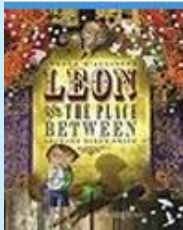
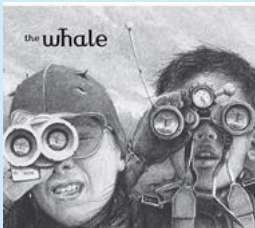
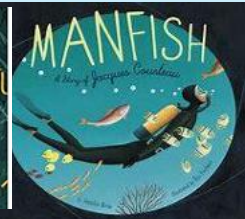
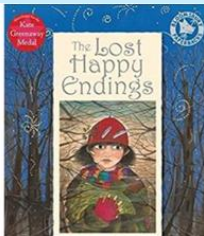
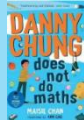
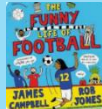


Year (2026-2027) MTP						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Leon & The Place Between By Angela McAllister  Narrative: Portal to another world. Persuasive Report: <i>Persuasive magic show report.</i> W/C Reading: Fiction: Harry the poisonous centipede The one and only Ivan   Non-Fiction: The Lego Ideas Book Explore  	The Whale by Ethan and Vita Murrow  Setting Narrative Newspaper Report W/C Reading: Fiction: Rumaysa The Wild Robot   Non-Fiction: The Usborne beginner's cookbook The Usborne complete book of art ideas  	Arthur and the Golden Rope By Joe Todd-Stanton  Myth Narrative: <i>write a myth narrative.</i> Inform: <i>Write an instructional guide - how to defeat a Viking monster.</i> Fiction: Last Firefox Charlotte's Web   Non-Fiction: The wonders of nature An anthology of intriguing animals  	Manfish by Jennifer Berne  Narrative: <i>write an invention narrative.</i> Biography: <i>write a biography about Jacques Cousteau</i> W/C Reading: Fiction: Hello, universe How to train a dragon   Non-Fiction: An encyclopaedia of very important science A very important human body encyclopaedia  	The Lost Happy Endings by Carol Ann Duffy  Twisted Narrative Persuasive letter W/C Reading: Fiction: The day I fell into a fairy tale Varjak Paw   Non-Fiction: Hamza's wild world Feather, flower forest  	Leaf By Sandra Dieckmann  Narrative: <i>Write an alternative outside narrative.</i> Information Report: <i>Produce an information reform</i> W/C Reading: Fiction: The wonder brothers Danny Chung does not do maths   Non-Fiction: Theres no such thing as a silly question The funny life of football  

	Poetry: Welcome to my crazy life A World full of poems 	Poetry: Ted Hughes collection of poems Cloud busting 	Poetry: Quick, let's get out of here Hot like fire and other poems 	Poetry: A whale of a time When poems fall from the sky. 	Poetry: Pick mix poetry 1 I am the seed that grew the tree 	Poetry: Classic poems Pick mix poetry 2 
Maths 	Place Value Addition and subtraction	Multiplication and Division (A)	Multiplication and Division (B) Length and Perimeter	Fractions (A) Mass and Capacity	Fractions (B) Money Time	Shape Statistics
Science 	Energy-Light and Shadows 1. Explain the role of light sources. Plan and draw results table 2. To compare light reflecting on different surfaces 3. Recognise which materials cast a shadow and test questions. 4. Summarise how shadows change throughout the day 5. Investigate how the distance of a light source affects the size of its shadow. 6. To tell a story using puppet shadows.	Animals including humans-Movement and Nutrition 1. Explain the role of a skeleton and group animals based on their physical qualities. 2. Recognise the main bones in the body. 3. Explain how muscles are used for movement. 4. Show how food is an essential energy sources for animals. 5. Identify the main nutrient groups and their simple functions. 6. To explain what makes a balanced diet.	Materials-Rocks and soil 1. Grouping rocks using their appearance 2. Grouping rocks using their physical properties. 3. Describing the fossil formation 4. Identifying fossils and group rocks 5. Comparing soils and how they are formed. 6. Describing soil samples using sedimentation	Forces: Forces and magnets 1: To describe the effects of contact forces 2: To recognise the effects and use of forces 3: To interpret how and why things move on different surfaces 4: to describe the effects of magnets 5: To compare the properties of magnets 6: To explore the use of magnets	Living Things: Plant reproduction 1: To identify the growth and survival needs of plants 2: To describe the relationship between structure and function in plants 3: To investigate how water is transported in plants 4: To explore the role of lowers in the life cycle of a plant 5: To apply knowledge of pant life an growth 6: To explore seed dispersal	Making connections-How does food affect muscle fatigue? 1. Plan a comparative test 2. Gather and record data. 3. Conclude and evaluate the investigation. 4. Pose and investigate new questions. 4. Report on my findings using a shadow display.
Computing	Email (3)	Unpacking hardware & software (4)	Route Planner (3)	Effective searching (4)	Coding (3/4)	Spreadsheets (3)

	1.To understand how people communicate with each other. 2. To understand and respond to an email. 3. To compose and send an email. 4. To send an email attachment. 5. To learn how to use email safely. 6. To explore simulated email scenarios. Online Safety: Self-image and identity	1.To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. 2. To identify and describe different pieces of computer hardware and understand their functions. 3. To understand what software is and how we use it to complete tasks. 4. To explore how hardware and software interact to complete everyday tasks. Online Safety: Online relationships	1.To create simple commands in 2Go to move the turtle along a route. 2. To create commands in 2Go in which the turtle turns using rotation. 3. To plan algorithms and write 2Go code that uses angle of turn. 4. To use 90° and 45° angles in 2Go. 5. To use the repeat algorithm and coding in 2Go. Online Safety: Online reputation	1.To understand what a search engine is, how it works and how to use simple keywords to find information online. 2. To create commands in 2Go in which the turtle turns using rotation. 3. To learn advanced ways to improve searches so we can find the most accurate and useful results quickly. 4. To develop strategies to judge whether information online is true and if sources can be trusted. Online Safety: Managing Online Information	1.To understand the concept of using 'Yes' or 'No' questions to sort objects. 2. To understand and use a branching database effectively. 3. To know what selection means in computer programming. 4. To know how to use co-ordinates in computer programming. 5. To test and debug branching databases to correct errors. 6. To create a simple computer program using coding structures previously encountered. Online Safety: Privacy and security	1.To understand the layout and features of 2Calculate in Advanced Mode. 2. To use the arrows toolbar to be able to automatically total rows and columns. 3. To use simple formulae in a spreadsheet by using the formula wizard. 4. To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values. 5. To apply spreadsheet skills to solve real-world problems 6. To design and use a spreadsheet to answer a series of questions. Online Safety: Health, well-being and lifestyle
PE	Team Games	Gymnastics	Ball skills	Athletics	Swimming	Swimming
History 	British History <i>Would you have preferred to live in the Stone Age, Bronze Age or Iron Age?</i> 1. Recognise the chronology and significance or prehistory 2. Use archaeological evidence to learn the prehistoric dwellings of Skara Brae 3. Use evidence to investigate the Bronze Age.		British History <i>Why did the Romans invade and settle in Britain?</i> 1. Investigate the life in Ancient Rome by looking at its buildings 2. Explore the causes of the Roma Invasion 3. Investigate the different responses to the Roman		British History <i>What changed in Britain after the Anglo-Saxon invasion?</i> 1. Recognise the causes and consequences of the Anglo Saxon and Scot invasions of Britain. 2. Recognise the change in Iron Age and Anglo-Saxon houses 3. Make inferences about who was buried at	

	4. Deduct to explain how bronze changed prehistoric life 5. Understand the importance of trade during the Iron Age. 6. Compare settlements in the Neolithic period and Iron Age.		Invasion using a range of sources. 4. Explore how the Roman Army was so successful using a range of sources. 5. Investigate the lives of Roman soldiers by examining artefacts found in Vindolanda 6. Explore the impact of invasion and settlement		Sutton Hoo and Anglo-Saxon beliefs. 4. Identify how Christianity spread in Britain in the Anglo-Saxon period 5. Evaluate sources about how Alfred the Great 6. Understand how Anglo-Saxon rule ended.	
Geography 		Rainforests 1. Explore what a rainforest is and locate rainforests on a map. 2. Look at the different layers of the rainforest with definitions, images and descriptions of the animals that live there. 3. Explore the many features of the rainforest and look at how important rainforests are for food and medicine around the world. 4. Describe the key characteristics of the Congo. 5. Define what deforestation is and look at the impact it has on the world's rainforests. 6. Explore the Amazon Rainforest and its importance.		Food and Farming 1. Look at Food Miles and the environmental impact. 2. To look at why we need food packaging and how we can recycle it. 3. To Learn about how much food we waste and how we can reduce food waste. 4. To learn what is meant by Fairtrade and the economical and environmental benefits. 5. To create an advertisement for 'the perfect lunchbox'		Exploring My Local Area 1. I can locate my local area. I know how it fits in with other places, near and far? 2. I know what is special about my local area 3. I can explore my local area to find out about it. 4. Use fieldwork to find out about my local area 5. To create a map to show what I have found out about my local area. FIELDWORK DAY ACTIVITY
Art 	Drawing <i>Developing drawing skills</i> 1. Recognise how artists use shape in drawings.		Drawing <i>Exploring tone, texture and proportion</i>		Craft and design <i>Fabric of nature</i> 1. Understand starting points in design process.	

	2. Develop shading skills and use them to blend tones. 3. Use careful observations for adding detail drawings. 4. Use line, shape and tone in imaginative drawing. 5. Explore digital media techniques to develop drawings.		1. Draw using tine to create a 3D effect 2. Explore how combining lines and marking can show texture and tone in drawings. 3. Understand proportion by observing how it is used in artwork		2. Explore techniques to develop imagery. 3. Explore using textile technique to develop patterns. 4. Learn how to create repeated patterns. 5. Understand how art is made for different purposes.	
DT 		Cooking and nutrition Eating Seasonally 1. Explain why food comes from different places 2. Explain the benefits of seasonal food 3. Develop cutting and peeling skills. 4. Evaluate seasonal ingredients. 4. Design a mock up using criteria 5. Evaluate a dish		Structure Constructing castles 1. Recognise how multiple shapes are combined to form a strong and stable structure. 2. Design a castle 3. Construct 3D nets 4. Construct and evaluate my final product.		Electrical Systems Electric Posters 1. Understand the purpose of information design 2. Research a set topic to develop a range of initial ideas. 3. Develop an initial idea into a final design. 4. Assemble the final product and incorporate a simple circuit.
RE 	Why do many people celebrate and give thanks at Harvest time? <i>Retrieve KS1 Harvest work: Christians/Hindus/Jewish people may give thanks; clarify that traditions are distinct and diverse. Use a food-supply-chain hook, Harvest collection figures and source cards for Bible, Sukkot and a named Hindu harvest example to generate questions; introduce the unit and Th/Ph/HSS lenses.</i>	What is the role of a faith leader who has been called by God? <i>Retrieve special people / community leaders and sacred-text learning. Establish that leadership roles and beliefs differ across traditions. Use a local leader silhouette / role-card hook and question prompts about who guides a community to frame the enquiry, lenses, vocabulary display and evidence board. Investigate selected sacred-text or biography extracts about calling, with no visual</i>	How did/does Jesus change lives? <i>Retrieve KS1 Nativity: Jesus' birth is good news / a gift. Build towards the term incarnation. Use a "presence" hook using messages, photographs and a Nativity source card to generate questions; introduce the unit and Th/Ph/HSS lenses.</i>	Is the cross a symbol of sadness or joy? <i>Retrieve KS1 Easter: Holy Week, cross, resurrection and symbols. Build toward multiple interpretations of the same symbol/event. Use contrasting cross images / worship scenes and a "sadness / joy / both" evidence sort to frame the enquiry, lenses, vocabulary display and evidence board. Investigate Gospel/Easter sources and the Christian meanings attached to the cross Identify claim,</i>	Is the 'golden rule' agreed by everyone? <i>Retrieve KS1 stories/values, welcome and rules. Build on ability to identify a value and explain how it may affect behaviour. Use a rules-in-action dilemma board and a set of carefully labelled ethical sayings/source cards to introduce the enquiry, lenses and vocabulary. Investigate Christian and Muslim sources about treating others well and the authority/context of the texts and annotate claim/evidence/interpretation. Explore Humanist, Buddhist and Sikh ethical examples as encounter pathways, making differences in reason and context explicit with authentic lived voices and compare belief, practice and evidence. Then investigate: What would happen if there were no rules for people to follow? Investigate how guidance affects relationships, charity, conflict, fairness and community life; ask how beliefs affect</i>	

	Investigate a Bible source on thankfulness/harvest and a Christian Harvest celebration Annotate a claim, evidence and key vocabulary before paired/independent application.	depiction of the Prophet Muhammad Identify claim, evidence and vocabulary; annotate together then apply. Explore authentic local/national examples of a minister, imam and rabbi or equivalent faith leadership roles, focusing on tasks and community impact Use lived voices and a structured comparison of belief, practice and evidence.	Investigate Matthew/Luke Nativity source material and the term Emmanuel / incarnation at an accessible depth Annotate a claim, evidence and key vocabulary before paired/independent application. Focus on Christian examples of service and care that believers connect to following Jesus, contrasted with a non-religious motivation for care Compare what is believed, how it is shown and evidence from lived communities.	evidence and vocabulary; annotate together then apply. Explore Christian Holy Week and Easter practices that express sorrow and joy, alongside non-religious interpretation of symbol/meaning Use lived voices and a structured comparison of belief, practice and evidence.	daily life, community, worship, celebration or ethics. Revisit all lenses and correct misconceptions. Extend coverage of Islam; Humanism; Buddhism; Sikhi. Use a second source/voice and avoid over-generalisation.	
PSHE 	What helps us feel safe and included? Strengths, qualities, boundaries, self-worth, supportive relationships, repairing friendships and responding to bullying.	How should we communicate online? Respectful communication, misunderstandings, safety, online bullying and positive online conduct	What careers do people choose and why? Careers, aspirations, equality, changing jobs, interests, strengths, pay and gender stereotypes.	What signs help me recognise what is safe or unsafe? Warning signs, uncomfortable situations, emergencies, roads, water, medicines and harmful substances.	How can we respect each other? Respectful/disrespectful behaviour, trust, friendship challenges, bullying and stereotypes.	How can we decide what to trust online? Finding, sharing and evaluating information; sources, misleading content and evidence.
Music 	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind, Replay

Spanish 	A New Start	Calendars and Celebrations	Animals	Carnival and Numbers	The Hungry Giant	Going On a Picnic / Where I Live