	Term 1	Term 1 (2nd Half)	Term 2	Term 2 (2nd Half)	Term 3	Term 3 (2nd Half)
Project title	Chocolate	Polar Explorers	Vile Victorians	Scrumdiddlyumptious	Growth and Empire	Our Changing World
Driving question	How does chocolate go from bean to bar?	How does it feel to discover something for the first time?	Were Victorian children treated as equals?	How did Roald Dahl have such uckyyslush ideas?	Is exploration good for all?	Do children have the same opportunities everywhere?
Trip/hook	Chocolate detectives – identifying ingredients and flavours Trip to Cadbury's World	Topic Launch: - Building structures from sugar cubes and marshmallows. - Orienteering around the school to collect objects and cards.	Victorian workhouse - Strict mistress - Schooling - Inspecting hands - Chores Oxfordshire Museum box loan	Making a marvellous medicine, building a safe house for the muggle-wumps Trip to Roald Dahl gallery	Topic Launch: - Build a ship to explore the oceans for new lands	Digital tour of a Uk and a international city
Outcome	Persuading adults to purchase chocolate creations by performing adverts – project sharing	Key Stage 2 Singing Concert	What was like being a child in Victorian times? Sharing tales and knowledge. Diary reading and short play.	Uckyish cafe Violin Concert	Visual trip around the empire	Visual cities
Main curriculum areas	Geography: - Recognising different climates provide different resources - To know and understand key aspects of different types of settlements - Learning about fairtrade and Science: – (See below)	PSHE: – Celebrating differences and different celebrations RE: – (See below) Science: – (See below) Geography: - Learning about Antarctic and Arctic areas, including the different climates, the animals that live there and what a day in life of an inuit looks like History: - Who were the most famous polar explorers? - How did it feel to be a polar explorer?	History: – Understanding the key events of Queen Victoria's reign – The impact that had on children, leisure and free time Geography: - To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods - how did these change over time when the Industrial Revolution happened?	Design and Technology: - (see below) Science: – (See below) Geography: - Key Geographical skills, how to plot a route for Mr Fox to reach all three farmhouses and not get caught. - To try to make a map of a short route experiences (BFG, The Enormous Crocodile and Fantastic Mr Fox, with features in current order (not to scale).	History: – Understand the timeline and growth of the british empire – Looking at the impact that had on a world scale Geography: – Concentrating on the differences in the North and southern hemispheres	Geography: – To know the names of cities within the UK – To know the counties of within the UK History: - Understanding how the railways changed Britain
PSHE	Being me in the world	Celebrating differences	Relationships	Healthy me	Dreams and goals	Changing me
Literacy story	Charlie and the Chocolate factory - Rags to riches	The Ice Forest - Story of suspense	The Cotton Mill Girl - Historical story/tragedy	Comedy Roald Dahl extract Poetry - humor	Blackbeard - Pirate of the caribbean - Defeat the monster Poetry	The Apprentice Voyage and return story
Non-fiction	Information text - Chocolate Writing a persuasive advert and slogan for a new chocolate product.	Non-chronological report - Polar Bears	Diary Entry - recount	Discussion Text: A balanced argument for why the animals living in the burrow should help Mr Fox steal from the three farmers?	Instruction text - How to wash an elephant	Explanation Texts: Recount text Newspaper reports
Whole class reading text	Charlie and the Chocolate factory	Charlie and the Chocolate factory	Stig of the Dump	Stig of the Dump	The Iron Man	The Iron Man
Maths links	Number recognition: - Compare and order numbers to 1000 - Place value: - Adding in 4's 8's, 50's & 100's Addition & Subtraction:	Estimation: - Estimate the answer to a calculation, use inverse operations to check Multiplication: - 3, 4 & 8 times tables	Statistics: - Interpret data using bar charts, pictograms and tables Measurement: - Perimeter, area, volume and capacity	Measurement: - Time facts - seconds in minutes, minutes in hours, hours in days, days in a year - Weights Money:	Multiplication: - 3, 4 & 8 times tables Fractions: - Tenths - Addition and subtraction using the same denominator	Fractions: - Consolidating previous knowledge Geometry: - Drawing 2d shapes - Making 3d shapes

	- 2- & 3-digit numbers – mentally and formally Solve number problems and practical problems involving these ideas	- Multiply and divide 2-digit and 1-digit numbers together - Mentally and formally, plus the inverse Solve problems including missing number problems	Fractions: - Equivalent values Solving problems that involve all of the above	- Add and subtract amounts of money to give change, using both £ and p in practical contexts	Solve number problems and practical problems involving these ideas	- Recognise angles as a property of a shape - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Measurement: - Tell and write the time from an analogue clock - Using 12-hour, a 24-hour and roman numerals clocks
Science **Lines of enquiry** **Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping**	Plants: – requirements of light and growth and how that varies from plant to plant **Researching** – Describe the functions of different parts of the flowering plants **Identifying/Classifying/Grouping** – Explore the life cycle of a plant - pollination, seed formation and seed dispersal **Researching** – investigate the way water is transported within plants **Comparative/Fair testing**	Light: – Need for light – Dark is the absence of light – Light reflects off surfaces – Shadows **Researching** Forces and Magnets: – Compare how things move on different surfaces – Magnetic north pole **Comparative/Fair testing**	Rocks: – Compare and group different kinds of rocks – How fossils are formed – Recognise that soils contain rocks and organic matter **Researching** **Identifying/Classifying/Grouping** **Observing over time**	Animals including Humans: – Identify that Animals, including Humans, need food and water – Recognise that they have to get nutrition from what they eat – Identify that they have skeletons and muscles for support and movement. **Researching** **Identifying/Classifying/Grouping**	Forces and Magnets: – Observe that some magnets attract or repel each other **Researching** **Identifying/Classifying/Grouping**	Forces and Magnets: – Compare how things move on different surfaces – Notice that some forces need contact but magnetic forces can act at a distance **Comparative/Fair testing** **Pattern seeking** **Identifying/Classifying/Grouping**
ICT	E- Safety: – Staying safe online – Gooseberry Planet Multimedia: – Using google docs to create and present a poster advert.	Multimedia: – Improve typing skills and using shortcut buttons; eg Copy & Paste – Use different programs to record information	Online: – Add websites to a favourites list – Log into an email account, open, create and send an email E- Safety: – Gooseberry Planet	Data: – Choose information to put in a data table – Design a questionnaire to collect information	Online: – Use the internet to gain information that is relevant and correct – Select and use search engines to gain factual information	Programming: – Understand the scratch programme and its functions – Use scratch programme to produce their own game
Art	Introduce sketch book Drawing: – Using pencils to mark creating light and shading – Showing perspective and depth – Using sketching to help aid painting	Collage: – Create arctic sunset collages from a variety of media – Christmas Decorations	Printing: – Using various techniques to create patterns and written documents – Lino printing	Colour mixing – Using colour combinations to create pictures and shapes – Use light and dark within pictures – Painting using various instruments	Textiles:: – Show an awareness of different fabrics and where they come from – Using different fabrics to create art	Form and Sculpture: – Create forms and sculptures from varies different materials – Learn how bonding different materials help to build up shapes – Create models and structures
DT	Structures: – Creating boxes for chocolates.	Levers and linkages: – Using levers to help build 3d cards Structures: – Understand the principles of how to build an igloo	Models: – Design and create a toy for victorian times - Victorian old-fashioned photo booth	Food: - understand and apply the principles of a healthy and varied diet - Creating, cooking and making their own recipes	Structures: – Design and create a ship for the use of exploring the world	Models: – Design and create models of steam engines using various materials
RE	Hinduism: - Diwali Sikhism: - Amrit ceremony and the Khalsa	Christianity: – Christmas Hinduism: - Diwali festival of lights	Hinduism: - Hindu beliefs Sikhism:	Christianity: – Easter and forgiveness	Christianity: – Jesus's miracles	Hinduism: - Pilgrimage to the Ganges Sikhism: - Prayer and worship

			- Sharing and community			
Music	Violins and Cellos Harvest festival songs	Violins and Cellos Key Stage 2 singing concert	Violins and Cellos	Violins and Cellos	Violins and Cellos	Violins and Cellos
PE	Swimming Netball: – Developing ball skills, different types of passing – Moving with speed – Awareness of space, how to create and deny – Learning rules	Dance: – Creating a dance as an individual, as a pair, as a small group and as a whole class - Remember routines and patterns of dance	Circuits: – Warm up and cool down	Health and Fitness: Gymnastics: – Understand the need for warm up and cool down Gymnastics: – Understand some muscle groups used in Gymnastic activities – Create a sequence	Orienteering: – Following maps and instructions – Moving from one location to another - safely	Swimming Athletics: – Running, jumping and combining those actions together – Relays Throwing a variety of objects with accuracy and distance