










Theme	Brazil	Ancient Maya	Early Islamic Civilisation	Rainforests	Earthquakes and Settlements	European History: Local History
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> 	<b>Poetry</b> <b>Text:</b> Poems Aloud – Joseph Coelho <b>Writing Outcomes:</b> Writing short poems containing poetic features.  I will have the opportunity to perform in front of an audience, to build my confidence and character  <b>Writing Instructions:</b> <b>Text:</b> Building with Lego – Chop, Sizzle, Wow <b>Writing Outcomes:</b> Write a set of instructions for building a Lego toy Y3 – Link to DT – Making Sandwiches and packed lunches  <b>Writing Narratives:</b> <b>Text:</b> The Building Boy – Ross Montgomery <b>Writing Outcomes:</b> Writing an alternative ending to a fantasy story. EYFS their houses and families (Geography link) Y1 – Link to DT – Moving Pictures	<b>Writing To Inform</b> <b>Text:</b> Dragonology: The Complete Book of Dragons – Dugald Steer <b>Writing Outcomes:</b> Pupils will apply their learning to creating two fictional 'informative' texts – a report and a letter - about the discovery of a new species of dragon. R – History links to Castles Knights and Dragons Y4 Science link – How the digestive system works.  <b>Developing Narrative Structure:</b> <b>Text:</b> The Story Shop: Stories for Literacy – Nikki Gamble <b>Writing Outcomes:</b> Children will write a short story using description.	<b>Creating Narrative:</b> <b>Text:</b> Usborne's 1001 Arabian Nights <b>Writing Outcomes:</b> Narrative writing based on traditional tales. N – Link to History - Once Upon a Time (Y3) RE – Where do Islamic Beliefs come from  <b>Dual Purpose Writing:</b> <b>Text:</b> Atlas of Animal Adventures –Rachel Williams/ Emily Hawkins <b>Writing Outcomes:</b> Write their own dual purpose wildlife adventures. Y2 Geography link – hot and cold deserts Year 4: Biology link to classifying organisms.	<b>Creating Narratives:</b> <b>Text:</b> The Great Kapok Tree –Lynn Cherry <b>Writing Outcomes:</b> Write their own plot, character and setting for a rainforest based on an animation.  <b>Persuasion:</b> <b>Text:</b> There's a 'Rangtan in my Bedroom - James Sellick and Frann Preston- Gannon <b>Writing Outcomes:</b> Children will write several persuasive texts to campaign about saving the rainforest. Y2 Geography link – Rivers and Oceans Y2 PSHE – How do we look after our environment?	<b>Writing to Entertain – Poetry Link:</b> <b>Text:</b> Quick! Let's Get Out of Here - Michael Rosen <b>Writing Outcomes:</b> Children will write anecdotal recounts based on their lives. Y2 – History Link – Great Fire of London Y3 PSHE link – How do I manage risks? (recounting risky situations)  <b>Discussion Texts:</b> <b>Text:</b> This or That? Pippa Goodheart <b>Writing Outcomes:</b> To consider opposing arguments and make their own judgments. Y2 – History Links- How did people travel in the past?	<b>Author Study:</b> <b>Text:</b> Ride The Wind; My Butterfly Bouquet; Hummingbird - Nicola Davies <b>Writing Outcomes:</b> Create their own original narrative non-fiction text, in the style of the chosen author.  <b>Biography:</b> <b>Text:</b> Inventors: Incredible stories of the world's most ingenious inventions –Robert Winston  <b>Writing Outcomes:</b> Write a biography based on a subject of their choice, making their own decisions about the content and structure of their writing. R – Link to History – My Heroes Year 4: Aristotle – classifying organisms.
<b>Maths</b>	<b>Number:</b>	<b>Measurement:</b>	<b>Number:</b>	<b>Number:</b>	<b>Number:</b>	<b>Geometry:</b>

	<p>Place Value</p> <p><b>Number:</b> Addition and subtraction</p>	<p>Area</p> <p><b>Number:</b> Multiplication and division</p>	<p>Multiplication and division</p> <p><b>Measurement:</b> Length and perimeter</p>	<p>Fractions</p> <p><b>Number:</b> Decimals</p>	<p>Decimals</p> <p><b>Measurement:</b> Money</p> <p><b>Measurement:</b> Time</p>	<p>Shape</p> <p><b>Statistics</b></p> <p><b>Geometry:</b> Position and direction</p>
<p>Science</p> 	<p><b>Biology – Classifying Organisms</b> Identifying animals and plants that do not support Aristotle's approach to classifying living things; exploring history of other debates (e.g. duck-billed platypus)</p> <p>Use a classification key to sort organisms</p> <p>Draw a classification key to identify four animals, and then several leaves (using a magnifying glass)</p> <p>I will learn to take care of the environment</p> <p>Biodiversity – classifying and categorising organisms</p> <p>Biodiversity – threats to biodiversity</p>	<p><b>Biology – Food and Digestion</b> Explain the digestion process using a prop to others in school or at home.</p> <p>Present information orally using a prop or demonstration.</p> <p>Living sustainably – food webs and the threats of overfishing</p> <p>Caterlink assembly about digesting food</p>	<p><b>Chemistry – Particle Model</b> Investigate the effect of temperature on the rate of evaporation</p> <p>Set a hypothesis to test.</p> <p>Scientists use models to help explain their ideas.</p> <p>Locating solids, liquids and gases in our school environment</p>	<p><b>Physics - Sounds</b> Investigate the tautness on pitch using an app.</p> <p>Gather information using a data logger (e.g. sound meter app; heart rate app)</p> <p>Making panpipes</p>	<p><b>Physics - Electricity</b> Investigate which materials are electrical conductors and which are electrical insulators</p> <p>Draw diagram of the investigation</p> <p>Present information in a written format</p> <p>Power stations in Carrington and Stalybridge</p>	<p><b>Chemistry – Properties of Materials</b> Investigating the physical properties (thermal conductivity; malleability; transparency; magnetism; electrical conductivity etc.) of materials, using own knowledge or setting up comparative tests</p> <p>Conduct secondary research to identify an object that was once made of one material but, when new evidence showed other chemical or physical properties, are now made of new materials (e.g. asbestos insulation; lead pencils; plastic bottles)</p>

	Habitats and microhabitats at our forest school					
<b>Geography</b> 	<b>Brazil</b>  <b>Location and Place</b> Locating countries in South America  Physical and human features of Brazil  Lines of longitude and latitude  Living sustainably – indigenous people living sustainably in their community  Virtual fieldwork of Brazil (in particular the favelas)		.	<b>Rainforests</b>  <b>Interconnections:</b> Human activity can affect physical features (e.g. deforestation of Amazon)  <b>I will learn to take care of the environment</b>  Biodiversity – importance interdependence in ecosystems  Biodiversity – not buying too many products containing palm oil  Climate change – impacts of deforestation in the rainforest  Climate change – global atmospheric circulation  Climate change – COP26 and agreements to counter climate change  Compare to our temperate ecosystem	<b>Earthquakes and Settlements</b>  <b>Location &amp; place:</b> Location and effects of earthquakes in Haiti/Japan  <b>Geographical scale:</b> While physical effects are felt most at the local or national scale, the response can be at the global scale  <b>Interconnections:</b> Humans adapt to living in earthquake-prone areas.  There are similarities and differences between LICs, MICs and HICs.  Compare with the Manchester earthquake in 2002	
<b>History</b>		<b>Ancient Maya</b>	<b>Early Islamic Civilisation</b>			<b>Local History</b>  <b>Historical evidence:</b>

		<p><b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently</p> <p>Compare our number/writing system today to Ancient Maya (and other civilisations)</p>	<p><b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents</p> <p>Different civilisations place different values on knowledge and scientific development than others</p> <p><b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity</p> <p>Compare with Mancunian advances e.g. Alan Turing</p>			<p>Use historical maps or photographs in a plan view</p> <p>Local history archives can be an invaluable source of information for historians</p> <p>I will experience place that inspire me to learn more</p> <p>Civility</p> <p>How was Gorton Mill important to Gorton? How has Gorton Mill changed?</p>
<p><b>Art</b></p> 	<p><b>Patterns and Pumpkins</b></p> <p><b>Artist Focus:</b> Yayoi Kusama</p> <p>Pupils will make a three-dimensional clay model of a pumpkin</p>			<p><b>The Tropical Rainforest</b></p> <p><b>Artist Focus:</b> Abel Rodriguez Henri Rousseau</p> <p>Pupils will use watercolours, oil pastels and wax resist to create a collage of leaves.</p> <p>Joanna Perry Rainforest Murals</p>	<p><b>My Favourite Things</b></p> <p><b>Artist Focus:</b> Pippa Goddhart Joseph Cornell</p> <p>Pupils will produce a series of observational drawings and a developed tonal drawing of a still life.</p> <p>Drawing a still life based on personal possessions</p>	
<p><b>Design and Technology</b></p> 		<p><b>Food</b> Soups</p> <p>Cooking vegetables and grains and combining into healthy soups.</p> <p>Use locally sourced produce.</p>	<p><b>Pulleys</b> Using pulleys and levers to create a video that shares a message.</p> <p>Share a message on dojo about an issue in the local area (speeding)</p>			<p><b>Mood Lighting</b> Using nets and circuits to programme lighting.</p> <p>Talk to our maintenance team about the lighting set up in school</p>

<b>Music</b> 	<b>Brass</b> Peripatetic teacher from greater Manchester hub Whole Year provision	<b>Brass</b> Peripatetic teacher from greater Manchester hub Whole Year provision	<b>Brass</b> Peripatetic teacher from greater Manchester hub Whole Year provision	<b>Brass</b> Peripatetic teacher from greater Manchester hub Whole Year provision	<b>Brass</b> Peripatetic teacher from greater Manchester hub Whole Year provision	<b>Brass</b> Peripatetic teacher from greater Manchester hub Whole Year provision
<b>Computing</b> 	<b>Computing Systems and Networks</b> The internet I will develop safety awareness and essential life skills to prepare me for the next stage in my life	<b>Creating media</b> Photo editing	<b>Data and Information</b> Data logging	<b>Creating media</b> Audio editing	<b>Programming</b> Repetition in shames	<b>Programming</b> Repetition in games
<b>Religion &amp; Worldviews</b> 	<b>Philosophy</b> <b>What do we mean by truth?</b> Plato's cave. Evidence and scientific reasoning.	<b>Theology</b> <b>Christianity/Judaism/Islam</b> <b>What does sacrifice mean?</b> Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice. I will learn about many faith festivals	<b>Philosophy</b> <b>Christianity / Islam / Humanism</b> <b>How do people think about poverty, justice &amp; self-sacrifice?</b> Meaning of poverty & relative poverty. Meaning of justice. Everyday self-sacrifice.	<b>Social Sciences</b> <b>Islam / Christianity</b> <b>How do people contribute to society?</b> Self-sacrifice in form of charity/ community action Respect	<b>Theology</b> <b>Islam</b> <b>How have events in history shaped Islamic diversity?</b> Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.	<b>Social Sciences</b> <b>How has religion and belief shaped our local area?</b> International, national & local data. Lived expression in area. Civility

<b>PE</b> 	<b>OAA</b> Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.  Using the local area and local area mapping  Ambition, Confidence, Respect, Enthusiasm, Determination Curiosity, Civility, Respect	<b>Gymnastics</b> Developing balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences.  Watch videos of local gymnasts demonstrating skills links with Manchester Gymnastics Centre Links with British Gymnastics  Ambition, Confidence, Creativity, Respect, Enthusiasm, Determination, Creativity Curiosity, Civility, Respect	<b>Swimming</b> Learning and developing a range of swimming techniques, water safety skills and learning to swim 25 metres.  Ambition, Confidence, Respect, Enthusiasm, Determination Curiosity, Civility, Respect	<b>Dance</b> Gaining inspiration from a range of stimuli, working individually, in pairs and small groups. Research British dance styles and styles taught locally  Links with TDS  Ambition, Confidence, Creativity, Respect, Enthusiasm, Determination, Creativity Curiosity, Civility, Respect	<b>Athletics</b> Setting challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.  Watch videos of local athletes demonstrating skills Links with local running tracks School link with Mcr Active  Ambition, Confidence, Respect, Enthusiasm, Determination Curiosity, Civility, Respect	<b>Football</b> Learning to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee.  Watch videos of Manchester City/United demonstrating skills  Ambition, Confidence, Respect, Enthusiasm, Determination Curiosity, Civility, Respect
<b>PSHE and Growth Mindset</b> 	<b>Growth Mindset</b> What is the impact of words and phrases on mindsets?	<b>Mental and Emotional Health</b> What is resilience?  What does it mean to have responsibility over my choices and actions?  What is discrimination?  Respect	<b>Keeping Safe</b> How do I manage risks in my life?  What is self-control?  What is the difference between legal and illegal drugs?  Are all drugs harmful?	<b>Healthy Lifestyles</b> How do I make sure I sleep well?  What is fuel for the body?  How do I know if I'm physically ill?	<b>Living in the Wider World</b> What are the rights of the child?  How do we look after our money?  What is sustainability?	<b>Relationships and Sex Education</b> What is diversity?  Do boys and girls have different roles?  What changes happen to my body?
<b>MFL</b> 	<b>Saying what I and others do</b>	<b>Saying what I and others do</b>	<b>Saying how many and describing things</b>	<b>Describing things and people</b>	<b>Describing things and people</b>	<b>Expressing likes and saying what I and others do</b>

