

Term	Autumn 2	
Topic	Arabian Nights	
English	The Arabian Nights – Wafa’ Tarnowska & Carole Hénaff	
	Outcome 1: Discussion <ul style="list-style-type: none"> Find out about existing points of view – should people be allowed to wear religious symbols whenever they want? Understand opposing arguments and give our own opinions Express our views verbally through debate Writing our own discussion texts on the question: Should people be allowed to wear religious symbols in public? SPaG content: prefixes and suffixes; parenthesis 	Outcome 2: Writing a traditional fable <ul style="list-style-type: none"> Read a wide range of traditional tales and consider their purpose in the oral tradition Noticing similarities and differences between the Arabian Nights and traditional Western stories Using visualisation and illustration to engage with stories Story mapping Using drama and role-play to empathise with characters Writing our own stories based on the Arabian Nights
Consistent focus on grammar and including the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation Daily guided, individual and whole class reading		
Maths	Calculation – addition and subtraction	
	<ul style="list-style-type: none"> Building on previous learning of written methods Working with numbers from 10,000 Focusing on exchanging in column subtraction 	<ul style="list-style-type: none"> Using 0 as a placeholder Estimating using rounding Reasoning and problem-solving using our calculation skills
Science	Forces	
	<ul style="list-style-type: none"> Gravity and Galileo Air resistance Water resistance Friction Mechanisms that allow a smaller force to have a greater effect (levers, pulleys and gears) 	<i>The following skills will be covered in this unit:</i> <ul style="list-style-type: none"> Taking measurements with increasing accuracy and precision Recording data using line graphs Identifying scientific evidence that has been used to support or refute ideas or arguments
Computing	We are artists	
	<ul style="list-style-type: none"> Investigate Scratch on the laptops Create shapes on Scratch Use Scratch to create a geometric design linked to our work on Islamic art 	<i>The following skills will be covered in this unit:</i> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals Use sequence, selection and repetition in programs

Art	Islamic art	
	<ul style="list-style-type: none"> • Where is Islamic art found? • Abstract designs • Link to Maths (geometry/shape) 	<ul style="list-style-type: none"> • Painters who have been influenced by Islamic art (Ludwig Deutsch, Rudolf Ernst) • Using geometric patterns to create our own Islamic-inspired designs
History	Early Islamic Civilisation	
	<ul style="list-style-type: none"> • Finding out about Baghdad’s role in early Islamic civilisation • The House of Wisdom and how it became a centre for learning • Significant discoveries and studies which were led by early Islamic scholars • Who was Muhammad? 	<ul style="list-style-type: none"> • Roles and responsibilities of a caliph • How did the early Islamic civilisation become a major power? • Studying the Silk Road trade route • The destruction of Baghdad by the Mongol invaders
PE	Indoor	Outdoor
	<p data-bbox="383 603 1267 635" style="text-align: center;">Dance (Nora’s class – CPD)/Gymnastics (Alice’s and Shona’s class)</p> <ul style="list-style-type: none"> • Coordination • Perform dances using a range of movement patterns • Evaluate and reflect on performances • Demonstrate Improvements on performance 	<p data-bbox="1290 603 2148 635" style="text-align: center;">Netball</p> <ul style="list-style-type: none"> • Learn the formal rules of netball • Use tactics for attacking and defending • Understand and use the correct footwork • Use a range of ways to shoot accurately
Music	Get Into the Groove	
	<ul style="list-style-type: none"> • Vocal tuning & keeping a beat 	<ul style="list-style-type: none"> • Reading & writing rhythm notation (Solfa) • Music & singing games for musicianship
RE	Christianity	
	<ul style="list-style-type: none"> • Disciples and friends • Recognise important ceremonies 	<ul style="list-style-type: none"> • Miracles – The Calming of the Storm • The Christmas Story
PSHE	Health and wellbeing: risks and pressures	
	<ul style="list-style-type: none"> • Develop a positive approach and self-motivation towards personal safety and risk-taking • Identify decisions they may need to make • Learn to be assertive, especially in the face of pressure from others –saying “no” • Keeping things confidential or secret 	<p data-bbox="1290 1058 2148 1090" style="text-align: center;">E-safety:</p> <ul style="list-style-type: none"> • Understand the potential risks of providing personal information in a range of ways online • Recognise that not everyone online is who they say they are • Able to speak to a trusted adult/teacher when faced with situations that may cause a risk or pressure to them • Develop an understanding of situations to avoid and remove themselves from when working online

	French	
MFL	<ul style="list-style-type: none"> • Practise introducing ourselves and asking questions • Discuss our families and interests 	<ul style="list-style-type: none"> • Practise and use vocabulary for dates, days of the week and months of the year to discuss birthdays • Christmas stories, songs and greetings
Trips/Events	Visit from storyteller Jumana Moon to link with our learning on Islam	