

<u>Term</u> <b>Group 1</b> <b>Y1/2</b> <b>Group 2</b> <b>Y3/4</b> <b>Group 3</b> <b>Y5/6</b> <b>Spring 1</b>	<b>History</b> <b>Local History</b> <b>Birmingham Cadbury</b> <b>Stone Age to Iron age</b>	<b>DT – Kapow</b> <b>Structure Windmill</b> <b>Structures – Building a Castle</b> <b>What could be healthier?</b>	<b>Science 1</b> <b>Everyday materials</b> <b>Rocks</b> <b>Living things and their habitats</b>	<b>RE:-</b> <b>Being fair and just</b>	<b>PSHE :-</b> <b>Dreams and Goals</b>	<b>PE x2</b> <b>gymnastics downstairs</b>  <b>Tag rugby upstairs</b>	<b>Art:-</b>	<b>Languages :-</b> <b>French</b> <b>SALT</b> <b>Colours and Numbers</b> <b>groups 2 and 3</b>	<b>Computing:-</b> <b>Digital literacy:-</b> <b>Project evolve</b>	<b>Geography:</b>	<b>Music:-</b> <b>Charanga</b> <b>Djembe and Steel Pans</b> <b>Charanga</b>
3.1.23	<b>To know the history of the Cadbury family</b> Know that archaeologists use artefacts and remains to tell us about what life was like in the past Know where Skara Brae is and why it is important Know what life was like in Skara Brae <b>Who were the Ancient Greeks</b>	<b>Lesson 1 features of a windmill part 1</b>  <b>Lesson 1 structure of a castle part 1</b>  <b>From farm to fork part 1</b>	<b>Identify and name everyday materials</b> To describe the physical appearance of rocks. To group rocks by their appearance. <b>Know about the work of naturalists and animal behaviourists – David Attenborough</b>	<b>GROUP 1</b>  <u>Being fair and just</u>  Begin to expose the children to the reality of prejudice.  <b>GROUP 3</b>	<b>GROUP 1</b>  To know about a person who has faced difficult challenges and achieved success  <b>GROUP 3</b>	<b>Gymnastics:</b> Learning to perform a Japana  <b>Tag Rugby:</b> To use speed to run past players		Lesson 1: First 5 sets of colours introduced	<b>GROUP 1</b>  I can describe ways people who have similar likes and interests can get together online. (Online Relationships)  I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.  <b>GROUP 3</b>		Djembe drums and steel pans Outside provide
9.1.23	<b>Know how Cadbury has changed since 1824</b> Know when the Bronze age was  Know about the developments of the Bronze age <b>What we know about the Ancient Greeks and how we know this</b>	<b>Lesson 1 features of a windmill part 2</b>  <b>Lesson 1 structure of a castle part 2</b>  <b>From farm to fork part 2</b>	<b>Know the name of everyday objects and the materials they are made of</b> Identify simple physical properties of rocks and compare them against other rocks. <b>Know the life process of reproduction in some plants and animals</b>	Explore the concept of fairness through the Islamic story of 'The Black Stone'.	identify a dream/ambition that is important to me	<b>Gymnastics:</b> To use bounces and broad jumps in a sequence  <b>Tag Rugby:</b> Learn how to use a short pass in a game.		Lesson 2: Second set of 5 colours introduced	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what		Djembe drums and steel pans Outside provide

									information and content they are trusted with.		
16.1.23	<p><b>Know about the beliefs of George Cadbury and creating a settlement movement in Bourneville</b></p> <p>Know about the Beaker people and the impact their arrival had on life in Britain</p> <p>Know how the discovery of bronze impacted upon how humans interacted with each other</p> <p>Everyday life</p>	<p>Lesson 2</p> <p>Lesson 2</p> <p>Lesson 2</p>	<p><b>Know describe compare and group materials using knowledge of simple physical properties</b></p> <p>To know how rocks are formed</p> <p><b>Know describe compare and group materials using knowledge of simple physical properties</b></p> <p>To know that rocks can be grouped in to three categories (2 lessons)</p> <p>Know the life process of reproduction in some plants and animals</p>	<p>To explore the concepts of fairness and justice through the Sikh story of Bandi Chhor Divas.</p>	<p>enjoy facing new learning challenges and working out the best ways for me to achieve them</p>	<p>Gymnastics: To attempt a half lever</p> <p>Tag Rugby: To use agility to evade being tagged</p>		<p>Lesson 3: Consolidate knowledge of 10 colours</p>	<p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p>		<p>Djembe drums and steel pans</p> <p>Outside provider</p>
23.1.23	<p><b>Understand the impact Cadburys had on the local area</b></p> <p>Know when the Iron Age was</p> <p>Know where the Celts came from</p> <p>What made Ancient Greek fighters so powerful</p>	<p>Lesson 3</p> <p>Lesson 3</p> <p>Lesson 3</p>	<p><b>Know describe compare and group materials using knowledge of simple physical properties</b></p> <p>To use the properties of rocks to decide why some rocks are used for different purposes.</p> <p>Know the difference of life cycles of a mammal, amphibian an insect and a bird in their local environment and around the world</p>	<p><u>Being Accountable and Living with Integrity</u></p> <p>Explore the challenge of Iblis (Satan).</p>	<p>be motivated and enthusiastic about achieving our new challenge</p>	<p>Gymnastics: To transition from a Japana to another shape with control.</p> <p>Tag Rugby: To understand and apply the tag protocol in game situations.</p>		<p>Lesson 4: Numbers 1 to 5</p>	<p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline</p>		<p>Djembe drums and steel pans</p> <p>Outside provider</p>
30.1.23	<p><b>Know the impact the Cadbury brothers had nationally and globally</b></p>	<p>Lesson 4</p> <p>Lesson 4</p> <p>Lesson 4</p>	<p><b>Know describe compare and group materials using knowledge of simple physical properties</b></p>	<p>Introduce the idea that Allah (God) is omniscient (all-knowing).</p>	<p>recognise obstacles which might hinder my achievement and take steps</p>	<p>Gymnastics: Stretches while moving and when we</p>		<p>Lesson 5: umbers 6 to 10</p>	<p>I can explain what is meant by the term 'identity'. (Self</p>		<p>Djembe drums and steel pans</p> <p>Outside provider</p>

	<p>Know about the features and developments across the Iron Age</p> <p>Know what a hillfort is and why people lived like this</p> <p>Greek culture – theatre, architecture and art</p>		<p>To explain how the earth is made up of different rocks and soils.</p> <p>Know the lifecycle of reproduction in some animals and plants (1)</p>		<p>to overcome them</p>	<p>are still to increase our flexibility</p> <p>Tag Rugby: To close down an attackers space as a defender.</p>			<p>image and identity)</p> <p>I can explain how people can represent themselves in different ways online</p>		
6.2.23	<p>Reach a reasoned conclusion in answer to an enquiry question</p> <p>How the ancient Greeks changes the world - democracy</p>		<p>To describe how fossils are formed</p> <p>Know the lifecycle of reproduction in some animals and plants (2)</p>	<p><u>Remembering roots</u></p> <p>Introduce the idea that Allah (God) is omniscient (all-knowing).</p>	<p>Evaluate my own learning process and identify how it can be better next time</p>	<p>Gymnastics: To show strength, flexibility and control in our sequence.</p> <p>Tag Rugby: To perform a backwards pass to continue a pass.</p>		<p>Lesson 6: Consolidate all 10 numbers</p>	<p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>		<p>Djembe drums and steel pans Outside provide</p>
13.2.23	<p>How the ancient Greeks changes the world – the Olympic legacy</p>	<p>To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure</p> <p>To design an castle.</p> <p>To construct 3d nets</p> <p>To construct and evaluate final product</p>	<p>Describe how palaeontology has changed our understanding of prehistoric animals.</p> <p>Know the differences in the life cycle of plants in the local environment and around the world</p>			<p>Dance: To perform classic dance actions such as do se do in a specific order.</p> <p>Tennis: To use the ready position to return a ball.</p>					<p>Djembe drums and steel pans Outside provide</p>

<u>Spring 2</u>	History	DT	Science	RE:-	PSHE :- Healthy Me	PE x2 lessons	Art	Languages	Computing :-	Geography:	Music
-----------------	---------	----	---------	------	-----------------------	---------------	-----	-----------	--------------	------------	-------

			<b>Animals Including Humans</b>			<b>Dance and Tennis</b>		<b>Shapes</b>	<b>Organising, creating and presenting</b>	<b>Europe and Italy</b>	<b>Djembe and Steel Pans</b>
<b>27.2.23</b>			To sort foods into food groups and find out about the nutrients that different foods provide. To know that humans and animals need the right type of nutrients.	Discover what happened at the Passover	understand how exercise affects my body and know why my heart and lungs are such important organs	Dance: to perform travelling dance actions which follow a floor pattern.  Tennis: To hit the ball to different parts of the court using a forehand hit.		Lesson 1: First five shapes introduced in the singular form	Learning objective 5 lesson 1: Use technology to create, organise, store, manipulate and retrieve digital content	Identify Europe on a world map Identify the location of the UK on a world map  To know the countries of Europe and identify if they are Norther, Southern, Eastern or Western Europe  Know that the English Channel splits the UK from mainland Europe	<b>Djembe drums and steel pans Outside provider</b>
<b>6.3.23</b>			To identify the main parts of a skeleton in a human.	. Discover what happens at the Seder meal	know that the amount of calories, fat and sugar I put into my body will affect my health	Dance: Learning a range of dynamics and using them in our dance.  Tennis: To perform an underarm serve to start a rally.		Lesson 2: Next five shapes introduced in the singular form	Learning objective 5 lesson 2: Use technology to create, organise, store, manipulate and retrieve digital content	Know the difference between physical and human features  Know key physical features of Europe	<b>Djembe drums and steel pans Outside provider</b>
<b>13.3.23</b>			To identify and group the main parts of skeletons in animals.	<b><u>Being loyal and steadfast</u></b>  To explore the qualities of friendship and the characters of Jesus' friends	tell you my knowledge and attitude towards drugs	Dance: To create our own actions matching the barn dance style.  Tennis: To move towards		Lesson 3: Drawing our shapes		Locate Italy on a map of Europe  Know and locate key physical features of Italy	<b>Djembe drums and steel pans Outside provider</b>

						a ball to return it over a net.					
20.3.23			To explain how bones and muscles work together to create movement and effect what we do.	. Look at the instigation of the Lord's Supper / Holy Communion which is one of the ways that Christians show their commitment	<p>identify things, people and places that I need to keep safe from</p> <p>know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>identify when something feels safe or unsafe</p>	<p>Dance: To create partner actions based on barn dance movements.</p> <p>Tennis: To play cooperatively with a partner to keep the ball moving over the net.</p>	Know what a mood board is	Lesson 4: Numbers 1 to 5 plus our shapes		<p>Identify key capital cities and their countries from key landmarks</p> <p>Know what the European Union means</p> <p>Know European countries and their currencies</p> <p>Know what trade, import and export mean</p>	<b>Djembe drums and steel pans</b> <b>Outside provider</b>
27.3.23			To understand what muscles are for and why we need them.	. Consider the Easter story, especially the Last Supper and the betrayal of Jesus by Judas		<p>Dance: To refine our work to improve the quality of our performance.</p> <p>Tennis: To perform forehand hits to score points in a competition.</p>	Know how to create patterns on material using the process of tie-dyeing · I know what the 'warp and 'weft' are in weaving · Be able to weave with a range of materials · Make, justify and evaluate colour and material choices	Lesson 5: Use of all shapes with numbers 1 to 5		<p>Know that Rome is the capital city of Italy.</p> <p>Know other key cities in Italy - Venice, Milan, Naples, Florence, Pisa</p> <p>Identify key landmarks in Italy.</p> <p>Know that Italy imports more than it exports</p>	<b>Djembe drums and steel pans</b> <b>Outside provider</b>