



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Literacy Genre	<p><b>How can we transform a tin forest?</b> (POR 6 weeks) The Tin Forest. 6 weeks. <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?</b> (2 weeks) 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. Biodiversity</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	<p>Adverbials of time – Fronted Adverbials Adverbials of Place and Revising Fronted Adverbials Determiners Introducing Possessive Pronouns Revising Capital Letters Determiners Revising Conjunctions and Clauses Revising Nouns Introducing Direct Speech Standard and Non-Standard Verbs Introducing Noun Phrases</p>		<p>Comparative and Superlative Multi-clause Sentences Adverbials of time – Fronted Adverbials Adverbials of Place and Revising Fronted Adverbials Using commas with fronted adverbials Apostrophes to show possession Plural and possessive The prefixes 'in-', 'il-' and 'im-' Dictionary skills Words of Latin or Greek origin The prefixes 're-', 'sub-', 'inter-', 'super-', 'anti-' and 'auto-' The /jən/ sound</p>		<p>Pronouns Singular and plural agreement Nouns and pronouns Apostrophes to show possession Punctuating direct speech Noun phrases Standard and non-standard verbs</p>	
Numeracy	<p><b>Number</b> Unit 1 - Place value 4-digit numbers (1)</p> <p><b>Number</b> Unit 2 - Place value 4-digit numbers (2)</p> <p><b>Number</b> Unit 3 - Addition and</p>	<p><b>Measurement</b> Unit 4 – Area</p> <p><b>Number</b> Unit 5 - Multiplication and division (1)</p>	<p><b>Number</b> Unit 6 - Multiplication and division (2)</p> <p><b>Measurement</b> Unit 7 - Length and perimeter</p> <p><b>Number</b> Unit 8 - Fractions (1)</p>	<p><b>Number</b> Unit 9 - Fractions (2)</p> <p><b>Number</b> Unit 10 - Decimals (1)</p> <p>Children will take part in The Big Plastic Count- considering the impact of plastic on our planet and supporting Greenpeace to</p>	<p><b>Number</b> Unit 11 - Decimals (2)</p> <p><b>Measurement</b> Unit 12 – Money</p> <p><b>Measurement</b> Unit - 13 Time</p>	<p><b>Geometry</b> Unit 14 - Angles and 2D shapes</p> <p><b>Statistics</b> Unit 15 – Statistics</p> <p><b>Geometry</b> Unit 16 - Position and direction</p>

	<b>subtraction</b>			gather evidence about the plastic waste problem		
<b>Times Table Focus 3, 6, 9 and 7</b>  <b>And all</b>	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)	<b>Multiplication Check</b>  Times table interventions  Recap of all facts up to 12x12
<b>Science</b>	<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, herbivores and omnivores.</li> <li>Construct and interpret a variety of food chains</li> <li>Identify animal habitats in the locality</li> </ul> Developing a sense of awe and wonder. Appreciating beauty in nature	<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> (GG13 and 15 Advocates for Change) Developing a sense of awe and wonder. Appreciating beauty in nature
<b>Computing</b>	<b>Autumn 1 – Computing Systems and Networks</b>  <b>The Internet (4.1)</b> Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content. <b>Additional Unit - Connect Lesson 1</b>	<b>Autumn 2 – Creating Media</b>  <b>Audio production (4.2)</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Spring 1 – Programming A</b>  <b>Repetition in shapes (4.3)</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.	<b>Spring 2 – Data and Information</b>  <b>Data logging (4.4)</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation,	<b>Summer 1 – Creating Media</b>  <b>Photo editing (4.5)</b> Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled,	<b>Summer 2 – Programming B</b>  <b>Repetition in games (4.6)</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

<b>RE</b> <b>Encountering</b> <b>/experiencing</b> <b>God (having a</b> <b>sense of what</b> <b>lies beyond</b> <b>the</b> <b>material/phys</b> <b>ical)Ability to</b> <b>ask and</b> <b>discuss the</b> <b>‘Big</b> <b>Questions’</b> <b>(eg about life,</b> <b>death,</b> <b>suffering,</b> <b>nature of</b> <b>God)Opportu</b> <b>nities for</b> <b>prayer,</b> <b>connecting</b> <b>with</b> <b>God.Making</b> <b>sense of the</b> <b>world</b> <b>Exploration of</b> <b>personal faith</b>	L2.3 What is the ‘Trinity’ and why is it important for Christians? (UC- God/Incarnation)	L2.7 What do Hindus believe God is like? (Brahma/atman)	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?	L2.5 Why do Christians call the day Jesus died ‘Good Friday’? (UC- Salvation)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (UC- Kingdom of God)	L2.11 How and why do people mark the significant events of life?
	Theology – making sense of belief					
	Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today	Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God	Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hindu dharma is a whole ‘way of life’ (dharma)	Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week	Make clear links between the story of Pentecost and Christian beliefs about the ‘Kingdom of God’ on earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
	Human and Social Sciences- making connections					
	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship	Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
	Philosophy- understanding the impact					
	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some	Raise questions and suggest answers about whether it is good to think about the cycle of	Raise questions and suggest answers about what is good about being a Hindu in Britain today,	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good	Make links between ideas about the Kingdom of God in the Bible and what people believe about	Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the

	ideas of their own about what Christians believe God is like	create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas	and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas	Friday', giving good reasons for their suggestions.	following God today, giving good reasons for their ideas	milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today
History	<ul style="list-style-type: none"> <li>● <b>What impact did the Vikings have on the North East?</b></li> <li>● Identify different reasons for migration to Britain.</li> <li>● Sequence events according to their significance</li> <li>● Explain where the Vikings came from and why they came to Britain.</li> <li>● Make inferences from sources.</li> <li>● Explain how sources can be biased.</li> <li>● Describe parts of a longboat.</li> <li>● Design and create a longboat.</li> <li>● Describe what the Vikings traded.</li> <li>● Identify Viking trading routes.</li> <li>● Explain whether the Vikings were traders or raiders and provide supporting evidence.</li> <li>● Identify important events in the</li> </ul>		<b>Why were the Norman castles certainly not bouncy?</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Learn why castles were built, and how to become a Norman knight.</li> <li>● Learn about how England changed under William the Conqueror's rule with the introduction of the Feudal System.</li> <li>● Find out about the compilation of the Domesday book.</li> </ul>		<b>How have children's lives changed over time?</b> <ul style="list-style-type: none"> <li>● Make observations and deductions from sources.</li> <li>● Suggest how children's lives have changed.</li> <li>● Explain why children needed to work.</li> <li>● Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</li> <li>● Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>● Use sources to identify leisure activities and compare them over time.</li> <li>● Identify diseases from the past and discuss how</li> </ul>	

	<p>Anglo-Saxon and 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>				effective the treatments were.	
<b>Geography</b>		<p><b>Are all settlements the same?</b> Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</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 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> Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p>
<b>MFL</b>	Ice cream (E)	Vegetables (E)	Presenting Myself (I)	What is the Weather (I)	Classroom (I)	Habitats (I)
<p><b>Music</b></p> <p>• Awareness of feelings; ability to reflect and express</p> <p>Development of imagination and creativity</p> <p>Making a difference; duty</p>	<p><b>Poetry-</b> (Performing) Develop performances of contrasting poems. Use voices to speak expressively and rhythmically. Discover ways to create ostinato and accompaniments to enhance performances. (Cross curricular link- English)</p> <p><b>Environment-</b> (Composing) Seasons and the environment provide the stimuli for compositions.</p>	<p><b>Sounds-</b> (Exploring sounds) 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. (Cross curricular link- Science)</p> <p><b>Recycling-</b> (Structure) Create own instruments from junk and use them to improvise, compose and</p>	<p><b>Building- (Beat)</b> 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. (Cross curricular link- PSHE)</p> <p><b>Around the World- (Pitch)</b> Explore pentatonic melodies and syncopated</p>	<p><b>Ancient Worlds- (Structure)</b> 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. (Cross curricular link- History)</p> <p><b>Singing Spanish- (Pitch)</b></p>	<p><b>Communication- (Composing)</b> 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. (Cross curricular link- English)</p> <p><b>Time- (Beat)</b> Music featuring clocks helps children to understand rhythm and</p>	<p><b>In the Past- (Notation)</b> 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. (Cross curricular link- PE)</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</p>

Appreciating beauty in art, music, nature	Children make descriptive accompaniments and discover how the environment has inspired composers throughout history. (Cross curricular link- Science)	play junk jazz music in a variety of different musical structures. (Cross curricular link- Art and Design)  Christmas Performance	rhythms. Learn that the fundamental dimensions of music are the same all over the world. (Cross curricular link- Geography)	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. (Cross curricular link- Languages)	syncopation in this unit. Learn to sing and play bell patterns, listen to an orchestral clock piece and create their own descriptive music. (Cross curricular link- Maths)	before celebrating in a song performance. (Cross curricular link- DT)
PSHE with RSE Main Topic	<b>Healthy and Happy Friendships</b>	<b>Our Similarities and Differences</b>	<b>Caring and Responsibility</b>	<b>Families and Committed Relationships</b>	<b>Healthy Body, Healthy Mind</b>	<b>Coping with Change</b>
	<p>How can we solve friendship difficulties?</p> <ul style="list-style-type: none"> <li>Qualities</li> <li>Values</li> <li>Issues</li> <li>Manage</li> <li>Respect</li> <li>Personal boundaries</li> </ul> <p>Additional unit - Consent Awareness of feelings; ability to reflect and express</p>	<p>What do we know about identity and diversity?</p> <ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Society</li> <li>Value and respect</li> <li>Judgements</li> <li>Dangers</li> <li>Perspectives</li> </ul> <p>Additional unit - Firework Safety</p>	<p>What are our rights and responsibilities within our families and the wider society?</p> <ul style="list-style-type: none"> <li>Diversity</li> <li>Community</li> <li>Value and respect</li> <li>Benefits</li> </ul> <p>GG 8 – Decent work and economic growth</p> <p>Making a difference; duty</p>	<p>What sort of relationships can we experience in our everyday lives?</p> <ul style="list-style-type: none"> <li>Marriage</li> <li>Civil partnership</li> <li>Legal</li> <li>Commitment</li> <li>Lifelong love and care</li> </ul> <p>Additional unit - Families</p>	<p>What are the influences on our health and wellbeing?</p> <ul style="list-style-type: none"> <li>Routines</li> <li>Dental care</li> <li>Sleep</li> <li>Exercise</li> <li>Healthy diet</li> </ul> <p>Additional unit - Sun Safety</p>	<p>How do our bodies change as we enter puberty?</p> <ul style="list-style-type: none"> <li>Conflicting emotions</li> <li>Feelings</li> <li>Transitions</li> <li>Loss</li> <li>Separation</li> </ul> <p>Additional unit - Water Safety Awareness of feelings; ability to reflect and express</p>
<p>Art/DT</p> <p>Awareness of feelings; ability to reflect and express</p> <p>Development of imagination and creativity</p>	<p>Art: What can I learn from Viking art? Drawing</p> <ul style="list-style-type: none"> <li>Begin to use lines to create movement</li> <li>Begin to understand how to show extra detail using shading (e.g. direction of sunlight).</li> <li>In detail, annotate and evaluate own</li> </ul>	<p>DT: How should your puppets tell their story? Rama and Sita</p> <ul style="list-style-type: none"> <li>Develop designs</li> <li>Develop ideas</li> <li>Work, measure, cut and join materials</li> <li>Use a variety of tools with precision and care</li> </ul>	<p>How can I display my castle? John Piper</p> <p>Painting</p> <ul style="list-style-type: none"> <li>Experiment with creating mood with colour.</li> <li>Painting using watercolours Building on previous understanding by applying paint to show opaque and transparent</li> </ul>	<p>DT: How can we frame our work?</p> <ul style="list-style-type: none"> <li>Investigate free standing structures</li> <li>Explore design and function of photo frames</li> <li>Investigate strength in structures</li> <li>Explore joining techniques</li> <li>Explore cutting techniques</li> </ul>	<p>Art: What can we learn from botanical art? Marianne North</p> <p>Sculpture</p> <ul style="list-style-type: none"> <li>To create surface patterns and textures in a malleable material.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>Experiment with creating mood with colour.</li> </ul>	<p>DT: What is your favourite world dish?</p> <ul style="list-style-type: none"> <li>Identify where food comes from</li> <li>Understand and apply the principles of a healthy and varies diet</li> <li>Prepare an African salad</li> <li>Prepare and cook a variety of savoury dishes</li> </ul>

<p><b>Making a difference; duty</b></p> <p><b>Appreciating beauty in art, music, nature</b></p>	<p>work, suggesting improvements.</p> <ul style="list-style-type: none"> <li>Decide which technique would be most effective when sketching.</li> <li>Use a range of drawing materials</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Begin to create increasingly accurate patterns with more detail and precision.</li> <li>Show an understanding of how to use a variety of techniques to create prints.</li> </ul>		<p>colours and a stain.</p> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> </ul> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>Begin to understand how to show extra detail using shading (e.g. direction of sunlight).</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>To join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>To plan and develop ideas, using different joining techniques and methods of construction</li> <li>To create surface patterns and textures in a malleable material.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate our products</li> </ul>	<ul style="list-style-type: none"> <li>Painting using watercolours Building on previous understanding by applying paint to show opaque and transparent colours and a stain.</li> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a range of food skills and techniques</li> <li>Follow a recipe demonstrating a range of cooking techniques</li> </ul>
PE	<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>Cricket</b></p> <p><b>Development of imagination and creativity</b></p> <p><b>Football</b></p>	<p><b>Gymnastics</b></p> <p><b>Awareness of feelings; ability to reflect and express</b></p> <p><b>Netball</b></p>	<p><b>Yoga</b></p> <p><b>Rounders</b></p>	<p><b>Athletics</b></p> <p><b>Tennis</b></p>