



Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Genre	<p><b>How can we transform a tin forest?</b> (POR 6 weeks) The Tin Forest. 6 weeks.</p> <p><b>Environmentalism.</b>                      Narrative, poetry, diary entry, descriptive writing                      Developing a sense of awe and wonder.                      Appreciating beauty in nature</p> <p><b>How can we create images through poetry?</b> (Active Learn 2 weeks).                      Figurative language, metaphors, similes, personification, free verse, haiku and performance poetry)</p> <p>Development of imagination and creativity</p>	<p><b>Did the Shang Dynasty really exist?</b>                      Non-fiction 2 weeks                      Active Learn</p> <p><b>What's so spooky?</b>                      Poetry (2 weeks Active Learn). Spooky podcasts and performances</p> <p>Development of imagination and creativity</p>	<p><b>How do you explain that? (2 weeks)</b>                      Write an explanation for changing materials</p> <p><b>What is the problem with the plastic bag?</b>                      One Plastic Bag (POR 4 weeks) <b>Recycling-value of innovation, perseverance, community initiatives and creative problem solving.</b></p> <p>Empathy and understanding; respect. Making a difference; duty</p>	<p>Libba: The Magnificent Musical Life of Elizabeth Cotton by Laura Veirs, illustrated by Tatyana Fazlalizadeh (Chronicle) <b>POR - 5 weeks biography</b></p> <p>Empathy and understanding; respect. Appreciating beauty in music</p> <p><b>What is the poetic form?</b> (Active Learn 10 days) Kennings, raps,</p> <p>Development of imagination and creativity</p>	<p><b>What are the beauties and dangers of nature?</b> Mouse Bird Snake Wolf (POR 3 weeks). Narrative. Issues and dilemmas</p> <p>Developing a sense of awe and wonder.                      Enjoying the miracles of everyday life</p> <p><b>Fiction- Can a Robot be wild?</b> Biodiversity (PoR ) The Wild Robot. <b>Biodiversity</b></p> <p>Taking time for what really matters.                      Developing a sense of awe and wonder.                      Making a difference</p>	<p><b>Continued... Fiction- Can a Robot be wild?</b>                      Biodiversity (PoR ) The Wild Robot. Biodiversity</p> <p><b>How can we explore poetic language?</b> Active Learn (2 weeks)</p> <p>Development of imagination</p>
Punctuation, Vocabulary and Grammar	Adverbials of place and revising fronted adverbials Adverbials of time Determiners Introducing possessive pronouns Introducing pronouns	Revising capital letters Determiners Revising nouns Introducing direct speech standard and non-standard verbs Noun phrases	Comparative and superlative Main-clause sentences Using commas and fronted adverbials	Apostrophes to show possession Plural and possessive '-s' Word Detectives Week	Apostrophes to show possession 2 Nouns and pronouns Singular and plural agreement	Noun phrases Punctuating direct speech Standard and non-standard verbs

Numeracy	Review of column addition and subtraction Unit 1 Numbers to 10,000 Unit 2	Perimeter Unit 3 3, 6, and 9 times tables Unit 4	7 and 8 times table and patterns Unit 5 Understanding and manipulating multiplicative relationships Unit 6	Coordinates Unit 7 Measurement (Not on NCETM) Statistics (not NCETM)	Review of fractions Unit 8 Fractions greater than 1 Unit 9	Symmetry in 2D shapes Unit 10 Time Unit 11 Division with remainders Unit 12
Times Table Focus 3, 6, 9 and 7  And all	Recall multiples of 3, 4 and 8 up to 12x in any order including missing number and division facts Fluently count in 6s up to 12x6	Introduces 6s in order up to 12 x 6 relate to multiples of 3 Introduces 9s in order up to 12 x 6 relate to multiples of 3 and 6	Recall multiples of 3, 6 and 9 up to 12x in any order including missing number and division facts Fluently count in 7s up to 12x	Recall multiples of 7 up to 12x in any order including missing number and division facts Fluently count in 11s up to 12x Recall of 12x facts (learned in previous tables)	Recall multiples of all times tables up to 12x 12 in any order including missing number and division facts (revision for multiplication check)	Multiplication Check Times table interventions Recap of all facts up to 12x12
Science	<b>What's that animal?</b> <ul style="list-style-type: none"> <li>Describe simple functions of the digestive system in humans.</li> <li>Identify different teeth in humans and name their functions.</li> <li>know how to keep teeth healthy</li> <li>Identify and compare teeth of carnivores,</li> </ul>	<b>What do we know about sound?</b> <ul style="list-style-type: none"> <li>Know that sound is vibrations.</li> <li>Sound travels through medium to the ear.</li> <li>Sounds get fainter with distance.</li> <li>Explore factors that affect the pitch of a sound.</li> </ul>	<b>How can we be states of matter scientists?</b> <ul style="list-style-type: none"> <li>Group substances according to their state.</li> <li>Substances can change state.</li> <li>Describe the water cycle.</li> </ul> (GG14 Advocates for Change)	<b>British Science Week</b>	<b>What can we learn from electrical circuits?</b> <ul style="list-style-type: none"> <li>Identify components in a series circuit.</li> <li>Investigate conductors, insulators and switch.</li> </ul> (GG7 Advocates for Change)	<b>How can we classify living things?</b> <ul style="list-style-type: none"> <li>Living things can be grouped.</li> <li>Use classification key.</li> <li>Explore a habitat to name animals and plants.</li> <li>Recognise habitats can change</li> <li>Impact of change.</li> <li>Help our habitat.</li> <li>A positive impact.</li> </ul>

	<p>herbivores and omnivores.</p> <ul style="list-style-type: none"> <li>• Construct and interpret a variety of food chains</li> <li>• Identify animal habitats in the locality</li> </ul>					<p>(GG13 and 15 Advocates for Change)</p> <p>Appreciating beauty in nature</p>
Computing	<p><b>How can we incorporate variables into our coding?</b></p> <ul style="list-style-type: none"> <li>• To use selection in coding with the 'if/else' command.</li> <li>• To understand and use variables in 2Code.</li> <li>• To use flowcharts for design of algorithms including selection. To use the 'repeat until' with variables to determine the repeat.</li> <li>• To learn about and use computational thinking terms decomposition and abstraction.</li> </ul> <p>(Unit 4.1 Coding)</p>	<p><b>How many different ways can we use spreadsheets?</b></p> <ul style="list-style-type: none"> <li>• Formatting cells as currency, percentage, decimal to different decimal places or fraction.</li> <li>• Using the formula wizard to calculate averages.</li> <li>• Combining tools to make spreadsheet activities such as timed times tables tests.</li> <li>• Using a spreadsheet to model a real-life situation.</li> </ul>	<p><b>How can we use ICT in the wider world?</b></p> <ul style="list-style-type: none"> <li>• To explore how font size and style can affect the impact of a text.</li> <li>• To use a simulated scenario to produce a news report.</li> <li>• To use a simulated scenario to write for a community campaign.</li> </ul> <p>(Unit 4.4 Writing for different audiences)</p>	<p><b>What is Logo?</b></p> <ul style="list-style-type: none"> <li>• To learn the structure of the coding language of Logo.</li> <li>• To input simple instructions in Logo.</li> <li>• Using 2Logo to create letter shapes.</li> <li>• To use the Repeat function in Logo to create shapes.</li> <li>• To use and build procedures in Logo.</li> </ul> <p>(Unit 4.5 Logo)</p>	<p><b>Can we create simple and more complex animations using 2Animate on Purple Mash?</b></p> <ul style="list-style-type: none"> <li>• To discuss what makes a good animated film or cartoon.</li> <li>• To learn how animations are created by hand.</li> <li>• To find out how 2Animate can be created in a similar way using the computer.</li> <li>• To learn about onion skinning in animation.</li> <li>• To add backgrounds and sounds to animations.</li> </ul>	<p><b>How can we search effectively?</b></p> <ul style="list-style-type: none"> <li>• To locate information on the search results page.</li> <li>• To use search effectively to find out information.</li> <li>• To assess whether an information source is true and reliable.</li> </ul> <p>(Unit 4.7 Effective Searching)</p> <p><b>What is hardware?</b></p> <ul style="list-style-type: none"> <li>• To understand the different parts that make up a computer.</li> <li>• To recall the different parts that make up a computer.</li> </ul>

<p><b>How can we protect ourselves online?</b></p> <ul style="list-style-type: none"> <li>• To understand how children can protect themselves from online identity theft.</li> <li>• Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> <li>• To Identify the risks and benefits of installing software including apps.</li> <li>• To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>• To identify appropriate behaviour when participating or contributing to collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• To add a formula to a cell to automatically make a calculation in that cell.</li> </ul> <p>(Unit 4.3 Spreadsheets)</p>				<ul style="list-style-type: none"> <li>• To be introduced to 'stop motion' animation.</li> <li>• To share animation on the class display board and by blogging.</li> </ul> <p>(Unit 4.6 Animation)</p>	<p>(Unit 4.7 Hardware Investigators)</p>
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	<p>online projects for learning.</p> <ul style="list-style-type: none"> <li>To identify the positive and negative influences of technology on health and the environment.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul> <p>(Unit 4.2 Online Safety)</p>					
<p>RE Encountering/experiencing God (having a sense of what lies beyond the material/physical) Ability to ask and discuss the 'Big Questions' (eg about life, death, suffering, nature of God) Opportunities for prayer, connecting with God. Making sense of the world Exploration of personal faith</p>	<p>L2.3 What is the 'Trinity' and why is it important for Christians? (UC- God/Incarnation)</p>	<p>L2.7 What do Hindus believe God is like?  (Brahma/atman)</p>	<p>L2.8 What does it mean to be Hindu in Britain today?  (Dharma)  Vine Lesson-Why do many Hindus believe that kindness to animals is important and how is this put into practice?</p>	<p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?  (UC- Salvation)</p>	<p>L2.6 For Christians, when Jesus left, what was the impact of Pentecost?  (UC-Kingdom of God)</p>	<p>L2.11 How and why do people mark the significant events of life?</p>
<p>History</p>	<p>What impact did the Vikings have on the North East?</p>		<p>Why were the Norman castles certainly not bouncy?</p>		<p>How have children's lives changed over time?</p>	

- Identify different reasons for migration to Britain.
- Sequence events according to their significance
- Explain where the Vikings came from and why they came to Britain.
- Make inferences from sources.
- Explain how sources can be biased.
- Describe parts of a longboat.
- Design and create a longboat.
- Describe what the Vikings traded.
- Identify Viking trading routes.
- Explain whether the Vikings were traders or raiders and provide supporting evidence.
- Identify important events in the Anglo-Saxon and

- Looking at the three contenders for the throne in 1066, and the battles that were fought between these men before William, Duke of Normandy, was crowned King of England.
- Learn why castles were built, and how to become a Norman knight.
- Learn about how England changed under William the Conqueror's rule with the introduction of the Feudal System.
- Find out about the compilation of the Domesday book.

- Make observations and deductions from sources.
- Suggest how children's lives have changed.
- Explain why children needed to work.
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases from the past and discuss how effective the

	<p>Viking struggle for Britain.</p> <ul style="list-style-type: none"> <li>• Suggest the cause and consequences of events.</li> <li>• Make observations and deductions about artefacts.</li> </ul>				treatments were.	
Geography		<p><b>Are all settlements the same?</b></p>		<p><b>What would make a great American road trip?</b></p> <p>Map skills to locate the main cities in North America. Which continent is the USA in?</p> <p><b>Enquiry and Investigation</b> -Most significant landmarks and Diversity of landscapes</p> <p>Can you name the 50 states and their characteristics</p> <p>Developing a sense of awe and wonder</p>		<p><b>Where does our food come from?</b></p>
MFL	<p>Phonetics lesson 1 &amp; 2 (C)</p> <p>Ice cream(E)</p>	Vegetables (E)	I can ... (I)	Presenting myself (I)	Classroom (I)	What is the weather (I)

**Negotiating rules.**

How can we solve friendship difficulties?

KAPOW Primary - Lesson 1: Wonderful Me

- Qualities
- Values
- Issues
- Manage boundaries
- Respect
- Personal

**Science - dangers to living things**

- Environment
- Changes
- Dangers

**NATIONAL RECYCLE WEEK 19<sup>th</sup>-25<sup>th</sup>**

September  
Macmillan coffee morning 30<sup>th</sup>  
September

**WORLD MENTAL HEALTH DAY Monday**

10<sup>th</sup> October  
Global Handwashing Day 15<sup>th</sup> October

What do we know about identity and diversity?

KAPOW Primary - Lesson 3: Meaning and Purpose

- Similarities and differences
- Society
- Value and respect
- Judgements
- Dangers
- Perspectives

**CHILDREN IN NEED Nov 18<sup>th</sup>**  
November

- Giving, Charity, Help, support

**FRIENDSHIP WEEK 14<sup>th</sup> -18<sup>th</sup>**

November

**ROAD SAFETY WEEK 14<sup>th</sup>-20<sup>th</sup>**

November

What are our rights and responsibilities within our families and the wider society?

KAPOW Primary - Lesson 4: Resilience

- Diversity
  - Community
  - Value and respect
  - Benefits
- GG 8 - Decent work and economic growth**

**Children's Mental Health Week 6<sup>th</sup>-12<sup>th</sup> Feb**

**SAFER INTERNET DAY (All fun and games?) 8<sup>th</sup> Feb**

What sort of relationships can we experience in our everyday lives?

KAPOW Primary - Lesson 2: People Around Me

- Marriage
- Civil partnership
- Legal
- Commitment
- Lifelong love and care

**FAIRTRADE FORTNIGHT 20<sup>th</sup>-Feb-5<sup>th</sup> March)**

- Spending decisions, Global neighbours, Help and support

What are the influences on our health and wellbeing?

KAPOW Primary - Lesson 5: Healthy body, healthy brain

- Routines
- Dental care
- Sleep
- Exercise
- Healthy diet

**Science unit - Biodiversity - human impact on the environment**

**National Sunscreen Day May 27<sup>th</sup>**

How do our bodies change as we enter puberty?

KAPOW Primary - Lesson 6: Relaxation

- Conflicting emotions
- Feelings
- Transitions
- Loss
- Separation

**Child Safety Week - week beginning 3<sup>rd</sup> June**

**HEALTHY EATING WEEK - 12<sup>th</sup>-16<sup>th</sup> June**



Music	<b>Poetry-</b> (Performing)	<b>Sounds-</b> (Exploring sounds)	<b>Building-</b> (Beat)	<b>Ancient Worlds-</b> (Structure)	<b>Communication-</b> (Composing)	<b>In the Past-</b> (Notation)

<p>• Awareness of feelings; ability to reflect and express</p> <p>Development of imagination and creativity</p> <p>Making a difference; duty</p> <p>Appreciating beauty in art, music, nature</p>	<p>Develop performances of contrasting poems. Use voices to speak expressively and rhythmically. Discover ways to create ostinato and accompaniments to enhance performances. <a href="#">(Cross curricular link- English)</a></p> <p><b>Environment- (Composing)</b> Seasons and the environment provide the stimuli for compositions. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history. <a href="#">(Cross curricular link- Science)</a></p>	<p>Explore the way sounds are produced and classified. Use voices to make beatbox sounds, learn to sing four-part songs and perform a jazzy round. <a href="#">(Cross curricular link- Science)</a></p> <p><b>Recycling- (Structure)</b> Create own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical structures. <a href="#">(Cross curricular link- Art and Design)</a></p> <p><b>Christmas Performance</b></p>	<p>Building themed songs allow children to explore different music textures. Children use layers and rondo structure to combine ostinato using body percussion and tuned instruments. <a href="#">(Cross curricular link- PSHE)</a></p> <p><b>Around the World- (Pitch)</b> Explore pentatonic melodies and syncopated rhythms. Learn that the fundamental dimensions of music are the same all over the world. <a href="#">(Cross curricular link- Geography)</a></p>	<p>Explore 20<sup>th</sup> Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure. Celebrate the achievements of the Egyptians in this unit. <a href="#">(Cross curricular link- History)</a></p> <p><b>Singing Spanish- (Pitch)</b> Sample sights and sounds of the Spanish-speaking world as children learn greetings, count to twelve and play singing games. Explore part-singing and accompaniments in four contrasting songs. <a href="#">(Cross curricular link- Languages)</a></p>	<p>Create a news programme complete with theme music and school news headlines. Use songs and raps to alert the school of burning issues of the day. <a href="#">(Cross curricular link- English)</a></p> <p><b>Time- (Beat)</b> Music featuring clocks helps children to understand rhythm and syncopation in this unit. Learn to sing and play bell patterns, listen to an orchestral clock piece and create their own descriptive music. <a href="#">(Cross curricular link- Maths)</a></p>	<p>Use a variety of notations to build performances from different periods and styles. Learn a Renaissance dance, walk down the aisle to Wagners Bridal march and dance the mashed potato. <a href="#">(Cross curricular link- PE)</a></p> <p><b>Food and Drink- (Performing)</b> Cook up a musical feast enjoying a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance. <a href="#">(Cross curricular link- DT)</a></p>
<p>Art/DT</p> <p>Awareness of feelings; ability to reflect and express</p> <p>Development of imagination and creativity</p>	<p><b>Art: What can I learn from Viking art?</b> Changes in Viking art over time</p>	<p><b>DT: How should your puppets tell their story?</b> Rama and Sita</p>	<p><b>Art: Castles</b> Drawing, collage, water colour, clay work</p>	<p><b>DT: What display will your class share?</b></p>	<p><b>Art: Who was Marianne North?</b> Botanical art. Painting and printing.</p>	<p><b>DT: What is your favourite world dish?</b></p>

<p>Making a difference; duty</p> <p>Appreciating beauty in art, music, nature</p>	<p>Similarities and differences in artwork</p> <p>Drawing, colour, pattern</p> <p>Proportion and shading techniques</p> <p>Portraits</p>					
<p>PE</p>	<p><b>Dodgeball</b></p> <p><b>Fundamentals Y3/4</b></p>	<p><b>Fitness</b></p> <p><b>Tag Rugby</b></p>	<p><b>Gymnastics</b></p> <p>Awareness of feelings; ability to reflect and express</p> <p>Development of imagination and creativity</p> <p><b>Football</b></p>	<p><b>Cricket</b></p> <p><b>Netball</b></p>	<p><b>Swimming</b></p> <p><b>Athletics</b></p>	<p><b>Athletics</b></p> <p><b>Tennis</b></p>