	Autumn		Spring		Summer	
Context for learning:	Where in the world is Beeston?	Let's celebrate!	Can you travel in time?	Let's Be Curious	Freestyle	Moving on up
English	• Historical sources/extracts. • The secret of platform 13 Eva Ibbotson	Disappearing Acts: A search and find book of endangered animals.	Hopeless Heroes So You Think You've Got It Bad? A Kid's Life in Ancient Greece The Anciety of Greek Mysteries Who let the Gods out Maz Evens (Guided Reading)		Romans on the Rampage Avoid Being a Roman Soldier (The Danger Zone) What the Romans did for us. The Pirates of Pompeii (not on literacy shed)	
English: writing opportunities	To identify and explore the features of persuasive adverts. To use rhetorical questions. To edit and improve using powerful adjectives. To plan and write a persuasive advert for Greenmount Primary School. To identify features in a TV advert. To explain the directors choices for an advert. To compare fact and opinion. To create a persuasive advertisement for a job in the coal mines.	Explanation texts. To identify and explore the features of an explanation text To plan and write an explanation text about festivals around the world. To identify and explore poetry features. To plan and write a poem about an inspirational athlete to the music of the Olympics. To perform a poem. Story	Newspaper report: Olympics-Victory speech-look at speeches from a historical character. To identify and explore the features of a newspaper report. (Alliteration, direct speech, reported speech, past tense, third person) Story of a legend	Electricity safety leaflet Recount: significant invention. Filmed news report.	Non-chronological report about the Roman lifestyle. To revise features of an information text. To plan an information text. Menus/advertisement for Roman banquet or job as a soldier. Speech from a historical character.	Letters of persuasion to a local councillor. Sci-fi/futuristic stories To identify and explore the features of diary entries. (pronouns, opinions, informal style, colloquial language, chronological order, self-reflection.) To plan and write a diary entry about the exclusion from a celebration.

	To write a letter of complaint about conditions in the coal mines in response to job applied for. Sympathising with others and identifying emotions.					
English (Drama opportunities)	Filmed advert Role on the wall (coal miner) Hot seating of a coal miner	Performing poetry. Soundscape (festival)	Rumours (newspaper article) Sculpting, freeze framing, thought track, action clip (Olympic winner) Conscience alley	Mantle of the expert (Edison).	Hot seating of a roman soldier. Role play of being in a restaurant.	Sculpting, freeze frame, thought track and action clip. (persuasive letter: image of environmental activists)
English (grammar and punctuation features)	Adverts: Rhetorical questions Alliteration Emotive language Fact and opinion Subordinating conjunctions Powerful adjectives Letters: prepositional phrases, subordinating conjunctions, powerful adjectives,	(technical vocab, present tense, time connectives, rhetorical questions, diagrams, introductory paragraph)-explanation text. Poetry: personification, alliteration, metaphors, similes, repetition, rhyming.	Newspaper report: Headlines, subheading, chronological order, direct and reported speech. Expanded noun phrases, The old man with curly hair.	Recount: chronological order, descriptive language, fronted adverbials for when.	Explanation text features. Speech: (repetition, alliteration, emotive language, persuasive language-Revisit) personification, metaphor.	Letters: prepositional phrases, subordinating conjunctions, powerful adjectives.
History	**Where did all the industrial mills go?** • To recognise how Beeston has changed over time. • To understand how events in the past have shaped our lives. (K&I)	• To research two versions of an event and say how they differ (different ways of celebrating the same event, e.g. Christmas)	**How do items found belonging to the past help us to know people's lives in the past?** • To recognise how the lives of wealthy people	• To look at inventions from history. • To order artefacts from the past and place them on a timeline,	**Why were the Romans/ Anglo-Saxons so powerful and what did we learn from them?** • To appreciate that wars have happened from a long time associated with	**How can our voices be heard?** • To understand how people throughout history have shaped our lives today. • To communicate knowledge and

	• To give more than one reason to support a historical argument. • To plot recent history on a timeline using centuries.	• Sporting/Royal/events/Religious. • E.g. Australia day, Olympics, Diwali and Holi.	were different to those of the poor. • To know about different types of travel in Ancient Greece. • Explain how events from the past have helped shape our lives. (Olympics) • **NOWPRESSPLAY: Ancient Greece.**	recognising the importance of these discoveries and progression over time. • To appreciate inventions in history and their impact on our lives. (electricity) • To explore what it was like for a child living before electricity. • Edison	invasion, religion and conquering. (K&I) • To recognise that people who lived in the past cooked, travelled and entertained differently and used different weapons/tools from ours. (K&I) • To know that Anglo Saxons shaped the names of the areas that we use today. • To know that items found in the past help us to build up an accurate picture of how people lived in the past. (K&I) • To recognise how the lives of wealthy people were different to those of the poor. • **NOWPRESSPLAY: Roman Britain & Anglosaxons**	understanding orally and in writing and offer points of view based upon what they have found out. (how discriminations have changed and more opportunities e.g. movements • Greta (climate change) • Paralympics • Invictus games • Royal family (mental health) • Freedom of speech. • Giving people a voice.
Geography	**What do we love about living here?**	**How many times is the New Year celebrated across the world?**	To locate Greece on modern and archaeic	• To recognise how people around the	**How did the romans change the trade industry?**	**How can we make Beeston a happier place to live?**

	- To locate tropic of cancer and tropic of Capricorn. - To know the countries that make up the EU. - To name and locate 6 UK cities on a map (GK) - To name the areas of ethnic origin of people living in Beeston (GK) - To locate and name the main counties and cities around Leeds. (LK) - To understand why people are attracted to living in a city. (HG) - To describe the main features of a well-known city (PG) - To recognise how Beeston changed over time with reference to human features. (HG)	- To recognise different climate zones within the world. (human and physical geography) - To learn the eight points of a compass. - To understand geographical similarities and different. - To identify and understand the significance of the equator, N and S hemisphere. - To locate areas of similar environmental regions- weather	maps/globes and discuss their location in relation to the tropics, equator, poles and other countries of interest using geographical terminology. To describe the physical features of Greece. To compare using maps, graphs and digital technologies how Greece has changed. To compare a region in UK with a region in a European country	world manage their environment (different ways of generating electricity, sustainability). - To compare how different habitats within Europe are conserved. (Lake district and Europe). - To explore the meaning of climate change and the effect on biomes and vegetation belts. **NOWPRESSPLAY: Climate change**	To find out why the Romans chose their settlement location. (HG/PG) To understand the types of settlements in modern Britain and how the differ from the past. To identify trade links in the pre roman and roman era.	- To suggest different ways the locality can be changed and improved (HG) - To carry out a survey of the local area. (satisfaction with where they live) - To collect data into a graph. - To understand and use 4 Figure Grid references.
Science	Living things and their habitats - To recognise different ways of grouping living organisms. - To identify and classify verebrates.	Animals: food chains To recognise and describe Carnivores, herbivores and omnivores.	States of Matter To compare and group materials together, according to	**Why do lights switch on?** To identify that common appliances run on	Animals including humans: teeth and the digestive system	Sound To label the ear and understand the role of each part.

	• To generate questions for a classification key. • To identify characteristics of invertebrates. • To write a report on the different minibeasts living on Greenmount's field. Presentation/group projects.	• To understand and explain the roles of producers, predators and prey. • To construct and interpret food chains. • To recognise the role of humans on a food chain. To understands threats to habitats and food chains.	whether they are solids, liquids or gases. • To compare the arrangement of atoms within solids, liquids and gases. • To observe that some materials change states when they are heated or cooled. • To explore how water changes state and at which temperature this happens. • To investigate the rate of evaporation with temperature. • To identify and describe the different stages of the water cycle.	electricity and the types of electricity they use. To explain the different ways that electricity is generated. To build a complete and incomplete circuit drawing simple conclusions and predictions. To identify and sort materials into electrical insulators and conductors. To explain how a switch works and why they are needed. Nowpressplay: ELECTRICITY	• To identify and name parts of the human digestive system. • To explain the functions of the digestive system. • To identify the types and functions of teeth. • To ask scientific questions. • To create a scientific enquiry. • To make careful observation and appropriately record results.	• To describe and explain sound sources. • To explain how different sounds travel. • To explore ways to change the pitch of a sound. • To investigate ways to absorb sound.

			• NOWPRESSPLAY : Materials and changing state.			
Art	To produce a montage about ourselves. To draw and paint a landscape of our class mountain in the style of David Hockney considering colour and paint choice. To draw and paint a landscape of our surroundings in the style of David Hockney. To collect images and information independently. To produce a montage all about Beeston over time. (independent and creative with the painting process, to plan and create different effects and textures with paints. David Hockney: Colour to create mood and how has his art changed over time.		To mould clay into Greek pottery. (to show an informed choice about the 3D technique chosen, to plan design, make and adapt models.) Phidias – famous sculptor		To experiment with and combine materials and processes to design and make 3D form. (Roman amphitheatre, villa) To use ceramic mosaic. (cold paper paste-rocks in amphitheatre) To create a marbling effect. To design own flag (silk screen painting)	Local artists: commissioned murals and sculptures of Leeds that improve the environment. Printing: To select the kinds of material to print with in order to get the effect they want. Nicolas Dixon's work around the city centre and will visit.
DT		Levers and linkages (Ole Kirk Christianson) • To understand and use mechanical systems in products. • To use a range of advance techniques to shape their product.		Electrical and mechanical components (torches/lamps) (Edison) • To understand the purpose of a torch or light and how	Cooking and nutrition (Ian Burnett-Scottish) • To recognise that a healthy diet is made up of a variety of food. • To know how to be hygienic and safe.	

				these have changed over time.	• To use a range of tools to a good level of expertise.	
		• To use a range of techniques showing an awareness of audience.		• To add things to circuits.	• To take into consideration the likes/dislikes of others when designing a food product.	
				• To recognise how the product has altered.		
				• To evaluate a product.	• To think about how they can present their product in an interesting way.	
				• To explore ways of improving a product.		
Computing	**Computer Science (Scratch, Turtle logo, Kodu game lab)** • To write an algorithm to create a quiz question. • To repeat and sequence an algorithm in programs. • To debug simple programs to solve problems. • To work with various forms of output.		**Information and communication technology (Word processing and animation)** • To use search technologies effectively. • To use a variety of software to accomplish a given goal. • To collect information. • To design and create content • To present information.		**Digital literacy (Twinkl and network plans)** • To use technology responsibly • To identify a range of ways to report concerns. • To recognise common uses of information technology (beyond school) • To search technologies effectively.	
Music	**Reggae** • To learn about the genre of Reggae. • To learn how to play 3 little birds on the recorders.	**Recorders** • To play autumn tunes on a recorder. • To play Christmas tunes on a recorder.	**The Beatles** • To learn about the Beatles. • To explore and play the songs 'Blackbird' and	**Rhythm and Pulse** • To recognise rhythmic composition using notation.	**Rhythm and Pulse** • To compose music using recorders, tuned percussion and untuned percussion.	**Exploring different instruments.** • To explore instruments of the orchestra.

	• To learn how to play 3 little birds on the chime bars.		'8 Days a Week' on the recorder and the Chime bars.	• To learn the low notes (F-C) on the recorder.		• To focus on induvial pieces of classical music.
PSHE	To understand and explain the meaning of democracy. To compare democracy with dictatorship. To write a manifesto for the school council. To understand how laws are made. To learn about the local council. (identity, society and equality).	Drug alcohol and tobacco education. • To recognise why people choose to use different types of drugs. • To understand the effects and risks of drinking alcohol. • To recognise different patterns of behaviour that are related to drug use. • To research drugs used to treat medical conditions.	•	Keeping safe and managing risk. • To understand the importance of keeping safe on computers. (Write a letter explaining tips) **NOWPRESSPLAY: ESAFETY** • To know how to keep safe (Roads, rail water, building sites, fireworks) • To know what to do in an emergency. • To learn basic emergency first aid procedures.	Physical health and well-being. • To understand why people eat and avoid certain foods. • To recognise other factors that contribute to people's food choices. To understand the importance of getting enough sleep. **NOWPRESSPLAY: Mental health**	
PE	**Bridges** • To introduce and develop sequences with bridges	**Dance (Greeks)** • To respond to stimuli and work together.	**Hockey/**	**Tennis** • To develop the forehand.	**Tag rugby**	**Rounders**

	including pathways and linkages. • To describe their own and other's work making simple judgements and suggesting simple improvements. **Netball** • To refine passing and receiving, • To develop passing a dribbling moving and creating space. • To develop footwork. • To refine shooting skills.	• To extend sequences with a partner. • To describe, evaluate and interpret their own and other's dances.	• To refine dribbling and passing. • To develop shooting and attacking opportunities. • To introduce defending; blocking and attacking. **Football** • To refine, dribbling, turning, passing and receiving. • To introduce shooting.	• To introduce the backhand. • To apply both forehand and Backhand in a game situation.	• To develop passing moving and creating space. • To apply learning to mini games. • To develop defending skills in game situations. **Health related exercise**	• Develop the concept of batting and fielding. • To learn about the roles of bowler and backstop • To develop an understanding of tactics. **Athletics (Jumping)** • To jump for distance (long jump & triple jump)
RE	To understand which faiths are shared in our country.	To recognise how important events are remembered.	To understand why Gurus are at the heart of Sikh belief and practice.		To know how the five pillars guide Muslims. **NOWPRESSPLAY: Five pillars**	
Trips/visitors	A walk around Beeston. Beryl Buttery/someone who has lived in Beeston a long time.	Places of worship (church, Mosque and Gurdwara) Cinema trip (under the sea)				

| Vocabulary | HISTORY: Centuries, decades, timeline, periods of time, era, Britain, historians.
GEORGRAPHY: United kingdom, great Britain, countries, counties, cities, demographic.
SCIENCE:
Vertebrates, invertebrates, characteristics, classification, habitats, organisms, mammals, reptiles, amphibians, birds, fish.
ART: mood, shading, printing, local. | Geography: Tropic of Cancer, Tropic of Capricorn, Equator, Seasons, Climate zones, weather.

Science: Food chains/webs, consumer (primary, secondary, tertiary), producer, predators, prey, Decomposers, dependency, threats, carnivores, herbivores, omnivores.

DT: Levers, linkages, pivot, user, purpose, existing products, evaluate, design. | | | | |

PSHE links