



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>PoR: Ug Boy Genius of the Stone Age</b> (4weeks) Topic Link</p> <p><b>PoR: The Iron Man</b> (4 Weeks)</p>	<p><b>Performance poetry</b> Wordsmith (1 week)</p> <p>Children will explore the idea of a connection to the natural world and what it means to them</p> <p><b>PoR: Quill Soup</b> (3 weeks) Children will explore the idea of sharing and the importance of caring for others. They will consider what they would do in the animals position</p> <p><b>PoR: The Pebble in my Pocket</b> Information text (Science link to Rocks) (3 weeks)</p>	<p><b>PoR: Pugs of the Frozen North.</b> Illustrated Novel. (4 weeks)</p> <p>Children will explore the value of kindness and helping others in their time of need.</p> <p><b>PoR: Michael Rosen's Big Book of Bad Things</b> Poetry (2 weeks)</p>	<p><b>PoR: Krindlekrax.</b> (2 weeks)</p> <p><b>PoR: Marcy and the Riddle of the Sphinx</b> (3 weeks)</p> <p>Children will explore Marcy's fear of the dark and consider their own fears</p>	<p><b>PoR: The Miraculous Journey of Edward Tulane</b> (4 weeks)</p> <p>Children will show empathy to Edward Tulane on his journey to find a new home and looking for love. They will consider how they would feel in that situation</p> <p><b>PoR: The Green Ship</b> (2 weeks)</p>	<p><b>Shape Poems</b> 2 weeks (Wordsmith)</p> <p><b>PoR: The Lost Happy Endings</b> (4 weeks)</p> <p>Children will consider the power of words, what we say, and how we can use out words for good</p>
<b>Grammar</b>	<p>Using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)</p> <p>Learn how to use familiar and new punctuation correctly (full stops, capital letters, commas exclamation marks and question marks)</p> <p>Coordinating conjunctions using or, and or but</p> <p>Subordinating conjunctions using when, if, that or because</p> <p>Revision of apostrophes to show missing letters in contraction</p> <p>Revision of apostrophes to show singular possession (the girl's shoes)</p> <p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p>	<p>Using determiners: use the forms a or an according to whether the next word starts with a vowel or consonant (a rock, an egg)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Use conjunctions to express time, place or cause (when, before, after, while, so, because)</p> <p>Use subordinate clauses in complex sentences</p>	<p>Use adverbs to express time, place or cause (then, next, soon, therefore)</p> <p>Use prepositions to express time, place or cause (before, during, after, in, because of)</p>	<p>Inverted commas to punctuate direct speech</p> <p>Use of present perfect form of verbs instead of simple past - example - He has gone out to play, instead of He went out to play</p>	<p>Nouns including abstract nouns</p> <p>Expanded noun phrase</p> <p>Introduction to paragraphs</p> <p>Use headings and subheadings to organise</p>	<p>Word families based on common word (for example solve, dissolve, soluble)</p> <p>Formation of nouns using a range of prefixes - super-, anti-, auto-</p>

<b>Mathematics</b>	<b>Adding and subtracting across 10</b> Unit 1 (2 weeks)  <b>Numbers to 1,000</b> Unit 2 (6 weeks)	<b>Numbers to 1,000</b> Unit 2 – Continued (4 weeks)  <b>Statistics</b> (not NCETM) (3 weeks)	<b>Right angles</b> Unit 3 (2 weeks)  <b>Manipulating the additive relationship and securing mental calculation</b> Unit 4 (4 weeks)	<b>Column addition</b> Unit 5 (2 weeks)  <b>2, 4, 8 times tables</b> Unit 6 (3 weeks)	<b>Column subtraction</b> Unit 7 (1 week)  <b>Unit fractions</b> Unit 8 (4 weeks)  <b>Measures</b> (not NCETM) (1 week)	<b>Non-unit fractions</b> Unit 9 (4 weeks)  <b>Parallel and perpendicular sides in Polygons</b> -Unit 10 (2 weeks)  <b>Time</b> Unit 11 (1 week)
Continue to recall 2, 5 & 10 x tables in any order and with related division facts						
<b>Science</b>	<b>Is 'The Force' real?</b> <ul style="list-style-type: none"> <li>Explore contact forces.</li> <li>Identify forces that act at a distance (gravity).</li> <li>Magnets.</li> </ul>	<b>How do we see objects?</b> <ul style="list-style-type: none"> <li>Recognise need light to see things.</li> <li>Light can be blocked to form a shadow.</li> <li>Light from sun is dangerous. (GG3 Advocates for Change)</li> </ul>	<b>What's under my feet?</b> <ul style="list-style-type: none"> <li>There are different types of rocks.</li> <li>Know how fossils are made.</li> <li>Rocks have lots of uses.</li> </ul> What is soil made from?	<b>British Science Week</b>	<b>How do animals move and stay healthy?</b> <ul style="list-style-type: none"> <li>Animals need to eat a balanced diet.</li> <li>How do bones and muscles work together?</li> </ul> Children to be given opportunities to look out at their world and what animals need to be physically.	<b>Plants</b> <ul style="list-style-type: none"> <li>Identify parts of a plant.</li> <li>Know conditions for plants to grow.</li> <li>How is water transported within a plant.</li> <li>Examine flower structure.</li> <li>Know the plant cycle. (GG15 Advocates for Change)</li> </ul> Children will have the opportunity to grow and care for their own plant
<b>Computing</b>	<b>How do we design, write and decode our own algorithms?</b> <ul style="list-style-type: none"> <li>To design algorithms using flowcharts.</li> <li>To design an algorithm that represents a physical system and code this representation. To use selection in coding with the 'if' command.</li> <li>To understand and use variables in 2Code.</li> <li>To deepen understanding of the different between timers and repeat commands. (Unit 3.1 Coding)</li> </ul>	<b>How can we stay safe online?</b> <ul style="list-style-type: none"> <li>To know what makes a safe password.</li> <li>Methods for keeping passwords safe.</li> <li>To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience.</li> <li>To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices. (Unit 3.2 online Safety)</li> </ul> Children will be able to look in at themselves and consider their own safety online. Focus on how they could make better choices to stay safe online.	<b>Can we create our own spreadsheets to explore number and interpret data?</b> <ul style="list-style-type: none"> <li>To use the symbols more than, less than and equal to, to compare values.</li> <li>To use 2Calculate to collect data and produce a variety of graphs.</li> <li>To use the advanced mode of 2Calculate to learn about cell references. (Unit 3.3 Spreadsheets)</li> </ul> <b>How can I improve my typing skills?</b> <ul style="list-style-type: none"> <li>To introduce typing terminology.</li> <li>To understand the correct way to sit at the keyboard.</li> <li>To learn how to use the home, top and bottom row keys.</li> <li>To practice typing with the left and right hand. (Unit 3.4 Touch Typing)</li> </ul>	<b>What are emails?</b> <ul style="list-style-type: none"> <li>To think about different methods of communication.</li> <li>To open and respond to an email using an address book.</li> <li>To learn how to use email safely.</li> <li>To add an attachment to an email.</li> <li>To explore a simulated email scenario. (Unit 3.5 Email)</li> </ul> Children will be invited to think about the ways in which they communicate and how we can use technology to spread positive messages.	<b>Can we create our own Branching Databases?</b> <ul style="list-style-type: none"> <li>To sort objects using just 'yes' or 'no' questions.</li> <li>To complete a branching database using 2Question.</li> <li>To create a branching database of the children's choice. (Unit 3.6 Branching Databases)</li> </ul> <b>What can we discover about computer simulations?</b> <ul style="list-style-type: none"> <li>To consider what simulations are.</li> <li>To explore a simulation.</li> <li>To analyse and evaluate a simulation. (Unit 3.7 Simulations)</li> </ul>	<b>What can we do with graphs?</b> <ul style="list-style-type: none"> <li>To enter data into a graph and answer questions.</li> <li>To solve an investigation and present the results in graphic form. (Unit 3.8 Graphing)</li> </ul>
<b>RE</b>	<b>L2.1 What do Christians learn from the Creation story?</b>	<b>L2.2 What is it like for someone to follow God?</b> (UC- People of God)	<b>L2.9 How do festivals and worship show what matters to a Muslim?</b>	<b>L2.10 How do festivals and family life show what matters to Jewish people?</b>	<b>L2.4 What kind of world did Jesus want?</b> (UC- Gospel)	<b>L2.12 How and why do people try to make the world a better place?</b>

	<p>(UC-Creation)</p> <p>Children consider what God wants for humans/ the world he wants them to live in. Consider how they can be an advocate for change to make that world.</p>	<p>Compare Christian Weddings with non faith weddings e.g. Humanist or civil partnership</p> <p>Children to look in at themselves and consider what it is like for them to follow God/ how they can feel close to God</p>	<p>(Ibadah)</p> <p>Visitor from the Mosque to talk to the children</p>	<p>(God/Torah/the people)</p>	<p>Compare with other faiths and non religious world views</p> <p>Vine unit 2 and humanism</p> <p>Children to look out at the world that they see and whether they think it reflects the world that Jesus would want- how could they change it?</p>	<p>Vine Lessons -What does Buddhism say about kindness to animals?</p> <p>What can we learn from two Sikh stories which encourage kindness to animals?</p>
History	<p><b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b></p> <ul style="list-style-type: none"> <li>Explore key features of the Bronze and Iron Ages.</li> <li>Analyse developments that were made during the periods.</li> <li>Use enquiry skills to make connections to communities today.</li> </ul> <p>Children will have the opportunity to consider how our civilisation came to be and the evolution of early man.</p>			<p><b>What did the Ancient Egyptians believe?</b></p> <ul style="list-style-type: none"> <li>Describe the physical features of Egypt.</li> <li>Explain the Egyptian creation story.</li> <li>Identify the characteristics of important gods or goddesses.</li> <li>Explain the links between ancient Egyptian beliefs and mummification.</li> <li>Name sources that can be used to find out about ancient Egyptian beliefs.</li> <li>Explain some Egyptian beliefs about the afterlife.</li> </ul> <p>Children look at the beliefs of the Ancient Egyptians and how they compare with what they believe today.</p>	<p><b>Why did the Romans settle in Britain?</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of empire and invasion and understand the chronology.</li> <li>Identify the consequences of the Roman invasion.</li> <li>Create an interpretation of Boudicca using sources.</li> <li>Explain why the Romans needed a powerful army.</li> <li>Identify a soldier's equipment.</li> <li>Make observations about an artefact.</li> <li>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</li> </ul>	
Geography		<p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>Explain that earthquakes happen along plate boundaries.</li> <li>Observe, digitally record and map different rocks using a symbol on a map.</li> <li>Identify rock types and their origins based on collected data.</li> </ul>	<p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>Describe what lines of latitude and longitude are.</li> <li>Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>List some of the research carried out in Antarctica.</li> <li>Describe a similarity and difference between life in the UK and life in Antarctica.</li> </ul> <p>Children will consider what they can do to help stop the effects of Global Warming and the warming in Antarctica.</p>		<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>Identify water stores and processes in the water cycle.</li> <li>Describe the three courses of a river and name the physical features.</li> <li>Name and describe the physical and human features of a river.</li> <li>Name some major rivers and their location.</li> <li>Make a judgement on the environmental quality in a river and how it can be improved.</li> </ul>	
MFL Children will look	Phonetics lesson 1 (C) Shapes	Animals (E)	Seasons (E)	Fruits (E)	I can ... (E)	Musical Instruments (E)

<p>out towards French speaking countries and encounter different cultures to their own.</p>						
<p>PSHCE with Relationships and Sex  Through out PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions</p>	<p><b>Negotiating rules.</b> <b>How can we be a good friend?</b>  <b>KAPOW Primary – Lesson 1: Wonderful Me</b></p> <ul style="list-style-type: none"> <li>Personal space</li> <li>Resilience</li> <li>Strategies</li> </ul> <p><b>Science – Movement and feeding</b></p> <ul style="list-style-type: none"> <li><b>Nutrition and food</b></li> </ul> <p><b>NATIONAL RECYCLE WEEK 16th-22nd Oct</b></p> <p><b>Macmillan coffee morning Fri 29th Sept</b> <b>WORLD MENTAL HEALTH DAY 10th Oct</b></p> <p>Children consider their own strengths within their friendships and look at how they could develop these skills.</p>	<p><b>Why is it important to value and respect one another?</b>  <b>KAPOW Primary – Lesson 3: Meaning and Purpose</b></p> <ul style="list-style-type: none"> <li>Differences and similarities</li> <li>Respect and value</li> <li>Communities</li> <li>Belong</li> <li>Shared values</li> </ul> <p><b>CHILDREN IN NEED 17th Nov</b></p> <ul style="list-style-type: none"> <li>Giving, Charity, Help, support</li> </ul> <p><b>FRIENDSHIP WEEK 13th-17th Nov</b> <b>ROAD SAFETY WEEK 19th-25th Nov</b></p>	<p><b>What are our responsibilities of care and respect?</b>  <b>KAPOW Primary – Lesson 4: Resilience</b></p> <ul style="list-style-type: none"> <li>Community</li> <li>Groups</li> <li>Contributions</li> </ul> <p><b>GG 8 – Decent work and economic growth</b></p> <p><b>How can people make choices about saving and spending?</b></p> <ul style="list-style-type: none"> <li>Spending</li> <li>Saving</li> <li>Budgeting</li> </ul> <p><b>Children's Mental Health Week 5-11th Feb</b></p> <p><b>SAFER INTERNET DAY 6th Feb</b></p>	<p><b>What is a committed relationship and how can they differ?</b>  <b>KAPOW Primary – Lesson 2: People Around Me</b></p> <ul style="list-style-type: none"> <li>Online</li> <li>Friendship</li> <li>Romantic</li> <li>Online</li> <li>Relationship types</li> </ul> <p><b>FAIRTRADE FORTNIGHT 4-17th March</b></p> <ul style="list-style-type: none"> <li>Spending decisions, Global neighbours, Help and support</li> </ul> <p>Children will look out at different families to their own and diversify their knowledge and experience of the world</p>	<p><b>How can we maintain physical and mental wellbeing?</b>  <b>KAPOW Primary – Lesson 5: Healthy body, healthy brain</b></p> <ul style="list-style-type: none"> <li>Habit</li> <li>Positive</li> <li>Negative</li> <li>Lifestyle</li> <li>Routines</li> </ul> <p><b>National Sunscreen Day May 27th</b></p> <p>Children will consider the importance of food in taking care of their bodies and being healthy.</p>	<p><b>How can we cope with our feelings around changes?</b>  <b>KAPOW Primary – Lesson 6: Relaxation</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Target setting</li> <li>Aspirations</li> <li>Target-setting</li> <li>Goals</li> </ul> <p><b>Child Safety Week – week beginning 3rd June</b></p> <p><b>HEALTHY EATING WEEK – 10-14th June</b></p>

ideas and feelings.						
<b>Music</b>	<b>Ukulele</b> Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN	<b>Ukulele</b> Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN  <b>Christmas Performance</b>	<b>Ukulele</b> Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN	<b>Ukulele</b> Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN	<b>Food and Drink-</b> (Performing) Composing word rhythms, singing a round, and creating musical recipes. (Cross curricular link- DT)  <b>Human Body-</b> (Structure) Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms and build/perform a final skeleton dance. (Cross curricular link- Science)	<b>Singing French-</b> (Pitch) A mixture of lively singing games introducing French greetings, vocabulary and numbers. (Cross curricular link- French)  <b>Communication-</b> (Composing) Children learn to make music inspired by technology and computing composing sounds for earcons, emoticons, ringtones, computer games and apps. (Cross curricular link- Computing)
<b>Art and DT</b>  Children to be given opportunities to be mindful and in the moment when creating art throughout the year.	<b>ART: Can we paint on walls? Prehistoric</b> Inspiration - Cro-Magnon  Reflect on the use of cave painting. Use various mediums such as charcoal. Develop to improve initial sketches. Experiment with colours using nature.	<b>DT: Can we recreate a volcano? (clay sculpture)</b>  Join clay adequately and work reasonably independently.  Construct a simple clay base for extending and modelling other shapes.  Plan, design and make models ensuring design meets criteria  To discuss their own work and work of other sculptors.	<b>ART: Can I shade life? Formal Elements (link to Antarctica- start with image of landscape, background, foreground)</b> Inspiration - Dobre Drawing and labelling different shapes within objects. Identify simple geometric shapes in an everyday item to assist with drawing the item. Use wire to create shapes, adding features with extra wire. Apply four rules of shading.  <b>ART: Have my skills developed? Skills</b> Inspiration - Giles, Disney Explore family within art. Understanding tint and shade. Observational drawing, adding detail. Puppet making inspired by an artist. Create a puppet show. Children will be still and mindful of the environment around them. Learning to be peaceful and present in the moment.	<b>DT: Egyptian Death Mask (papier mache)</b> Explore and research Egyptian Death masks. Develop ideas and starting points using sketches. Make a simple paper mache object. Plan, design and make Egyptian Death masks that meets design criteria. Create original pieces that are influenced by the study of others	<b>DT: Where in the world? Food</b> Understand that climate affects food growth. Know to eat seasonal food from the UK. Create a healthy and nutritious recipe. Follow a recipe safely. Food hygiene. Use cooking equipment safely. Children will have the opportunity to look out towards others in the world and consider different cultures around the world	<b>Art: Roman Mosaics</b> To understand the historical and cultural development of art forms mosaics. To develop technique of printing including control and use of materials. To design a printed mosaic and to evaluate the finished piece. To shape, form, model and construct. Plan and develop understanding of different adhesives and methods of construction.
<b>PE</b>	<b>Ball Skills Y3/4</b>  <b>Rounders</b>	<b>Fundamentals Y3/4</b>  <b>Dodgeball</b>	<b>Basketball</b> Children will be encouraged to use empathy and understanding to enhance their teamwork skills.  <b>Dance</b>	<b>Fitness</b> Children will be given an opportunity to look in at themselves and what their body needs to stay healthy.  <b>Football</b>	<b>Tennis</b>  <b>Hockey</b>	<b>Athletics</b>  <b>Cricket</b>

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