

Term 3 – Heroes and Villains

	Year 1 – 2 2015-2016	Year 1 – 2 2014-2015	Year 3 – 4 2015-2016	Year 3 – 4 2014-2015	Year 5 – 6 2015-2016	Year 5 – 6 2014-2015
English	Fiction: Contemporary fiction – stories reflecting children’s own experience	Fiction: Stories with recurring literary language	Fiction: Roald Dahl – Matilda The Twits Letter writing to author	Fiction: Historical – Roman mysteries Comic strips – Asterix	Fiction: Story writing; Persuasive writing; Recount – link to history; The Highwayman; Diary of Viking invasion	Fiction: Narrative writing – adventure from different genres Diary writing (linked to History)
	Non-Fiction: Report writing	Non-Fiction: Report writing	Non-Fiction:	Non-Fiction: Explanation texts – (cross-curricular links to Romans)	Non-Fiction:	Non-Fiction: Biography/Autobiography writing – linked to History
	Poetry: Vocabulary building; Read, write and perform free verse	Poetry: Vocabulary building; Read, write and perform free verse	Poetry:	Poetry:	Poetry: Performance poetry	Poetry:
	Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing	Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing	Grammar: To extend knowledge and understanding of pluralisation through recognising the use of singular and plural forms in speech and through shared writing transforming sentences from singular to plural and vice versa, noting which words have to change and which do not understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns noticing which nouns can be pluralized and which cannot, e.g. trousers, rain To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing	Grammar: To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: Constructing adjectival phrases Examining comparative and superlative adjectives Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>) Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>) Relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot	Grammar: To understand the difference between direct and reported speech through finding and comparing examples from reading Discussing contexts and reasons for using particular forms and their effects Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added To use the term preposition appropriately and to understand the function of prepositions in sentences through: searching for, identifying and classifying a range of prepositions; experimenting with substituting different prepositions and their effect on meaning To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal a list etc.	Grammar: To investigate connecting words and phrases: Collect examples from reading and thesauruses Study how points are typically connected in different kinds of text Classify useful examples for different kinds of text – for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly</i>); logic (<i>therefore, so, consequently</i>) Identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>)

Maths	<p>Maths: Symbols (>=<=) money volume</p>	<p>Maths: Symbols (>=<=) money volume</p>	<p>Rainbow Maths: Elsum Educational Drivers: 10 more and 10 less 100 more and 100 less Measuring (length and angles) Tenths Adding efficiently (formal method) Telling the time Money (multiplying and dividing emphasis)</p>	<p>Rainbow Maths: Elsum Educational Drivers: Our number system (inc. the 'Story of Zero') Comparing angles Equivalents (fractions and decimals) Multiplication (formal method) Perimeter Rounding</p>	<p>Rainbow Maths: Elsum Educational Drivers: Negative numbers Short division (formal method) Calculating with fractions Perimeter and area Spotting patterns (square numbers) Angles</p>	<p>Rainbow Maths: Elsum Educational Drivers: Missing numbers Perimeter and area (parallelograms and triangles) Calculating with decimals Mixed operations Volume and capacity Ratio</p>
Science	<p>Science: Compare weather associated with changes in season. Distinguish between objects and materials, identify and name common materials (building materials). Describe simple properties and compare and classify. Identify and compare different materials. Compare how they move on different surfaces.</p>	<p>Science: Compare weather associated with changes in season. Distinguish between objects and materials, identify and name common materials (fabrics). Describe simple properties and compare and classify. Identify and compare different materials. Compare how they move on different surfaces.</p>	<p>Science: Simple forces including magnetism – investigating opposites</p>	<p>Science: Sound as vibrations How we hear Insulation Vibration Pitch and volume Wavelength</p>	<p>Science: Classification of material Solids, liquids and gases Chemists: Spencer Silver, Ruth Benerito Compare and group materials on basic properties of everyday materials</p>	<p>Science: Classification – micro-organisms Biographies of scientists (linked to English)</p>
History	<p>History: Inventors of the 19th and 20th century</p>	<p>History: William the conqueror and the history of Windsor castle, knights.</p>	<p>History:</p>	<p>History: Roman Empire Caesar's invasion Expansion and settlement British resistance Boudicca Romanisation of Britain</p>	<p>History: Invasions – Vikings Were the Vikings heroes or heroes?</p>	<p>History: The changing power of the monarchy Charles I Absolute authority to Parliament Civil War Roundheads and Cavaliers</p>
Geography	<p>Geography:</p>	<p>Geography:</p>	<p>Geography: Mountains, volcanoes and earthquakes. Make a volcano</p>	<p>Geography:</p>	<p>Geography: 4 figure grid references</p>	<p>Geography:</p>
RE	<p>RE: RE Discovery-Christianity Was it always easy for Jesus to show friendship?</p>	<p>RE: RE Discovery- Islam Does praying at regular intervals everyday help a Muslim in his/her everyday life?</p>	<p>RE: RE Discovery-Christianity Could Jesus really heal people? Were these miracles or is there another explanation?</p>	<p>RE: RE Discovery- Judaism How important is it for Jewish people to do what God asks them to?</p>	<p>RE: RE Discovery- Hinduism How can Brahman be everywhere and in everything?</p>	<p>RE: RE Discovery-Christianity Is anything ever eternal?</p>

Computing	Computing: We are game testers	Computing: We are researchers	Computing: Using Office Suite and Rising Stars unit	Computing: Using Office Suite and Rising Stars unit	Computing: Using Office Suite and Rising Stars unit	Computing: Using Office Suite and Rising Stars unit
Art/DT	Art:	Art: Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, texture, pattern, line, shape and form (colour wheels/complementary colours) Learn about a range of artists, craftsmen and sculptures (Andy Warhol)	Art: Portrait painting/sketching – how heroes and villains are portrayed. Self portraits	Art: Comic book artists Pop Art – Banksy, Warhol, Lichtenstein (linked to DT project)	Art:	Art:
	DT:	DT: Design purposeful, functional and appealing products Use a range of tools and materials to complete practical tasks. (invent super hero vehicle for own super hero)	DT: Masks and costumes – linked to art	DT: Use mechanical systems in own work – levers for moving comic book heroes	DT: Design and make superhero costumes Sewing – how to fasten materials/join them	DT: Design and make a changing costume for a moving 2D Roundhead/Cavaliers figure
Music	Music: Songs, music, dance and drama connected with heroes and villains: Sleeping Beauty (fairy tale and Tchaikovsky's ballet).	Music: Songs, music, dance and drama connected with heroes and villains: medieval music connected to castles; Hall of the Mountain King by Greig. Play tuned and untuned instruments in response to ideas based on Chinese New Year.	Music: Using The Twits play scripts explore how to create SFX for villainous moments in script. Explore how Dahl films have used SFX for heroes and villains.	Music: Choral chanting, group percussion linked to Romans (cross-curricular links with History/English poetry)	Music: Explore types of sounds used to create musical 'themes' for heroic or villainous characters on film and in opera and develop a 'leitmotif' for heroes/villains in their own stories.	Music: Changing face of Music during the Interregnum; explore the different composers and styles of music during, pre and post the Interregnum. Create a composition celebrating the restoration of the monarchy for the coronation of Charles II.
PE	PE:	PE: SCL: team games N Higgins: gymnastics- agility	PE:	PE: Dance Competitive sports	PE: Gymnastics Dance Competitive sports	PE: Competitive games – running, jumping, catching and throwing

MFL	French:	French:	French: Features of faces/body parts	French: Jobs and people using Asterix as a starting point	French: Jobs Subjects at school	French: How do I feel? What am I like? What do I look like?
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