

	Spring 1: Overview Title Dreams							Spring 2: Overview Title Spiders and Horses					
Class Novel Stormkeeper's Island	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Book	Shakespeare (focussing on Midsummer Night's Dream)							Charlotte's Web					
English – Genres	Older literature							Persuasive writing					
English - Skills/ Knowledge	<ul style="list-style-type: none"> To discuss and find out about the playwright William Shakespeare. Create a fact file. Class teacher to read the play Romeo and Juliet. Discuss the characters and themes. From the class library of Shakespeare plays for children, read at least fifteen plays as own reader each day. Look at the language that Shakespeare used and understand the meaning of his 'old English' words. Watch a performance of Midsummer Night's Dream at The Globe theatre on DVD. Discuss the characters and themes. To look at and identify the key features of a model piece of a setting. To up level a paragraph/setting by using adventurous, precise language. Write a descriptive setting. Create a mood board for the woodland scene/setting in MSND using precise language and their senses. To write a descriptive piece describing in detail their setting. To edit and improve my work. To use brackets, dashes and commas accurately. To identify speech punctuation. To use speech punctuation accurately. Identify the key features of a diary entry. To plan a diary entry by Titania. To write a diary entry. Discrete grammar/spelling lesson weekly. Discrete comprehension lesson weekly. 							<ul style="list-style-type: none"> Begin reading Charlotte's Web as a class reader. To create my own success criteria for writing a persuasive letter. To correctly order a persuasive letter identifying the key features. Identify the key features in a model piece of text. Colour code the key features within a differentiated piece of text. Watch and discuss the themes in Charlotte's Web. To make notes and plan a persuasive letter. To edit and self-improve my letter. To write a persuasive letter to Mr Zuckerman asking him to not kill Wilbur the pig. To choose a theme to write your own persuasive letter. Discrete grammar/spelling lesson weekly. Discrete comprehension lesson weekly. 					
Science – Unit	Earth & Space			Properties and changes in materials									
Science - Skills/ Knowledge	<ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth 			<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 									

	<ul style="list-style-type: none"> Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
History – Unit		Trojan Horse
History- Skills/ Knowledge		<p>The story of The Trojan Horse: historical fact, legend or classical myth? During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> Through Historical enquiry to devise own historically valid questions. Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding. To demonstrate an understanding of chronology by creating a time line which includes the time of the siege, the Shang Dynasty and other units already taught at Oakfield. To include other important events in history. Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece; To add the various artefacts (primary resources) documenting the siege and the date of their creation to a timeline in comparison to the actual siege. Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions; Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision; Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.
Geography - Unit	How Climate Change affects the World	
Geography Skills/ Knowledge	<ul style="list-style-type: none"> Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people; Recording observations from aerial and terrestrial photographs. Interpreting map work – Gambia/West Africa/countries. Observations of agriculture/features in photographs. Analysing images and evaluate why Elhaji is working in Banjul. Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia; 	

	<ul style="list-style-type: none"> ● Complete map of Australia labelling the different states. Label Kerslake in Victoria and surrounding areas on a larger scale map. Add areas of recent bush fires and key. ● Interpret maps showing incidence of bush fires in Victoria. Evaluate photographs of area after Black Saturday Feb 2009. ● Draw a line graph and a histogram to show the correlation between rising temperatures and increased number of bush fires. ● Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them; ● Ordnance survey map work. Using the key and symbols use 6 figure reference grids to locate places. ● By looking at the OS map for the area, understand why the settlement of Shawcross grew up where it did. ● Investigate the human features of Shawcross especially the train links. Find the embankment/seawall which runs alongside the main railway line – how does this protect the infrastructure of the town from flooding and high tides. ● Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland; ● Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places; ● Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be; ● Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions; 	
ICT – Unit	Computer Science-Kodu Internet safety	Computer Science-Kodu Internet Safety
ICT - Skills/ Knowledge	<p>Internet Safety</p> <ul style="list-style-type: none"> ● Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. <p>Kodu</p> <ul style="list-style-type: none"> ● Pupils create, deconstruct and refine programs to accomplish specific goals. <p>They can:</p> <ul style="list-style-type: none"> ● improve efficiency ● use selection within programs ● use a range of simple inputs and outputs to control or simulate physical systems. ● Pupils use logical reasoning to explain how some algorithms work and to detect and correct errors in programs. ● They independently employ strategies to solve problems. 	<p>Internet Safety</p> <ul style="list-style-type: none"> ● Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.
RE – Unit	Hinduism – How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to die?
RE - Skills/ Knowledge	<ul style="list-style-type: none"> ● I can describe some of the characteristics that make me Me. (Even when I am playing different roles) 	<ul style="list-style-type: none"> ● I can give an example of someone with a strong sense of purpose for their life and give my opinions on this

	<ul style="list-style-type: none"> I can make links between Hindu beliefs regarding and Gods with how they chose to live their lives I can express my understanding of how Brahman can or cannot be in everything 	<ul style="list-style-type: none"> I can start to explain whether god intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during holy week I can start to express my opinion about Jesus' crucifixion being his destiny or purpose
PHSE – Unit	Financial Safety Dreams and goals	Healthy me
PHSE - Skills/ Knowledge	<ul style="list-style-type: none"> My money and getting value for money. Identify what I would like my life to be like when I am grown up Know about a range of jobs People I know and explore how much people earn in different jobs Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Describe the dreams and goals of young people in a culture different to mine Appreciate the similarities and differences and aspirations between myself and young people in a different culture Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship 	<ul style="list-style-type: none"> Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations Understand how the media and celebrity culture promotes certain body types Describe the different roles food can play in people's lives and discuss how people can develop eating problems (disorders) relating to body image pressures Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
ART- Unit		At the Pantomime
ART - Skills/ Knowledge		<ul style="list-style-type: none"> To explore design features of a pantomime. Able to design a set for a particular pantomime scene. To be able to design a set for a particular pantomime scene. To be able to create a model set for a pantomime based on a design. To be able to design costumes for pantomime characters and costume accessory for a pantomime. To be able to design a costume accessory for a pantomime. Make a shoebox set To be able to evaluate a finished product.
DT- Unit	Money Containers	
DT - Skills/ Knowledge	<ul style="list-style-type: none"> To explore a range of money containers and examine their features. To learn how to sew using a range of different stitches. To gather ideas for designing a money container. To be able to design a money container. To be able to make a money container using textiles To be able to evaluate a finished product. 	
PE- Unit	Invasion games – hockey and indoor athletics	
PE - Skills/ Knowledge	Hockey <ul style="list-style-type: none"> Understand there are different skills for different situations and begin to use these. 	Indoor Athletics

	<ul style="list-style-type: none"> • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. 			<ul style="list-style-type: none"> • Pass, receive and score a try with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending. 	
Maths	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Consolidation
	Measurement	Statistics	Geometry position and direction		consolidation
Maths - Skills/ Knowledge	<p>The order that the objectives are taught may vary depending on the needs of the children. Pupils will be taught to:</p> <ul style="list-style-type: none"> • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • Solve number problems and practical problems • Read Roman numerals to 1000 and recognise years written in Roman numerals • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions [for example, $0.71 = 71/100$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables. 				
Further Learning and Cultural Capital Experiences	Midsummer Night's Dream Drama and Art Workshop- English Author visit- Emotional Resilience STEM Ambassador visit – Maths and Science			Surrey South East water company- Science Indoor Athletics Tournament-PE Environment Alert Drama Workshop-Geography World Book Week Activities-English St. Mary's Church-Walk through Easter- RE Well-Being Activities-PHSE	