

Kingsway KIT	Kindness		Independence		Teamwork	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Concepts</b>	<b>Empathy, Compassion, Tolerance</b>  What did the Romans do for us?	<b>Fairness, Patience, Respect</b>  Were Vikings bloodthirsty barbarians?	<b>Courage, Resilience, Conscience</b>  Should they have given Oliver more?	<b>Courage, Enthusiasm, Creativity</b>  Is creativity as important as knowledge?	<b>Appreciation, Co-operation, Citizenship</b>  Is the rainforest worth protecting?	<b>Leadership, Honesty, Flexibility</b>  Are you what you eat?  <b>Trust, Loyalty, Belonging</b>  Should we judge a book by its cover?
<b>Projects</b>	<b>Invaders and Settlers:</b> Romans	<b>Invaders and Settlers:</b> Anglo Saxons and Vikings	<b>Victorians</b>	<b>Oliver Twist</b>  The Arts	<b>Rainforests</b>	<b>Healthy Humans</b>  <b>Iron Man</b>
<b>Reading Skills</b> <b>Linked texts</b>	Romans Rotten Romans The Great Necklace Hunt	How to be a Viking. Viking Sagas	Oliver Twist The Elves and the Shoemaker	Oliver Twist Playscripts	The Shaman's Apprentice (Picture Book) The Vanishing Rainforest	Iron Man
<b>Writing outcomes</b>	Non Fiction text Dialogue	Setting Description Story Writing	Character Description Retelling a Traditional Tale	Diary Entry Playscripts	Story Writing	Instructions Shape Poems Writing from alternative points of view
<b>Grammar/ Spelling</b>	Headings, Sub-headings, humour, inverted commas, synonyms for 'said'	Fronted adverbials, Expanded noun phrases, Prepositional phrases, First person, Alliteration, Hyperbole, Personification, Adjective, Nouns, Adverbs	Fronted adverbials Synonyms Expanded noun phrases	Speech writing Prepositional Phrases	Paragraphs Inverted commas Fronted adverbials, Expanded noun phrases, Prepositional phrases,	Fronted adverbials Imperative verbs Adverbs Adjectives Rhyme Repetition Alliteration Personification

<b>Maths</b>	<u>White Rose</u> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> </ul>	<u>White Rose</u> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> </ul>	<u>White Rose</u> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Money</li> <li>Statistics</li> </ul>	<u>White Rose</u> <ul style="list-style-type: none"> <li>Length and Perimeter</li> <li>Fractions</li> </ul>	<u>White Rose</u> <ul style="list-style-type: none"> <li>Fractions</li> <li>Measurement - Time</li> </ul>	<u>White Rose</u> <ul style="list-style-type: none"> <li>Shapes</li> <li>Mass and Capacity</li> <li>Consolidation</li> </ul>
<b>Linked Science</b>	<u>Light</u> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadow change</li> </ul>		<u>Sound</u> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>		<u>Plants</u> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<u>Animals, including humans</u> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <u>Forces and Magnets</u> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some</li> </ul>

						<p>materials and not others</p> <ul style="list-style-type: none"> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
<b>Linked Computing</b>	Internet Safety	Code for Life	Presentations	Manipulating objects using software	Search Engine	The internet
<b>Linked Geography</b>	<ul style="list-style-type: none"> <li>• UK Countries</li> <li>• Europe</li> <li>• World Map, Continents and Oceans</li> </ul> <p><b><u>Geographical skills</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe</li> <li>• Name and locate counties and cities of the United Kingdom</li> </ul>		<ul style="list-style-type: none"> <li>• Compare and contrast local environment with other UK locations</li> <li>• Capital - London</li> <li>• Local Study</li> </ul>		<p>South America Tropical Equator</p> <p><b><u>Geographical skills</u></b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Hemispheres</li> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and</li> </ul>	

					<p>geographical information systems (GIS)</p> <p><b><u>Rainforest</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries then, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</li> </ul>	
Linked History	<p><b><u>Who was Boudicca?</u></b> the Roman Empire and its impact on Britain the Roman Empire by AD 42 and the power of its army British resistance, for example, Boudicca</p>	<p><b><u>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</u></b></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, the first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<p><b><u>How history has shaped today's world</u></b></p> <ul style="list-style-type: none"> <li>• <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></li> <li>• to identify Queen Victoria and place the Victorian period in relation to other periods of British history</li> </ul>			

			<ul style="list-style-type: none"> <li>• to infer information from a portrait</li> <li>• to consider what life was like for children in the past to compare modern and Victorian schooling</li> <li>• to communicate through drama their understanding of the nature of school life in Victorian times to consider how attitudes to children and childhood changed over time</li> </ul>			
			William Morris			
<b>Linked Art and Design</b>	PSHE Art: Portraits Roman mosaics Roman shields	Viking – build long boats Dragon eyes from paint and clay	Victorian Artist: William Morris Creating wallpaper Silhouettes / Portraits – Queen Victoria	Play prop design, make and evaluate.	Rainforest Art Rainforest diorama Rainforest tribal home Shading – rainforest scene	Fruit salad Pastel Iron Man pictures
<b>Linked RE</b>	Religion, Family and Community: Prayer	Christmas – The Symbolism of Light	Inspirational people from the past	Easter – The Attitudes and Emotions of Jesus’s Disciples	Worship and Sacred Places	Beliefs and Questions
<b>Linked PE</b>	Speed stacking Grant – Multi-skills	Viking dance Grant – Multi-skills	Basketball Grant – Sportshall Athletics	Gymnastics Grant – Cross Country	Rounders Grant - Handball	Athletics Grant – Tennis

<b>Linked PSHE/Global Issues</b>	Rules & routine Compromise	Bravery Good to be me	Fairness Empathy	Confidence	Comparing cultures Conservation	Healthy living Diet / exercise  Inclusion
<b>Linked MFL</b>						
<b>PSHE (SEAL/Jigsaw resources)</b>	E-Safety Online Privacy Rules Thinking ahead Taking the lead	Friendship Loss and Separation	Physical, emotional & mental Sleep	Clear messages How to listen Different communities	Puberty Visible changes How to help Emergency calls	A balanced approach Lifestyle choices Working together Shared goals
<b>Education for a connected world</b>	Online bullying  Online reputation  Privacy and security		Self-image and identity  Health, well-being and lifestyle		Online relationships  Copyright and ownership  Managing online information	
<b>School events</b>	Anti-bullying week	Children in Need	Kingsway's got talent / creative week  Safer Internet Day  Year 5 residential	World Book Day  Red Nose Day / Sport Relief	Enterprise week  Year 4 residential Year 6 residential	Sports Day