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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | **Texts:**  **Stone Age Boy**  **How to Wash A Woolly Mammoth**  **Stone Age Non-fiction**  Writing outcomes:  Poetry (diamond)  Instruction writing  Retell part of a story  Cross curricular writing:  Non-Chron on different rocks | **Texts:**  **Leon And the Place Between**  Writing outcomes:  Poetry (Haiku)  Setting description  Persuasion  Cross curricular writing:  Instructional writing on copper mining  Job advertisement | **Texts:**  **Charlie Changes into a Chicken**  Writing outcomes:  Retelling of part of a story  Missing chapter | **Texts:**  **Sensational (Poetry)**  (Benjamin Zephaniah)  2 weeks  Writing outcomes:  Poems inspired by the collection  Descriptive paragraphs  3weeks  **The Great Kapok Tree**  Persuasive letter on deforestation | **Texts:**  **Charlotte’s Web**  **Romans Non-fiction**  Writing outcomes:  Diary  Story retelling  Newspaper report  (pick 2)  Cross curricular writing:  Non-Chron on The Romans | **Texts:**  **Indian Tales**  **The Secret Kingdom**  Writing outcomes:  Story retelling  Dialogue  Play scripts  Cross curricular writing:  Non-Chron on The Food Groups |

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| Maths | **Place Value**  **Addition and Subtraction** | **Addition and Subtraction**  **Multiplication and Division** | **Multiplication and Division**  **Fractions** | **Fractions**  **Money** | **Time**  **Geometry** | **Statistics** | |
| Science | **Rocks Detectives**  I can compare and group together different kinds of rocks based on their appearance and simple physical properties.  I recognise that soils are made from rocks and organic matter.  I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. | **Forces and magnets**  I notice that some forces need contact between two objects, but magnetic forces can act at a distance.  I can compare how some things move on different surfaces.  I can compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.  I can observe how magnets attract or repel each other and only attract some materials.  I can describe magnets as having two poles (like and unlike poles).  I can predict whether two magnets will attract or repel each other, depending on which poles are facing | **Amazing bodies**  I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  I can explain why an adequate and varied diet is beneficial to health (along with a good supply of air and clean water).  I can explain why regular and varied exercise is beneficial to health.  I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Amazing bodies**  I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  I can explain why an adequate and varied diet is beneficial to health (along with a good supply of air and clean water).  I can explain why regular and varied exercise is beneficial to health.  I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **How does your garden grow?**  **I can identify,** locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  **I can explore** the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  **I can investigate** the way in which water is transported within plants.  **I can explore** the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | **Can you see me?**  **I recognise** that we need light in order to see things and that dark is the absence of light.  **I notice** that light is reflected from surfaces and explore how light behaves  **I recognise** that light from the sun can be dangerous and that there are ways to protect my eyes.  **I recognise** that shadows are formed when the light from a light source is blocked by a solid object.  **I can find** patterns, when measuring, in the way that the size of shadows can change**.** |
| Working scientifically |  |  |  |  |  | |  |
| Observations over time | **Our changing world**  **use observations and knowledge to answer scientific questions**  Observe berries and insects | **Our changing world**  **use observations and knowledge to answer scientific questions**  Understand how leaves, flowers and seeds change throughout the year. | **Our changing world**  **use observations and knowledge to answer scientific questions**  Observe berries and insects | **Our changing world**  **use observations and knowledge to answer scientific questions**  Understand how leaves, flowers and seeds change throughout the year. | **Our changing world**  **use observations and knowledge to answer scientific questions**  Observe berries and insects | | **Our changing world**  **use observations and knowledge to answer scientific questions**  Understand how leaves, flowers and seeds change throughout the year. |
| History | **Stone Age**  Use appropriate historical vocabulary Use a timeline within a specific period of history to set out the order that things may have happened  Describe events from the past using dates when things happened  Use research skills to answer specific historical questions  Explain how historic items and artefacts can be used to help build up a picture of life in the past | **Bronze Age/Iron Age**  Use appropriate historical vocabulary  Use a timeline within a specific period of history to set out the order that things may have happened  Plot events on a timeline covering the periods studied |  |  | **Romans**  Use appropriate historical vocabulary  Explain some of the times when Britain has been invaded  Explain how an event from the past has shaped our life today  Use research skills to answer specific historical questions  Compare modern day Britain to the past making connections and comparisons | |  |
| Geography |  |  | **Our European Neighbours**  Identify and locate countries on a world map to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)  Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied. | **The Rainforest**  Understand words and phrases like regions, countries, counties, characteristics, climate zones, biomes and vegetation belts, volcanoes, earthquakes, cycle, distribution, natural resources, Arctic and Antarctic Circle.  Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied. |  | | **Investigating India**  Describe and understand key aspects of human and physical geography.  Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied. |
| Design Technology |  | **Textiles**  **(Kapow Cushions)**  **Sewing, cross-stitch and applique**  Identify the design features of existing products and how they are fit for purpose  Know the purpose of their product  Design a product for a particular purpose or user  Generate and communicate my design ideas in a variety of ways  Follow their own design accurately  Select and use appropriate tools, materials and techniques, explaining their choices  Perform practical tasks, including cutting and joining, with greater precision  Create a product that reflects their original design  Follow safety rules and use a wider range of equipment correctly  Evaluate their ideas and products against their own design criteria  Discuss whether their product has met the design criteria |  | **Mechanical Systems**  **(Kapow)Pneumatic Toys**  **Thumbnail sketches and exploded diagrams.**  Identify the design features of existing products and how they are fit for purpose  Know the purpose of their product  Design a product for a particular purpose or user  Generate and communicate my design ideas in a variety of ways  Understand and use mechanisms in their product  Follow their own design accurately  Select and use appropriate tools, materials and techniques, explaining their choices  Perform practical tasks, including cutting and joining, with greater precision  Create a product that reflects their original design  Follow safety rules and use a wider range of equipment correctly  Build more complex structures that are strong and stable  Understand and use mechanisms in their product |  | | **Food**  **Eating seasonally Vegetable Tarts**  Prepare and cook healthy dishes  Understand the principles of a healthy varied diet  Show an understanding of seasonality and where a range of food comes from |
| Art and Design | **Drawing**  **(Cave paintings)**  **Stone Age Art/ Banksy/Keith Haring**  Use a sketchbook effectively to gather and build ideas  Have knowledge of and appraise a diverse range of artists, architects, and designers through history  Use a range of dry media to explore the elements of art: line, tone, pattern, texture, colour and shape. |  | **Digital art**  **Rangoli Patterns**  Create art supported by photography, digital art, pattern, printmaking or texture and collage  Have knowledge of and appraise a diverse range of artists, architects, and designers through history |  | **Textiles**  **(Fabric of Nature)**  **William Morris**  Create art supported by photography, digital art, pattern, printmaking or texture and collage | |  |
| ICT and Computing | **Coding**  Make a real-life situation into an algorithm for a program.  Design an algorithm carefully, thinking about what I want it to do and how I can turn it into code.  Identify an error in my program and fix it.  Experiment with timers in my programs.  Identify the difference in using between the effect of a timer or repeat command in my code. | **Online safety**  Create a secure password.  Explain the importance of having a secure password and not sharing it with others.  Explain the negative consequences of not keeping passwords safe and secure.  Understand the importance of keeping safe online and behaving respectfully.  Report unacceptable content and contact online in more than one way to a trusted adult. | **Spreadsheets**  Collect data and input it into software.  Analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). | **Touch type** | **Email**  Identify different ways that the internet can be used for communication.  Use email such as 2Email to respond to others appropriately and attach files.  Use communication tools such as 2Email respectfully and use good etiquette.  Report unacceptable content and contact online in more than one way to a trusted adult.  Present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). | | **Branching database**  Present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). |
| Music | **Ballads** |  | **Jazz** |  | **Traditional instruments and improvisation** | |  |
| **Spanish** | **A New Start**  Appreciate stories, songs and rhymes in the chosen language.  Listen and respond to simple French words and phrases.  Begin to recognise and read familiar words and phrases.  Begin to engage in simple conversations by asking and answering questions. | **The Calendar and Celebrations**  Appreciate stories, songs and rhymes in the chosen language.  Listen and respond to simple French words and phrases.  Begin to recognise and read familiar words and phrases.  Explore the patterns and sounds of language through songs and rhyme.  Begin to engage in simple conversations by asking and answering questions. | **Animals I like and don’t like**  Appreciate stories, songs and rhymes in the chosen language.  Listen and respond to simple French words and phrases.  Begin to recognise and read familiar words and phrases.  Explore the patterns and sounds of language through songs and rhyme.  Begin to engage in simple conversations by asking and answering questions. | **Carnival and Playground Games**  Appreciate stories, songs and rhymes in the chosen language.  Listen and respond to simple French words and phrases.  Begin to recognise and read familiar words and phrases.  Explore the patterns and sounds of language through songs and rhyme.  Begin to engage in simple conversations by asking and answering questions. | **Breakfast, fruit nouns, hungry giant**  Appreciate stories, songs and rhymes in the chosen language.  Listen and respond to simple French words and phrases.  Begin to recognise and read familiar words and phrases.  Explore the patterns and sounds of language through songs and rhyme.  Begin to engage in simple conversations by asking and answering questions. | | **Going on a Picnic**  Appreciate stories, songs and rhymes in the chosen language.  Listen and respond to simple French words and phrases.  Begin to recognise and read familiar words and phrases.  Explore the patterns and sounds of language through songs and rhyme.  Begin to engage in simple conversations by asking and answering questions. |
| **PE** | **Dance** | **Gymnastics** | **Rounders** | **Orienteering** | **Tennis** | | **Athletics** |
|  | **Tag rugby** | **Cricket** | **Netball** | **Volleyball** | **Football** | | **Handball** |
|  | **Swimming**  **(Y3C)** | **Swimming**  **(Y3C)** | **Swimming**  **(Y3C)** | **Swimming**  **(Y3J)** | **Swimming**  **(Y3J)** | | **Swimming**  **(Y3J)** |
| **RE** |  |  |  |  |  | |  |
| **PSHE & C** | **We’re All Stars** | **Be Friendly, Be Wise** | **Living Long, Living Strong** | **Daring To Be Different** | **Dear Diary** | | **Joining In and Joining Up** |
| **Educational visits or visitors** | **History Alive! – Visitor in School** | **Christmas Trip** |  | **World book day** | **Roman trip to Chester** | |  |
| **Parents Afternoon / workshops** | **Miss Johnstone’s Class Assembly** | **Church Service**  **Mrs Capstick’s Class Assembly** |  |  |  | | **Parent Workshop Afternoon** |
| **Bridge Builders** | **I can design and make a game to share in school (H)**  **I can create a short, cartoon comic strip (S)** | **I can make a decoration using textiles and display it (S)** | **I can take part in a treasure hunt (S)** | **I can create my own interactive toy (S)**  **I can take part in a community project (S)** | **I can complete a 2km run (S)** | | **I can take part in a team quiz (S)**  **I can eat food, from a different culture, that I have not tried before (H)** |