	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English	PoR: **Ug Boy Genius of the Stone Age** (4weeks) Topic Link PoR: **The Iron Man** (4 Weeks)	PoR: **Michael Rosen's Big Book of Bad Things** Poetry (2 weeks) Children will explore the idea of a connection to the natural world and what it means to them PoR: **Quill Soup** (2 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 PoR: **The Pebble in my Pocket** Information text (Science link to Rocks) (3 weeks)	PoR: **Pugs of the Frozen North.** Illustrated Novel. (4 weeks) Children will explore the value of kindness and helping others in their time of need. **Shape Poems** 2 weeks (Wordsmith)	PoR: **The Lost Happy Endings** (3 weeks) **Arthur and the Golden Rope** (3 weeks) Children will consider the power of words, what we say, and how we can use out words for good	PoR: **The Rhythm of Rain** (4 weeks) **Performance poetry** Wordsmith (1 week) 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	**Word Detective Week** (1 week) PoR: **Marcy and the Riddle of the Sphinx** (3 weeks) Children will explore Marcy's fear of the dark and consider their own fears **The Ancient Egypt Sleepover Club** (3 weeks)
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		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	**Place Value within 1,000** Unit 1 **Addition and Subtraction** Unit 2	**Addition and Subtraction** Unit 3 **Multiplication and Division (1 & 2)** Unit 4 and Unit 5	**Multiplication and Division (3)** Unit 6 **Length and Perimeter** Unit 7 **Fractions (1)** Unit 8	**Mass** Unit 9 **Capacity** Unit 10	**Fractions (2)** Unit 11 **Money** Unit 12	**Time** Unit 13 **Angles and Properties of Shapes** Unit 14 **Statistics** Unit 15
	Continue to recall 2, 5 & 10 x tables in any order and with related division facts Learn 3, 4 and 8 x tables throughout the year					
Science	Is 'The Force' real? • Explore contact forces.	How do we see objects? • Recognise need light to see things.	What's under my feet? • There are different types of rocks. • Know how fossils are made.	British Science Week (GG3 Advocates for Change)	How do animals move and stay healthy?	Plants • Identify parts of a plant.

	• Identify forces that act at a distance (gravity). • Magnets.	• Light can be blocked to form a shadow. • Light from sun is dangerous. (GG3 Advocates for Change)	• Rocks have lots of uses. • What is soil made from?		• Animals need to eat a balanced diet. • How do bones and muscles work together? Children to be given opportunities to look out at their world and what animals need to be physically.	• Know conditions for plants to grow. • How is water transported within a plant. • Examine flower structure. • Know the plant cycle. (GG15 Advocates for Change) Children will have the opportunity to grow and care for their own plant
Computing	**Email (6 weeks)** • Composing and replying to emails • Opening and sending attachments • Using email safely	**Route Planners (5 weeks)** • Writing commands using rotation • Creating algorithms and writing code • Planning routes • Repetition in 2Go	**Branching Databases (4 weeks)** • Asking binary questions • Completing branching databases in 2Question Creating and testing branching databases **Touch Typing (4 weeks)** • Recognising keyboard locations • Understanding correct finger positioning Improving accuracy and speed	**Spreadsheets (6 weeks)** • Creating graphs • Understanding cell addresses • Using the formula bar Combining 2Calculate functions to analyse data	**Coding (6 weeks)** • Using flowcharts in 2Chart • Using timers • Introducing repetition Testing and debugging	**Presentations (5 weeks)** • Adding media • Customising with animation and timings Designing and effective presentation
2BeSafe Units	**Self-Image and Identity** • Identity • Representing online.	**Online Relationships** • Likes and interests • Online and offline relationships • Trusting online/offline • Feeling nervous, uncomfortable or worried • Protecting feelings. • Giving and gaining permission	**Online Reputation** • Searching for information about others online • Personal information	**Online Bullying** • Behaviour online • Bullying behaviour • Support.	**Managing Online Information** • Search engines • Autocompletion • Selling and buying online • Difference between a 'belief', an 'opinion' and a 'fact • Opinions online • Support from a trusted adult	**Privacy and Security** • Strategies for creating and keeping passwords private. • Trust • Pressure • Collected and shared Information **Copyright and Ownership** • Copying work • Permission • Fair/unfair • Consequences
RE	**L2.1 What do Christians learn from the Creation story?** (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.	**L2.2 What is it like for someone to follow God?** (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	**L2.9 How do festivals and worship show what matters to a Muslim?** (Ibadah) Visitor from the Mosque to talk to the children	**L2.10 How do festivals and family life show what matters to Jewish people?** (God/Torah/the people)	**L2.4 What kind of world did Jesus want?** (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?	**L2.12 How and why do people try to make the world a better place?** Vine Lessons -What does Buddhism say about kindness to animals? What can we learn from two Sikh stories which encourage kindness to animals?
History	**Would you prefer to live in the Stone Age, Bronze Age or Iron Age?** • Explore key features of the Bronze and Iron Ages.			**Why did the Romans settle in Britain?** • Explain the meaning of empire and invasion and understand the chronology. • Identify the consequences of the Roman invasion.	•	**What did the Ancient Egyptians believe?** • Identify when and where ancient civilizations first appeared Identify Ancient Egypt's location and its key geographical features

	• Analyse developments that were made during the periods. • Use enquiry skills to make connections to communities today. Children will have the opportunity to consider how our civilisation came to be and the evolution of early man.			• Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.		• Explain why the river Nile was important • Identify the characteristics of important gods or goddesses. • Explain the links between ancient Egyptian beliefs and mummification. • Explain some Egyptian beliefs about the afterlife. Children look at the beliefs of the Ancient Egyptians and how they compare with what they believe today.
Geography		**Why do people live near volcanoes?** • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Explain that earthquakes happen along plate boundaries. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data. .	**Who lives in Antarctica?** • Describe what lines of latitude and longitude are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • List some of the research carried out in Antarctica. • Describe a similarity and difference between life in the UK and life in Antarctica. Children will consider what they can do to help stop the effects of Global Warming and the warming in Antarctica.		**What are rivers and how are they used?** • Identify water stores and processes in the water cycle. • Describe the three courses of a river and name the physical features. • Name and describe the physical and human features of a river. • Name some major rivers and their location. • Make a judgement on the environmental quality in a river and how it can be improved.	
MFL	I'm learning French (E)	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	**How can we be a good friend?** *(Healthy and Happy Friendships)* • Personal space • Resilience • Strategies Additional unit – Consent Children consider their own strengths within their friendships and look at how they could develop these skills.	**Why is it important to value and respect one another?** *(Our similarities and Differences)* • Differences and similarities • Respect and value • Communities • Belong • Shared values Additional unit - Firework Safety	**What are our responsibilities of care and respect?** *(Caring and Responsibility)* • Community • Groups • Contributions GG 8 – Decent work and economic growth How can people make choices about saving and spending? • Spending • Saving • Budgeting Additional unit - PANTS (7-9)	**What is a committed relationship and how can they differ?** *(Families and Committed Relationships)* • Online • Friendship • Romantic • Online • Relationship types Children will look out at different families to their own and diversify their	**How can we maintain physical and mental wellbeing?** *(Healthy Body and Healthy Mind)* • Habit • Positive • Negative • Lifestyle • Routines Additional unit - Health Education KS2 lesson 1 and 2	**How can we cope with our feelings around changes?** *(Coping with Change)* • Independence • Target setting • Aspirations • Target-setting • Gaols **Additional unit - Keeping Safe at Home**

				knowledge and experience of the world	Children will consider the importance of food in taking care of their bodies and being healthy.	
	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	**Ukulele** Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN	**Ukulele** Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN	**Ukulele** Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN	**Ukulele** Learn to play, perform, compose and improvise using the ukulele. Specialist teacher MPN	**Food and Drink-** (Performing) Composing word rhythms, singing a round, and creating musical recipes. (Cross curricular link- DT) **Human Body-** (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)	**Singing French-** (Pitch) A mixture of lively singing games introducing French greetings, vocabulary and numbers. (Cross curricular link- French) **Communication-** (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)
Art and DT Children to be given opportunities to be mindful and in the moment when creating art throughout the year.	**Art: Can we paint on walls?** *Drawing, Painting, Printing* 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. Artists/inspiration: Prehistoric cave paintings and artwork Lascaux, Cave of Hands, Magura Cave, Picasso	**DT: Can we design and create a shell structure to hold our money?** *Shell structures* 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	**Art: How can we explore Antarctica through art?** *Drawing* 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. Artists Studied: Chris Drury, David McEown,	**DT: Can we design a bridge that moves?** *Mechanisms- levers and linkages* Research, design, create and evaluate bridge designs Accurate use of measuring, marking our, 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	**DT: Can we design and create a seasonal tart to sell at a bakery?** *Food* 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	**Art: Roman Mosaics** Collage, Painting, Sculpture 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. Artists Studied: **Antonia Gaudi and Roman influences**
PE	**Ball Skills Y3/4** **Rounders**	**Fundamentals Y3/4** **Dodgeball**	**Basketball** Children will be encouraged to use empathy and understanding to enhance their teamwork skills.	**Drumba (4weeks) Yoga (2 weeks)** **Football**	**Tennis** **Hockey**	**Athletics** **Cricket**

			Dance	Children will be encouraged to use empathy and understanding to enhance their teamwork skills	