



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (4 weeks)	Summer 2 (7 weeks)
English	<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)</p> <p>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>Phonics Recap</b></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: 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>The Ancient Egypt Sleepover Club</b> (3 weeks)</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>Shape Poems</b> 2 weeks (Wordsmith)</p> <p><b>Word Detective Week</b> (1 week)</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>
SPaG Focus	Introducing Perfect Form Revising Nouns Revising Singular and Plural Nouns Revising Tense Revising Verbs Introducing Direct Speech Revising Adjectives Adding Prefixes to Nouns Articles Revising Basic Sentence Punctuation		Revising Verbs Revising Tense Punctuating Direct Speech Adverbs of Manner Adverbs of Time Revising Adjectives Prepositions Word families		Conjunctions Different Sorts of Sentences Punctuating Direct Speech Clauses Subordinate clauses Adverbs and conjunctions expressing cause Suffixes beginning with a vowel The prefixes 'dis-' and 'mis-' Words of French origin The suffix '-ly' Homophones and near homophones	
Maths	<b>Place Value within 1,000</b> Unit 1	<b>Addition and Subtraction</b> Unit 3	<b>Multiplication and Division (3)</b> Unit 6	<b>Mass</b> Unit 9	<b>Fractions (2)</b> Unit 11	<b>Time</b> Unit 13
	<b>Addition and Subtraction</b> Unit 2	<b>Multiplication and Division (1 &amp; 2)</b> Unit 4 and Unit 5	<b>Length and Perimeter</b> Unit 7	<b>Capacity</b> Unit 10	<b>Money</b> Unit 12	<b>Angles and Properties of Shapes</b> Unit 14
	Continue to recall 2, 5 & 10 x tables in any order and with related division facts					<b>Statistics</b> Unit 15
Science	<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.</li> </ul> <p>(GG3 Advocates for Change)</p>	<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> <li>What is soil made from?</li> </ul>	<b>British Science Week</b> <b>How can we create silly putty?</b> <ul style="list-style-type: none"> <li>Properties of materials</li> <li>Pattern seeking</li> <li>Recording data</li> <li>UN Climate Goals- Change</li> </ul>	<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>	<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> </ul>

				and Adapt (GG3 Advocates for Change)	Children to be given opportunities to look out at their world and what animals need to be physically.	<ul style="list-style-type: none"> <li>Know the plant cycle. (GG15 Advocates for Change)</li> </ul> Children will have the opportunity to grow and care for their own plant
Computing	<b>Connecting computers (3.1)*</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks Additional Unit - Play Like Share (Computing systems and networks)	<b>Stop-frame animation (3.2)</b> Capturing and editing digital still images to produce a stop frame animation that tells a story Additional Unit - Play Like Share (continued) (Creating Media)	<b>Desktop publishing (3.5)</b> Creating documents and modifying text, images and page layouts for a specific purpose. (Creating Media)	<b>Branching databases (3.4)</b> Building and using branching databases to group objects using yes/no questions. (Data and information)	<b>Sequencing sounds (3.3)</b> Creating sequences in a block-based programming language to make music. (Programming A)	<b>Events and actions in programs (3.6)</b> Writing algorithms and programs that use a range of events to trigger sequences of actions. (Programming B)
RE	<b>L2.1 What do Christians learn from the Creation story?</b> (UC-Creation) 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.	<b>L2.2 What is it like for someone to follow God?</b> (UC- People of God) Compare Christian Weddings with non faith weddings e.g. Humanist or civil partnership Children to look in at themselves and consider what it is like for them to follow God/ how they can feel close to God	<b>L2.9 How do festivals and worship show what matters to a Muslim?</b> (lbadah) Visitor from the Mosque to talk to the children	<b>L2.10 How do festivals and family life show what matters to Jewish people?</b> (God/Torah/the people)	<b>L2.4 What kind of world did Jesus want?</b> (UC- Gospel) Compare with other faiths and non religious world views Vine unit 2 and humanism 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?	<b>L2.12 How and why do people try to make the world a better place?</b> Vine Lessons -What does Buddhism say about kindness to animals? What can we learn from two Sikh stories which encourage kindness to animals?
History	<b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b> <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> Children will have the opportunity to consider how our civilisation came to be and the evolution of early man.			<b>What did the Ancient Egyptians believe?</b> <ul style="list-style-type: none"> <li>Identify when and where ancient civilizations first appeared</li> <li>Identify Ancient Egypt's location and its key geographical features</li> <li>Explain why the river Nile was important</li> <li>Identify the characteristics of important gods or goddesses.</li> <li>Explain the links between ancient Egyptian beliefs and mummification.</li> <li>Explain some Egyptian beliefs about the afterlife.</li> </ul> Children look at the beliefs of the Ancient Egyptians and how they compare with what they believe today.	<ul style="list-style-type: none"> <li></li> </ul>	<b>Why did the Romans settle in Britain?</b> <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>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		<b>Why do people live near volcanoes?</b>	<b>Who lives in Antarctica?</b> <ul style="list-style-type: none"> <li>Describe what lines of latitude and longitude are.</li> </ul>		<b>What are rivers and how are they used?</b>	

		<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>	<ul style="list-style-type: none"> <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>		<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	Phonetics lesson 1 (C) Shapes	Animals (E)	Seasons (E)	Fruits (E)	In my town (E)	Musical Instruments (E)
	Children will look out towards French speaking countries and encounter different cultures to their own.					
PSHCE with Relationships and Sex	<b>How can we be a good friend?</b> <i>(Healthy and Happy Friendships)</i> <ul style="list-style-type: none"> <li>Personal space</li> <li>Resilience</li> <li>Strategies</li> </ul> <p>Additional unit – Consent</p> <p>Children consider their own strengths within their friendships and look at how they could develop these skills.</p>	<b>Why is it important to value and respect one another?</b> <i>(Our similarities and Differences)</i> <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>Additional unit - Firework Safety</p>	<b>What are our responsibilities of care and respect?</b> <i>(Caring and Responsibility)</i> <ul style="list-style-type: none"> <li>Community</li> <li>Groups</li> <li>Contributions</li> </ul> <p>GG 8 – Decent work and economic growth</p> <p>How can people make choices about saving and spending?</p> <ul style="list-style-type: none"> <li>Spending</li> <li>Saving</li> <li>Budgeting</li> </ul> <p>Additional unit - PANTS (7-9)</p>	<b>What is a committed relationship and how can they differ?</b> <i>(Families and Committed Relationships)</i> <ul style="list-style-type: none"> <li>Online</li> <li>Friendship</li> <li>Romantic</li> <li>Online</li> <li>Relationship types</li> </ul> <p>Children will look out at different families to their own and diversify their knowledge and experience of the world</p>	<b>How can we maintain physical and mental wellbeing?</b> <i>(Healthy Body and Healthy Mind)</i> <ul style="list-style-type: none"> <li>Habit</li> <li>Positive</li> <li>Negative</li> <li>Lifestyle</li> <li>Routines</li> </ul> <p>Additional unit - Health Education KS2 lesson 1 and 2</p> <p>Children will consider the importance of food in taking care of their bodies and being healthy.</p>	<b>How can we cope with our feelings around changes?</b> <i>(Coping with Change)</i> <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>Additional unit - Keeping Safe at Home</p>
	Throughout 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 ideas and feelings.					
Music	<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. <i>(Cross curricular link- DT)</i>  <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.	<b>Singing French-</b> (Pitch) A mixture of lively singing games introducing French greetings, vocabulary and numbers. <i>(Cross curricular link- French)</i>  <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- Science)	(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?</b> <i>Drawing, Painting, Printing</i>  Research and reflect on the use of cave paintings.  Recreate own versions of cave paintings using various mediums such as oil pastels, charcoal and paints.  Annotate sketches to explain, elaborate and improve ideas.  Use different hardness of pencils to show line, tone and texture.  Use watercolour paint to produce washes for backgrounds and then add detail. Experiment with colours using nature.  Make precise repeating patterns through printing.  <i>Artists/inspiration: Prehistoric cave paintings and artwork Lascaux, Cave of Hands, Magura Cave, Picasso</i>	<b>DT: What is the tallest earthquake proof building you can make?</b>  Record the plan by drawing using annotated sketches. Use prototypes to develop and share ideas.  Create shell or frame structures.  Strengthen structures  Select from materials according to their functional properties.  Discuss how well the finished product meets the design criteria of the user.  Use 2D nets to create 3D objects	<b>Art: How can we explore Antarctica through art?</b> <i>Drawing</i>  Sketch lightly and use shading to show light and shadow, use hatching and cross hatching to show texture.  Annotate sketches to elaborate ideas and create scrapbook pages in sketchbook.  Use different hardness of pencils to show line, tone and texture.  Identify simple geometric shapes in an everyday item to assist with drawing the item.  Use skills to create a landscape drawing of Antarctica inspired by artists.  <i>Artists Studied: Chris Drury, David McEown,</i>	<b>DT: Can we design a bridge that moves?</b> <i>Mechanisms- levers and linkages</i> Research, design, create and evaluate bridge designs  Accurate use of measuring, marking out, cutting, joining and finishing skills  Use annotated sketches and prototypes  Understand lever and linkage mechanisms  Distinguish between fixed and loose pivots  Know the technical vocabulary related to the project	<b>DT: Where in the world does food come from?</b> <i>Food</i> Design and follow instructions/recipes to create a seasonal fruit or vegetable tart.  Understand that climate affects food growth.  Find out which fruit and vegetables are grown in countries/continents.  Prepare and cook using a range of techniques, tools and practising good hygiene.  Evaluate tart and suggest future improvements.  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> <i>Collage, Painting, Sculpture</i>  To understand the historical and cultural development of art forms mosaics. To make observations and comment on the design of textural art.  To use collage as a means of collecting ideas and information and building a visual vocabulary. To create collage and scrapbook pages.  Use several brush techniques with thick and thin brushes to produce shapes, textures, patterns and lines.  To plan, design and make models from observation or imagination. To shape, form, model and construct using both malleable and rigid materials.  <i>Artists Studied: Peter Mason, Saimir Strati, Pietro Cavallini</i>
<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>Drumba</b> A high-intensity workout session is based on a mix of popular music whilst learning and playing a custom made drum. Drumba is a cross curricular class that delivers music and P.E. in one lesson <b>Football</b> Children will be encouraged to use empathy and understanding to enhance their teamwork skills	<b>Tennis</b>  <b>Hockey</b>	<b>Athletics</b>  <b>Cricket</b>