

| Autumn 1<br>PANTHERS<br>GROUP 1<br>Y2 FOCUS | History (x2 per week)<br><br>People who changed the World                              | DT | Science 1 (x1 long session per week)<br><br>Living things and their habitats                                   | RE (x1 per week)<br><br>Living by Rules | PSHE (x1 per week)<br><br>Being me in my World | PE SEE Y4 OVERVIEW | Art (x2 per week)<br><br>Art and Design skills – Shapes, shades, textures and patterns | Computing (x1 per week)<br><br>Ways to present information<br><br>Digital literacy – Self-image and identify | Geography | Music (x1 per week)<br><br>How does music help us make friends? |
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| 6.9.23                                      |  |    | Find out about and describe the basic needs of animals for survival  |   |  |                    | Identify different textures and take rubbings  |  |           |   |
| 11.9.23                                     | Know what significant means  |    | Find out about and describe the basic needs of animals for survival  | Could we live without rules?            | Identify hopes and dreams                      |                    | Create a picture using frottage  | Use technology purposefully to create, organise, store, manipulate and retrieve digital content              |           | Charanga Unit 1<br>Step 1<br>Music in my soul part 2            |
| 18.2.23                                     | Sequence major events of their own lives   |    | Find out about and describe the basic needs of animals for survival  | Who makes rules?                        | Understand rights and responsibilities         |                    | Draw using tone to create 3D effect  | Use technology purposefully to create, organise, store, manipulate and retrieve digital content              |           | Charanga Unit 1<br>Step 2<br>Hey Friends part 1                 |
| 25.9.23                                     | Know that people are remembered for different reasons                                  |    | Explore and compare the differences between things that are dead, living and things that have never been alive | What rules has God made?                | Rewards and consequences                       |                    | <i>instead of science</i> – use knowledge of tone and shading to draw plants           | Use technology purposefully to create, organise, store, manipulate and retrieve digital content              |           | Charanga Unit 1<br>Step 3<br>Hey Friends part 2                 |
| 2.10.23                                     | Place significant individuals on a timeline<br><br>Know why each of them is remembered |    | Understand and describe what a habitat is  |   | Rewards and consequences                       |                    |  | Use technology purposefully to create, organise, store, manipulate and retrieve digital content              |           | Charanga Unit 1<br>Step 4<br>Hello                              |
| 9.10.23                                     | Know and compare the achievements of Mother Theresa and Malala Yousafzai               |    | Understand how different habitats provide for the basic needs of different kinds of animals                    |   | Work cooperatively                             |                    |  | Use technology purposefully to create, organise, store, manipulate and retrieve digital content              |           | Charanga Unit 1<br>Step 5                                       |

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| 16.10.23 | Know how Rosa Parks and Ruby Bridges Changed history |  | Compare animals with familiar habitats to those with unfamiliar habitats                          |  | Choices and consequences |  |  | Explain how other people may act differently online |  | Charanga Unit 1 Step 5 |
| 23.10.23 | Know why these 4 women are significant in history    |  | Understand what a micro-habitat is and what it needs to have to help with survival of mini-beasts |  |                          |  |  | Know who to go to for help                          |  | Assessment checkpoint  |

| <u>Autumn 2 PANTHERS GROUP 1 Y2 FOCUS</u> | History<br>Remembrance   | DT<br>Structure –<br>Baby bears chair | Science 2<br>Living things and their habitats   | RE  | PSHE<br>Celebrating differences | PE SEE Y4<br>OVERVIEW | Art   | Computing<br>Art of animation  | Geography | Music<br>How does music teach us about the past? |
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| 6.11.22                                   | Know what happens on Remembrance Day and why we remember the people who died in WW1<br>Understand what it must feel like to be a soldier in WW1    |                                       | Understand what a micro-habitat is and what it needs to have to help with survival of mini-beasts | Begin to understand suffering in terms of its physical and emotional. | Stereotypes                     |                       | Make and understand what a poppy looks like and why people wear them<br><br>Art/History | I can create a painting using Jit5 'Paint' software.<br><br>I can save my painting as a picture to use later.  |           | Charnaga Unit 2 Step 1 Sparkle in the sun part 1 |
| 13.11.22                                  | Describe what a wreath looks like<br><br>Understand how people should act at a war memorial on Remembrance Day - demonstrate respect and reverence |                                       | Understand what a micro-habitat is and what it needs to have to help with survival of mini-beasts | Introduce how Jesus relieved suffering. Story – Jairus' daughter      | Stereotypes                     |                       |   | I can name and save my work. I know that a frame is an individual picture and when frames are shown in a sequence create an illusion of movement to make an animation. |           | Charnaga Unit 2 Step 2 Sparkle in the sun part 2 |

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| 20.11.22 | Investigate the features of a WW1 memorial |  | To know that animals obtain their food from plants and other animals. Understand what is meant by a simple food chain – plant – prey – predator. | Begin to understand how people of faith respond to suffering                | Bullying                                    |  |  | I can name and save my work as a JiT Paint file, an image and a stamp.<br><br>I can create several paintings and save them as pictures to use later.                       |  | Charnaga Unit 2<br>Step 3<br>Listen part 1         |
| 4.12.22  |  |  | To know that animals obtain their food from plants and other animals. Understand what is meant by a simple food chain – plant – prey – predator. | Begin to explore the British tradition of giving Christmas gifts. Christian | Right and wrong and looking after ourselves |  |  | I can use the textures and colour wheel to add extra detail to my pictures   |  | Charnaga Unit 2<br>Step 4<br>Listen part 2         |
| 11.12.22 |  |  |  | Begin to understand that Jesus' life was planned from before he was born.   | It is OK to be different                    |  |  | I can make use of the 'onion skin' effect to add movement to my JiT animation. I know the difference between the duplicate + frame and + add frame when using JiT animate. |  | Charnaga Unit 2<br>Step 5<br>The orchestra song    |
| 18.12.22 |  |  |  | To begin to consider why Christians give gifts at Christmas.                | Ways I am different from my friends         |  |  | I can add background images and stamps to my presentation. I can create a JiT Paint file and add text to it.   |  | Charnaga Unit 2<br>Step 6<br>Assessment checkpoint |

| <u>Panthers</u><br><u>Autumn 1</u><br><u>Y4 focus</u> | Science 1 x lesson<br>a week<br><br>Living things and<br>their habitats                         | History | Geography<br><br>Human and<br>physical<br>geography of the<br>UK | RE 1 x lesson<br><br>Expressing joy  | PSHE 1 x lesson<br><br>Being me in my<br>world   | PE 2 x lessons<br><br>HC –Dance<br>CT-Handball   | Art<br>(KAPOW)<br>Tone, colour<br>and form.   | DT | Languages 1 x<br>Les animaux  | Computing 1 x<br>lesson a week<br><br>Multimedia<br>fact file (6<br>lessons)   | Music 1 x<br>lesson<br>Charangga Y4 |
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| <b>Week 1 –</b><br><b>6.9.23</b>                      | Use classification<br>keys to group<br>plants and non-<br>flowering plants in<br>different ways |         |  |  | Know how good it<br>feels to be<br>included in a<br>group and<br>understand how it<br>feels to be<br>excluded try to<br>make people feel<br>welcome and<br>valued.     |  | Create an<br>image using an<br>artistic process.  |    |   | E-safety<br>contract   |                                     |
| <b>Week 2</b><br><b>11.9.23</b>                       | Construct a<br>variety of food<br>chains for<br>different<br>habitats                           |         | United Kingdom,<br>Scotland, Wales<br>and Northern<br>Ireland.   | Be able to<br>understand the<br>difference<br>between<br>happiness and<br>spiritual joy. | understand who<br>is in my school<br>community, the<br>roles they play<br>and how I fit in<br>take on a role in a<br>group and<br>contribute to the<br>overall outcome | Develop pupils<br>ability to throw<br>effectively<br><br>Develop pupils<br>ability to catch<br>effectively | Paint in the<br>style of a<br>famous artist<br>(Paul Cezanne)   |    | Introduce the<br>new topic of<br>les animaux.<br>Revise the five<br>animals from<br>last week and<br>learn the next<br>five animals in<br>French. | I can explain<br>how my online<br>identity can be<br>different to my<br>offline identity.                                  |                                     |
| <b>Week 3</b><br><b>18.9.23</b>                       | Know identify and<br>study plants and<br>animals in the<br>local area                           |         | England map use<br>and counties.                                 | Explore spiritual<br>joy   | Recognise my<br>contribution to<br>making a Learning<br>Charter for the<br>whole school.   | Develop pupils<br>ability to throw<br>effectively<br><br>Develop pupils<br>ability to catch<br>effectively | Apply an<br>understanding<br>of tint to<br>recreate a<br>traditional<br>design style<br>(Willow<br>pattern) |    | Consolidate<br>and retain all<br>ten nouns<br>from this unit<br>with a variety<br>of memorising<br>activities.                                    | Use<br>technology<br>purposefully<br>to create,<br>organise,<br>store,<br>manipulate<br>and retrieve<br>digital<br>content |                                     |
| <b>Week 4</b><br><b>25.9.23</b>                       | Know how plants<br>and animals'<br>habitats change<br>through the year                          |         | Four and six figure<br>grid references.                          | Understand how<br>Hindu's express<br>joy through<br>Diwali.                              | Understand how<br>rewards and<br>consequences<br>motivate people's<br>behaviour.   | Develop pupils<br>ability to throw<br>effectively<br><br>Develop pupils<br>ability to catch<br>effectively | Create a small<br>scale sculpture<br>(soap)   |    | Write the<br>names of the<br>animals.   | Use<br>technology<br>safely and<br>respectfully  |                                     |
| <b>Week 5</b><br><b>2.10.23</b>                       | Know the human<br>impact on<br>environments   |         | Land use in the<br>UK.   | Consider God's<br>role as creator<br>and provider<br>(Christianity)                      | Understand how<br>groups come<br>together to make<br>decisions.  | Develop pupils<br>ability to throw<br>effectively<br><br>Develop pupils<br>ability to catch<br>effectively | Arrange and<br>draw a still life<br>image from<br>observation.  |    | Extend<br>vocabulary by<br>introducing je<br>suis + animal.   | Use<br>technology<br>purposefully<br>to create,<br>organise,<br>store,<br>manipulate<br>and retrieve                       |                                     |

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| <b>Week 6</b><br><b>9.10.23</b>  | Know the human impact on environments                                  |  | Land use in Birmingham.   | Understand how celebrating Harvest festival can meet the needs of people today. Explore the distribution of harvest food by BCM. | Understand why our school community benefits from a Learning Charter and can help. | Develop pupils ability to throw effectively<br><br>Develop pupils ability to catch effectively |  |  | Consolidate all language covered so far.                                 | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |  |
| <b>Week 7</b><br><b>16.10.23</b> | <b>Know how changing environments can pose danger to living things</b> |  | Local fieldwork study- transport study. (2 sessions)<br><br>Presenting data from the children's transport survey. |  |  | Develop pupils ability to throw effectively<br><br>Develop pupils ability to catch effectively |  |  | Revise all language covered so far and complete assessment for the unit. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |  |
| <b>Week 8</b><br><b>23.10.23</b> | <b>Know how changing environments can pose danger to living things</b> |  | Local fieldwork study- transport study. (2 sessions)<br><br>Presenting data from the children's transport survey. |  |  | Develop pupils ability to throw effectively<br><br>Develop pupils ability to catch effectively |  |  |  |  |  |

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| <b>Autumn 2</b>                 | Science 1 x lesson a week<br><br>Electricity    | History<br><br>Anglo Saxons, Scots and Vikings        | Geography | RE 1 x lesson<br><br>Being thankful and self-critical      | PSHE 1 x lesson<br><br>Celebrating difference   | PE 2 x lessons<br><br>HC-<br>Gymnastics<br>CT-Football | Art | DT<br><br>Structures-<br>Pavillions              | Languages 1 x lesson a week<br><br>Je peux –I can | Computing 1 x lesson a week    | Music 1 x lesson a week |
| <b>Week 1</b><br><b>6.11.23</b> | Know what electricity is and how it is created. | Know Britain was invaded by Picts and Scots and where |           | When and why do believers say "Thank you" to God? Consider | Know and understand that everyone is different. |  |     | Make a variety of different frame structures and | Introduce the children to verbs in French.        | I can describe how to find out |                         |

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|                                  |  | these groups came from.   |  | God's role as creator and provider.   |  |  |  | know what a pavilion is used for.   |  | information about others by searching online.   |  |
| <b>Week 2</b><br><b>13.11.23</b> | Know common appliances that run on electricity and that some are battery powered.                        | Know that AS were a mix of tribes from Northern Europe who settled in Europe.                       |  | When and why do believers say thank you to God? Understand how celebrating harvest meets the needs of people today. | Understand how and why people can be influenced.                       |  |  | Design a structure that is stable and aesthetically pleasing.                             | Introduce the next five verbs to the class.                              | To understand what a computer is and to know the difference between hardware and software, and to differentiate between input and output devices.           |  |
| <b>Week 3</b><br><b>20.11.23</b> | Know that electricity poses some dangers and symbols are used to show dangers to the public.             | Know who the Vikings were, where they came from and know about their raid on Lindisfarne.           |  | When and why do we say thank you? Parents in Islam are gifts from Allah.  | Understand bullying and know how to help someone who is being bullied. |  |  | Build a free standing frame structure using appropriate materials and reinforced corners. | Consolidate all ten verbs and integrate je peux.                         | To understand what the main parts of a computer are called and what their function is.  |  |
| <b>Week 4</b><br><b>27.11.23</b> | Know the parts of a simple circuit and how to construct it, knowing if a lamp will or will not light up. | Know how AS and Vikings co-existed, how Alfrd defeated the Vikings and how Danelaw divided England. |  | Siddhartha and the essence of living a perfect life to Buddhists. How could you be perfect?                         | Understand how to solve problems.                                      |  |  | Add cladding with textural effects to structure.  | Use all new knowledge to improve listening and reading skills in French. | Know where and how internal components of a computer, such as the CPU, RAM and hard drive are located and how they work together to process and store data. |  |
| <b>Week 5</b><br><b>4.12.23</b>  | Know how a switch can effect a simple series circuit.  | Know how AS and Vikings co-existed, how Alfrd defeated  |  | How does Buddhism encourage its   | Appreciate that we are all unique.                                     |  |  |   | Use all new knowledge in   | Know how data is stored and   |  |

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|                                  |   | the Vikings and how Danelaw divided England. |  | members to do better?  |   |  |  | Adapting a recipe over a week Lesson 3 and 4 | writing activities.  | processed as binary digits in the form of bytes by the CPU and RAM. Use ASCII Code to decode bytes.                          |  |
| <b>Week 6</b><br><b>11.12.23</b> | Know how a switch can effect a simple series circuit. | TBC (were Vikings violent?)                  |  | How does Buddhism encourage its members to do better? What is it like to meditate? | Know how to give and receive compliments. |  |  |  | Revise all language covered so far and complete assessment for the unit. | Know how simple binary image data is stored and processed by the CPU and RAM, and displayed on screen in the form of pixels. |  |
| <b>Week 7</b><br><b>18.12.23</b> | Know some common conductors and insulators.           | TBC (were Vikings violent?)                  |  | Explore the story of Christmas, Christmas overview.                                |   |  |  |  |  | Know that coloured images have more data per pixel than black and white images and they are saved as larger data files       |  |

| <u>Autumn 1</u><br><u>Group 3</u><br><u>following</u><br><u>Y6</u> | Science 1 x lesson a week<br><br>Living things and their habitats   | History<br><br>Shang Dynasty  | Geography | RE 1 x lesson<br><br>Living by rules<br>Being fair and just        | PSHE 1 x lesson<br><br>Being me in my world                        | PE 2 x lessons<br><br>Gymnastics – unit 1<br>Handball | Art<br><br>Still life (KAPOW) | DT | Languages 1 x lesson<br>Follow Y4 | Computing 1 x lesson a week<br><br>Multimedia fact file   | Music 1 x lesson a week<br><br>Developing melodic phrases |
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| Week 1 –<br>4/9/23<br>(3 day week)                                 |   |   |           |  | Identifying our goals & circle time                                |   |                               |    |                                   | E-safety contract   | Do what you want to (part 1)                              |
| Week 2-<br>11/9/23   | Basic needs of animals for survival                                 | Identify an early civilisation in time.   |           |  | circle time<br>PSHE Rules<br>Jigsaw<br>Charter                     |   | Still life composition        |    |                                   | To use technology purposefully to create, organise, store, manipulate and retrieve digital content  | Do what you want to (part 2)                              |
| Week 3-<br>18/9/23   | Explore and compare differences between living dead and never lived | What was life like for the Shang Dynasty people?  |           | Discuss the importance of rules                                    |  |   | Charcoal still life           |    |                                   | To use technology purposefully to create, organise, store, manipulate and retrieve digital content  | It's all about love (part 1)                              |
| Week 4-<br>25/9/23   | Understand and describe what a habitat is                           |   |           | To understand what impact the rules of Christians have on society? | Know that there are universal rights for all children              |   | Still life in colour          |    |                                   | To use technology purposefully to create, organise, store, manipulate and retrieve digital content. | It's all about love (part 2)                              |
| Week 5-<br>2/10/23   | Understand what a micro habitat is                                  | What artefacts were found that helped people find out about the life of Shang Dynasty people? |           | To be aware of the unfairness of prejudice and discrimination.     | Understand how my actions affect other people locally and globally |   | Still life in colour          |    |                                   | To use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Sunshine on a rainy day                                   |



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| <b>Week 6-09/10/23</b> | Compare animals in familiar habitats  | Why was empress Fu Hao a significant individual?                |  | To be aware of religious persecution. | Understand that my actions affect myself and others          |  |  |  |  | To use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Assessment checkpoint |
| <b>Week 7-16/10/23</b> | <b>To know that animals obtain their food from plants and other animals</b> | Why was empress Fu Hao a significant individual?                |  | To understand equality.               |  |  |  |  |  | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.    |                       |
| <b>Week 8 23/10/23</b> |   | What where the people of the Shang Dynasty's religious beliefs? |  |                                       | The equalities act - Dream of Freedom – To recognise freedom |  |  |  |  | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.    |                       |

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| <b>Autumn 2</b>        | Science 1 x lesson a week<br><br>Light    | History | Geography<br><br>Natural disaster              | RE 1 x lesson<br><br>Creating unity and harmony<br>Cultivating Inclusion, Identity and Belonging | PSHE 1 x lesson<br><br>Celebrating difference | PE 2 x lessons<br><br>Badminton<br>Dance – unit 1 | Art | DT<br><br>Textiles - Waistcoat | Languages 1 x lesson a week<br><br>The Weekend (Le Week-end)            | Computing 1 x lesson a week                 | Music 1 x lesson a week<br><br>Understanding structure and form |
| <b>Week 1 06.11.23</b> | Know that light travels in straight lines |         | Know what earthquakes are and what causes them | Explore the fundamental similarities between people who  | Perceptions of normality                      |   |     |                                | To learn the language required to describe a variety of activities they | Be discerning in evaluating digital content | My best friend (part 1)   |

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|                                  |  |  |   | look very different.  |                          |  |  |  | may do at the weekend  |   |                                |
| <b>Week 2</b><br><b>13.11.23</b> | Understand how we see                  |  | Know that earthquakes happen within the ring of fire  | Explore the difficulties of people with opposing views reaching unity and harmony.                          | Understanding disability |  |  | Waistcoat design                               | To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.<br><br>Learn how to tell the time (to the minute) in French. | Be discerning in evaluating digital content         | My best friend (part 2)        |
| <b>Week 3</b><br><b>20.11.23</b> | To know how light behaves - reflection |  | Identify the impact of earthquakes and tsunamis and the damage they cause – both human and physical | Explore Baha'i beliefs relating to unity and harmony.   | Power struggles          |  |  | Preparing fabric                               | To consolidate the new language for activities introduced last week with a variety of activities.  | Be discerning in evaluating digital content         | Singing swinging star (part 1) |
| <b>Week 4</b><br><b>27.11.23</b> | To know how light behaves - refraction |  | Know what tsunamis are and what causes them   | Explore ways in which we can show our character / 'belonging' to others... e.g. the meaning of our names    | Understanding bullying   |  |  | Preparing fabric                               | To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives                        | Use technology safely, respectfully and responsibly | Singing swinging star (part 2) |
| <b>Week 5</b><br><b>04.12.23</b> |  |  | Identify the impact of earthquakes and tsunamis and the damage they cause – both human and physical | Explore religious reasons for names. Sikh boys have the name 'Singh' and girls have the name 'Kaur'. Muslim | Inclusion/exclusion      |  |  | Enterprise project<br><br>Assembling waistcoat | To consolidate all the language covered so far and introduce three positive and three negative   | Use technology safely, respectfully and responsibly | Roll alabarma                  |

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|                                  |  |  |  | names express hope for character.  |   |  |  | opinion phrases.     |   |   |                       |
| <b>Week 6</b><br><b>11.12.23</b> |  |  |  |  | Differences as conflict, difference as celebration<br><br>Empathy |  |  | Assembling waistcoat | To revise all language covered so far and complete assessment for the unit. | ....collecting, analysing, evaluating and presenting data and information | Assessment checkpoint |
| <b>Week 7</b><br><b>18.12.23</b> |  |  |  | Explore the story of Christmas through the names of Jesus announced by angels. | The equalities act - My Princess Boy – To promote diversity       |  |  | Decorating waistcoat |   | ....collecting, analysing, evaluating and presenting data and information |                       |