

Rolling Programme – Year B

	AUTUMN	SPRING	SUMMER
Topic	<p align="center">Focus driver: Create</p> <p align="center">Castles, knights and turrets: Local History: Tudors (1485- 1603)</p> <p align="center">Hook/Trip: Gainsborough Old Hall</p> <p align="center">Key Question: Do we all perceive art in the same way?</p> <p>Lines of enquiry: Why were the Tudors important? What impact did they have on modern day England?</p> <p>How did the role of the religion and the church shape and effect people's lives during Tudor times? Henry VIII... man or monster? How different was life for people at different levels of society living in Tudor times, and how do we know?</p>	<p align="center">Focus driver: Discover - Invaders and settlers Anglo-Saxons, Scots, Vikings & Settlements</p> <p align="center">Hook/ Trip – Beowolf- Graphic novel</p> <p align="center">Key question: Who were more successful – The Ancient Maya or Anglo Saxons / Vikings?</p> <p>Lines of enquiry – Anglo Saxon and Scots: Who were the Anglo-Saxons?’</p> <p>‘Why did they come to Britain? Why leave where they were born?’</p> <p>‘What challenges faced the Anglo-Saxons and Scot when they settled in Britain?’</p> <p align="center">“</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: How well did the Anglo-Saxons and Vikings get on?’</p> <p>‘Was life better in Anglo Saxon or Viking Britain?’</p>	<p align="center">Focus driver: Explore - Geography Sun, Sea and Sand: Greece</p> <p align="center">Hook/Trip / Experience: Skegness beach visit, Troy Story – End of term production.</p> <p align="center">Key question: Why is Greece a popular tourist destination? Can we thank the Ancient Greeks for anything in our lives today?</p>
English	<ul style="list-style-type: none"> • Narrative poetry - The Highwayman – TWS • The Iron Man – Narrative TWS • Autumn poetry – Studying images and form • The Plague – Play script – TWS 	<ul style="list-style-type: none"> • The Great Chocoplot by Chris Callaghan – Narrative (mystery) TWS • Anglo Saxon Battle – persuasive speech – (History – invaders and settlers) TWS • The Fantastic Flying Books of Mr. Morris Lessmore (TWS- Links with World Book Day) 	<ul style="list-style-type: none"> • Non-fiction – advertisements / persuasive writing holiday brochures (TWS). • Myths: Thesius and the Minotaur – Hugh Lupton (TWS) • Greta by Greta Thunberg – Non-fiction (Speech)

	<ul style="list-style-type: none"> • The Snowman by Raymond Briggs – Narrative (Science Fiction) TWS • Poetry - The Lady of Shallott • Shakespeare – Macbeth 	<ul style="list-style-type: none"> • Poetry: Kennings • Beowulf– Michael Morpurgo 	<ul style="list-style-type: none"> • Detailed Timeline on Ancient Greece TWS (Timeline) • The Malfeasance by Alan Bold – Poetry (Kindness) TWS
SCIENCE	<ul style="list-style-type: none"> • Electricity - construct simple circuit including cells, wires, bulbs, switches and buzzers. • Conductors and insulators • Safety around electricity 	<ul style="list-style-type: none"> • Animals including humans – human circulatory system, transportation of nutrients and water. • Impact of diet, exercise, lifestyle and drugs on the way their body's function. 	<ul style="list-style-type: none"> • Light and sound - How sounds are made using vibrations. Volume and pitch and strength of vibrations. To know about shadows and how they change shape. To know how light appears to travel in straight lines and how we see objects.
D & T	<ul style="list-style-type: none"> • Know how to design, make and evaluate a money holder (Textiles: Tudor purses.) Investigate, agree design criteria and build on a range of sewing techniques. • Mechanisms/ electrical – Explorer's torch (short unit) 	<ul style="list-style-type: none"> • Know how to create 3D structures – Anglo Saxon homes. 	<ul style="list-style-type: none"> • Know how to design, make and evaluate a Greek pizza. (Food and nutrition) • Mechanisms - Ancient Greek catapults (short unit)
COMPUTING	<ul style="list-style-type: none"> • Creating media – animation • Computing systems and networks – The Internet 	<ul style="list-style-type: none"> • Creating media – 3D modelling (NCCE) • Programming B – Selection in quizzes 	<ul style="list-style-type: none"> • Data and information – branching databases
HISTORY	<ul style="list-style-type: none"> • Know about the Battle of Bosworth and effect it had 	<ul style="list-style-type: none"> • Know about the invasion & settlement of the Anglo Saxons and Vikings– Comparison 	<ul style="list-style-type: none"> • Know what the ancient Greeks left behind – their legacy.

	<ul style="list-style-type: none"> • Know about Tudor kings and queens and their legacy • Know about Tudor crime and punishment • Know about life in Tudor times – food, travel, clothing compared to today • Know how and why the Tudors were important in our local area - why was Gainsborough Old Hall important? 	<p>of Anglo Saxon and Vikings with Maya civilization during same period.</p> <ul style="list-style-type: none"> • Know about the Anglo Saxon and Viking impact on Britain 	<ul style="list-style-type: none"> • Know about the Ancient Greeks beliefs. • Know about everyday lives for the Ancient Greeks. • Know about the Ancient Greeks at war.
GEOGRAPHY		<ul style="list-style-type: none"> • Know about the countries and some of the counties that make up the UK. • Know about types of land use/settlements. Why did people choose to settle there? • Know about land use and how it has changed over time. • Maps – grid references and symbols • Physical geography: Biomes / vegetation belts / climate zones/ time zones 	<ul style="list-style-type: none"> • Know that simple fieldwork is used to gather information • Know key regions, cities and islands in UK and around Greece and identify geographic similarities and differences. • Know that there are some reasons for similarities and differences between regions in other countries. • Know how to use atlases, maps and digital maps.
ART	<ul style="list-style-type: none"> • Portraits – Giuseppe Arcimboldo – links with Harvest • Hans Holbein – creating Tudor portraits at request of the subject. • Architecture: Dream Big or Small? Explore the responsibilities architects have, to design us a better world. Make your own architectural model. 	<ul style="list-style-type: none"> • Bayeux Tapestry • Know how to use a range of drawing and sketching techniques • Sculpture, Structure, Inventiveness and Determination – Making 3D Anglo Saxon homes 	<ul style="list-style-type: none"> • Sketching - mythical creatures (Hook) • Exploring patterns – Explore how we can use colour, line and shape to create patterns, including repeating patterns. • Ancient Greek vases

	Consider 'Do we all perceive art in the same way?'					
MUSIC	<ul style="list-style-type: none"> • Music appreciation: • Harvest songs • Christmas songs 		<ul style="list-style-type: none"> • Musical notations • The Dragon Song 		<ul style="list-style-type: none"> • Music appreciation: Troy Story production 	
PE	<ul style="list-style-type: none"> • Netball 	<ul style="list-style-type: none"> • Hockey 	<ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Tennis 	<ul style="list-style-type: none"> • Athletics 	Rounders/Kwik Cricket
RE	<ul style="list-style-type: none"> • Life as a journey: What happens when we die (Yr4.1) • Christianity: Including places of worship (Yr3.3); prayer (Yr3.2); festivals including Harvest Festival (Yr3.1); inspirational people from the past (Yr3.4); stories ((Yr5.2) 		<ul style="list-style-type: none"> • Christianity: Including places of worship (Yr3.3); prayer (Yr3.2); festivals including Harvest Festival (Yr3.1); inspirational people from the past (Yr3.4); stories ((Yr5.2) • Belief in our community: Local study (Yr6.2) 		<ul style="list-style-type: none"> • The Qur'an; Why is it important to Muslims (Yr5.3 and Yr6.1) • Inspirational People: Today's World (Yr5.1) 	
PSHE / SMSC and RSE	<ul style="list-style-type: none"> • Me and my relationships (SCARF Y 4 and Y6) 	<ul style="list-style-type: none"> • Valuing difference (SCARF Y4 and Y6) 	<ul style="list-style-type: none"> • Keeping myself safe (SCARF Y4 and Y6) 	<ul style="list-style-type: none"> • Respect and responsibilities (SCARF Y4 and Y6) 	<ul style="list-style-type: none"> • Being my best (SCARF Y 4 and Y6) 	<ul style="list-style-type: none"> • Growing and changing (SCARF Y4 and Y6)
MFL	French: Ma famille (My family)				French: Quel temps fait-il? (What's the weather like?)	