writing to inform- Non chronological report</p> <p>Stories with a theme</p> <p><u>**Writing to Explain- create a flowchart to explain.</u></p> <p>Research a particular poet & recite poem by heart</p> <p><u>International week writing</u> - Discussion</p>	<p><u>Climate change week</u> - persuasive writing</p> <p><u>**Writing to discuss/debate</u></p> <p><u>The Village That Vanished</u> BLM poems Read, write and perform freeverse Debate</p>
MATHEMATICS	Place value Addition and subtraction	Measurement - Perimeter & length Multiplication and division	Multiplication and division Fractions Area	Fractions Decimals	Decimals Money Time Statistics	Statistics Geometry - Shape Geometry - Position

<p>SCIENCE</p>	<p>States of Matter- Solids, Liquids, gases & Water cycle</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Living Things and their Habitats (food chains)</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. • construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Living things and their habitats) Digestive System</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans 	<p>Digestive System and Teeth</p> <ul style="list-style-type: none"> • identify the different types of teeth in humans and their simple functions 	<p>Electricity and circuits</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. • predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.
<p>COMPUTING</p>	<p>Online safety / Spreadsheets</p>	<p>Writing for different audiences / Logo</p>	<p>Coding</p>		<p>Logo / Animation / Effective searching</p>	<p>Effective searching / Hardware / Making Music</p>

	AUTUMN	SPRING	SUMMER
HISTORY	<p>Romans</p> <ol style="list-style-type: none"> 1. Locate the Roman period on a timeline 2. Understand some of the reasons the Roman Invasion was a success. 3. To know that sources about Boudicca contradict each other and to compare these. 4. Learn about life in Roman Britain, including entertainment, food and every-day existence. 5. Research Roman Gods and Goddesses 6. Learn about and create Roman pottery and jewellery. 	<p>Anglo-Saxons</p> <ol style="list-style-type: none"> 1. Anglo-Saxon village life 7. Artefacts and daily life 8. King Alfred the Great 9. Crime and punishment (trends over time) 	<p>Vikings</p> <ol style="list-style-type: none"> 1. Who were the Vikings? 2. Longships 5. Homelife 6. Danegeld 9. End of the Vikings 10. Chronology of Romans, Anglos, Vikings
GEOGRAPHY	<p>Mountains and volcanoes</p> <ol style="list-style-type: none"> 1. Map of Roman Conquests - the spread of the Empire. 2. Link to Pompeii - Mt Vesuvius - Romans conquered Italy. 3. Comparing Italy and the UK landscapes 	<p>Urban environments</p> <ol style="list-style-type: none"> 2. Locate the Anglo-Saxon Kingdoms on maps - name and locate UK cities 3. Anglo Saxon link with local history Knowledge/ past and present (both geo/hist) 5. Compare a location over time e.g. Baldock 6. Geographical features of London <p>Two skill lessons needed</p>	<p>Latitude, longitude and the equator</p> <ol style="list-style-type: none"> 3. Co ordinates 4. Grid references 7. Design a map 8. Complete and follow up map
ART and DESIGN	<p>Tone - Mosaics link</p> <p>Shields - design and construct - collage</p>	<p>Silhouette art</p>	<p>Viking helmets/paper mache</p>
DESIGN and TECHNOLOGY	<p>Mechanical systems - pneumatics</p> <p>Bread making - Roman link</p>	<p>Structures - Anglo-saxon structure</p> <p>Shell structures</p>	<p>Electricity - link to circuits</p>

MUSIC	Pitch and notation Revision of treble clef notation Playing on pitched instruments Reading and writing pitch	Widening repertoire of songs, linked to class topics (water cycle) Games to reinforce pulse and rhythm patterns Christmas songs	Partner songs and rounds Improving accuracy in singing Playing instrumental parts to accompany Composing using pentatonic scale	Rhythm +notation, crotchets pairs of quavers minim semibreve semiquavers and their rests. Composing with word rhythms	Improvising with rhythm. Learning about/listening to and recognising instruments - 4 families of the orchestra Time place and purpose of music	Composition - in groups, based on repeated rhythm pattern "ostinato" Widening repertoire of songs, playing instruments to accompany
RELIGIOUS EDUCATION	Buddhism	Christianity	Judaism	Christianity	Judaism	Buddhism
FRENCH	Je Me Presente -Greetings and feelings -Christmas vocab -Spoken language	-Numbers -Pronunciation -Stories, songs, rhymes	My Family -Colours -Farm/ zoo animals -Family	-Months of year -Days of week -Seasons -Family	En Classe -Simple phrases -Unfamiliar words, pronunciation	-Weather -Questions and answers -Describe people, place, things
PE	Football / Tag Rugby	Basketball / Netball	Swimming / Gymnastics - jumping/landing, climbing, creative movement and a variety of balancing	Swimming / Hoop games and activities	Swimming / Athletics / Sports Day Practice	Tennis / Cricket.