

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme overview	History: Marvellous Medicines Who was Jesse Boot? Hooks: Drama visitor to role-play being grandma from George's Marvellous medicine. Apothecary in the classrooms using historical artefacts. Station for children to make their own marvellous medicines.	Geography: Our Environment What impact are we having on our environment? Hook: Exploring the layers of the oceans. Classroom clean- up.	Amazing Amazon Who is the Amazon home to? Hook: Creating jungle for the curriculum board/ carpet area.	History: The Great Fire of London How did the Great Fire change London forever? Hook: Making and burning houses on playground.	Geography: Exploring the World What makes our world wonderful? Hooks: Chicken in the kitchen read by Lucian Masamati.	History: Intrepid explorers Who has conquered Everest? Hook: Mount Everest set up in hall for children to become explorers.
English	<u>George's Marvellous Medicine</u> Writing to Entertain Character description, Short story – innovating 'George's Marvellous Medicine'	<u>The Big Book of Blue & Clean up (UK-Caribbean)</u> Writing to inform Non-fiction text about the layers of the ocean. Postcard the animals in the ocean to thank Rocket.	"We're roaming in the rainforest" <u>Along the Tapajos (Brazil)</u> Writing to inform Letter from the Tapajos – our journey to school Fact File about a range of amazon animals.	<u>Vlad and the Great Fire of London</u> Writing to entertain Story – story from the perspective of Boxtton the Rat. Poem – performance poetry. A poem to write and perform.	<u>Sing to the moon (Uganda)</u> <u>Chicken in the kitchen (Nigeria)</u> Writing to Entertain Setting description – Ugandan story scene using senses Story – Retell of Chicken in the Kitchen	<u>Writing to inform Everest</u> Writing to inform Non-fiction report about Mount Everest. Diaries as an explorer Junko Tabei: Mastering the mountains.
Reading (Shared Reading)	Georges Marvellous Medicine – Story Last stop on Market Street - story The extraordinary life of Mary Seacole – non-fiction Sucked in – story Feelings – poem (PSHE)	Otto Blotter Bird Spotter – story Green Giant- story The Big book of Blue – non-fiction report (Geography) Featherlight – story The snow dragon – story Jellyfish – poem	Along the Tapajos – story A complaint letter A bite in the night – story What a waste – non-fiction (deforestation) A first book of nature – poetry Dragon Dancer - story	– The Great Fire of London: 350 th Anniversary of the Great Fire of 1666 – non-fiction (history) Michael Rosen – performance poetry Samuel Pepys Diary – non-fiction Belly of the Beast – story	Amazing Africa Country by Country – non-fiction Planet Earth – non-fiction The Lonely Beast – story Ruby's Worry – story (PSHE) Stevie Wonder – non-fiction (RE)	Everest – information text Mountains – non-fiction The Mountains of Tibet – story The Littlest Yak – story Junko Tabei. Masters of the Mountain – fictionalised biography.

	Let's Celebrate – non-fiction (RE)			A cats poem - poetry Food chains – non-fiction(Science)	Hidden Tales from Eastern Europe – story	
Maths	Number, place value, addition and subtraction	Number: addition and subtraction, Measurement: Money Number: Multiplication	Division Statistics geometry: properties of shape	Number: Fractions Measurement: length and height	Position and direction, problem solving and efficient methods Measurement: time, Use of beebots/ coding program for position and direction	Measurement: mass, capacity and temperature. Investigations
Science	Use of Everyday Materials - Design a boat to go on the River Trent		Animals Including Humans	Living things and their Habitats Non-fiction report on an animal and how they adapt to their habitat	Plants Use of Quizizz for initial and final assessment.	
History	→ Significant historical events, people and places in own locality.			→Events beyond living memory that are significant nationally or globally. →Similarities and differences between ways of life in different periods – London then and now. Museum of London – interactive resources.		→Lives of significant individuals who have contributed to national and international achievements. →Compare the lives of significant individuals.
Geography		→ Use aerial photographs and plans to recognise landmarks. →Devise a simple map. Construct basic symbols in a key. → Use basic geographical vocabulary to refer to human features. →Understand geographical similarities and	Use of WWF app to research Amazon animals		→Name and locate the world's seven continents and five oceans. →Use simple compass directions and locational and directional language. →Use maps and globes to find continents and oceans. →Identify the location of hot and cold areas of the world in relation to	

		<p>differences through studying an area of the UK.</p> <p>Persuasive text for picking up litter.</p>			<p>the Equator and north and south poles.</p> <p>→Study of a small area of a contrasting non-European country in relation to the UK.</p> <p>→Key physical and human features</p> <p>Postcard from Moghadishu - Somalia</p>	
Art		<p>Digital Art - Local area and self-portrait - linked to Class Puerto Rico- Haitian artist Jean-Michel Basquiat</p> <p>Use of sketchbook on I-pads</p>		<p>Collage – with drawing skills- cross hatching</p>	<p>Print Making and Textiles – Ugandan Prints linked to 'Sing to the Moon' book</p>	<p>Sewing project – kitenge print project.</p>
D&T	<p>Cooking & Nutrition – Traditional food from different cultures</p> <p>Instructions for how to make a curry</p> <p>Use recipe finder app to find ingredients and method.</p>		<p>Mechanisms - Wheels and Axles – Moving animals</p> <p>Ue</p>			<p>Ugandan Textiles – printing on fabric and making a simple flap bag.</p>
RE	Believing	Celebrations	<p>Jewish and Christian Stories</p>	<p>Stories of Jesus</p>		<p>Story of a miracle</p>
Music (Charanga)	<p>Hands feet heart - south African music</p>	<p>Ho ho ho Christmas song (Performance)</p>	<p>I wanna play in a band: Rock</p>	<p>Zoo time - Reggae</p>	<p>Friendship - pop</p>	<p>Classical music – What is classical music around the world?</p> <p>Kanneh-Mason family -</p>
PSHE (Jigsaw)	Being me	Celebrating difference	<p>Dream and Goals</p> <p>Piece of writing about what my dreams and goals are.</p>	Healthy me	Relationships	Changing me
PE						

Spanish	Me llamo Gabito – book project Colombia link	De donde soy (linked to continents)	Our celebration – book project – link RE – celebrations around the world	Vamos en un picnic	La oruga muy hambrienta - linked to spring 2 vocab grammar and sentence building	La oruga muy hambrienta – drama children performing
ICT	Online safety Effective Searching	Creating pictures	Questioning Spreadsheets	Making music	Coding	Presenting ideas
Emotional Awareness	We will consider the importance of mental health and recognise the impact of change on our own mental health and develop strategies to support us with this. We will explore using the internet safely and responsibly. We will reflect on our own identities– what makes me ‘me’?	As carers, we will consider our impact on the environment in our local community, including animal habitats. We will explore our personal feelings towards images of pollution across the world and discuss ways to share these feelings appropriately. How is art and music a way of expressing ourselves or reflecting our emotions?	We will explore what religion means to us and others and develop our respect for the beliefs of others with a focus on Judaism and Christianity. We will understand and respect how people live in the Amazon Rainforest and the difficulties they might face in modern society.	We will consider the impact of the fire on different members of the historical community. We will continue to consider how to conserve the environment linked to last term’s environment topic.	We will explore our interpretation of a range of Christian parables and their relevance to our own lives in modern society. What equivalent stories with a message are told in other religions? We will reflect on what it means to be an explorer and what this might feel like.	Understanding how growing up in a different country and culture impacts your experiences and viewpoint.
Knowledge of the World	We will explore what religion means to us and others and begin to explore our own beliefs. KQ: What can we do if we believe something different to others? What if we don’t have faith but others do? We will explore a local figure in history and the events in the development	We will explore celebrations around the world and their meanings for the people who celebrate them. KQ: What celebrations do we have as a class – what is their meaning and why are they important?	What impact does deforestation have on the Amazon Rainforest and its inhabitants? How do people who live in the Amazon feel about their home being destroyed?	Why were women not allowed to be part of the fire brigade? What would happen now if there were a big fire in London – how have things changed?	What can we learn from Uganda and Kenyan traditions? What links does British society have with Africa? What plants are symbolic for different reasons? E.g. bamboo stands for longevity, grace and strength in China. Why are these important to people?	Is it ethical to climb Mount Everest if it is having an impact on the environment? Who are the Sherpa community in Nepal and is it ethical for foreigners to hire them to climb the mountain numerous times when it is so dangerous?

	<p>of his business and the origins of the University of Nottingham.</p> <p>KQ: What is a university and why is it an important part of society?</p> <p>We will explore how to use computer programmes to search for information on the internet. KQ: How can we be safe on the internet? As designers, we will look at healthy eating and where a variety of tropical fruits and vegetables come from. KQ: How can we think about the air miles and the impact of this on food coming from around the world.</p>	<p>We will consider the problem of waste across the world and explore possible solutions.</p> <p>KQ: What impact does waste have on the world?</p> <p>KQ: How do different cultures celebrate and protect their environment and consider what lessons we could learn from this?</p> <p>We will look at people's experiences in communities both locally and internationally to understand how they might approach environmental issues differently. (link to Colombian school and ECO ideas and UN Goals)</p>			<p>Why is Jesus often represented as having white skin and fair hair?</p>	
<p>Possibilities & Enquiries</p>	<p>What is a pharmacist? What skills do you need to be a pharmacist? What is a philanthropist? (Look at Florence Boot his wife and her philanthropy) How did the University of Nottingham start? How do people around the world use medicines in different ways?</p>	<p>As mathematicians, we will use our skills to solve problems efficiently and explain our reasoning. As future planners, we will investigate ways that we can protect our planet for future generations and look at initiatives that might inspire us. As artists and users of ICT,</p>	<p>We will investigate different animals and their characteristics, including similarities and differences.</p> <p>We will investigate different mechanisms and how they can move an object.</p>	<p>We will explore different living things and their habitats, including our own.</p> <p>What is our opinion of different collage artists and their work? What impact does it have on the viewer?</p>	<p>Are maps always presented in the same way? Why might maps be presented differently?</p> <p>How will different printing techniques change the way we create artwork? What</p>	<p>We will research different methods for printing on fabric and different fabric choices.</p> <p>We will design, make and evaluate our own sewing project.</p>

	How can medicines be helpful and harmful?	we will ask how can art impact society (looking at Jean Michel-Basquiat) and how is art a way of expressing ourselves? We will explore how properties of materials impact their suitability for different purposes such as housing.	We will be designers and make models with moving parts.		work inspires us in our own?	
Diversity	As researchers, we will consider who are other famous Nottingham figures in the community (Mary Seacole) and famous botanists and doctors around the world We will also consider where do different medicines come from and how are they made which leads into our Amazon Animals topic in Autumn 2.	How does the Colombian school protect its local environment? How does Colombia look after its environment? Clean up book by Nathan Bryon We will explore how different cultures use, celebrate and protect their environment and consider what lessons we could learn from this. We will look at people's experiences in communities both locally and internationally to understand how they might approach environmental issues differently. (link to Colombian school and ECO ideas and UN Goals)	Along the Tapajos shared read – indigenous communities in the Rainforest	PSHE – What does being healthy mean to me and other people? Londoners believed the fire was started by French and Dutch people. How did people's reactions to the fire of London make them have unfair views of people from another country? What do you think about this viewpoint?	Looking at a range of African countries and cultures to understand the human and physical geography including Uganda and Kenya. Link back to South African music. Understand there are 54 countries in Africa with 140 languages spoken. What African traditions and communities are there in Nottingham?	Who are different famous explorers (e.g. Edmund Hillary, Tenzing Norgay (Nepalese), Amelia Earhart, Bessie Coleman, Matthew Henson) What does the term 'classical music' mean around the world?
Trips & Visits	Artefacts for Jesse Boot topic	Local Area – linked to improving the environment – local litter picking trip.	Trip to synagogue Tropical bird visitor.	Partake Theatre Group – Great Fire of London	British-Ugandan artist Birungi Kawooya	Clip n Climb Camping Residential



	Nottingham trip – walking time line of Jesse Boots life Linked to DT – Pakistani Centre to try Pakistani food.			Artefacts – Great Fire of London		
--	---	--	--	-------------------------------------	--	--