

	Autumn		Spring		Summer	
Topic	Circus of Friends (7weeks)	Egypt (7 weeks)	Changing power of the monarchy (7 weeks)	Extreme Earth (6 weeks)	Local history Study (5 weeks)	Whitby (7 weeks)
Brilliant Books	Into the forest- Antony Browne	UG Boy Genius of the Stone age	The King Who Banned the Dark by Emily Haworth-Booth	The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry	One Plastic Bag – Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul, illustrated by Elizabeth Zunon	Moon Man Author: Tomi Ungerer Illustrator: Tomi Ungerer Publisher: Phaidon Press
Reading	NC Appendix 1 (NC p 64) Texts include: wide range fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books/text books and dictionaries (NC p 64)					
Word reading						
Comprehension						
Writing	Writing: narrative and non-narrative (NC p 33)					
Transcription	Spelling programme (NC Appendix 1 p 59)					
Composition	VGP: NC Appendix 2 p 75					
VGP						
Speaking and Listening	12 Statutory statements (NC p 17)					
Maths	Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry; Properties of Shape, Geometry; Position, Direction and Motion, Statistics.					
Science	Everyday materials	Rocks	Animals inc humans	Plants	Electricity	light
Working Scientifically – on going across the year						
Computing	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (Scratch – drawing regular polygons, pens)</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output (Scratch – drawing regular polygons, pens)</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (Scratch)</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (Internet search – communicating online)</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (Internet search – word order, rankings, saving and sharing, staying SMART)</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (Word processing – change font, align text, bullets and numbering, text boxes, Presentations – branching story, action settings, audio and video; Desktop Publishing – objects, align objects, poster, layouts)</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (E-safety – cyberbullying, adverts, emailing)</li> </ul>					
	Drawing and Desktop Publishing presentation skills		online safety internet research and communication		Programming Turtle Logo and Scratch	
Topic (including History and geography)	<p><b>Travelling Circus-</b></p> <p><b>Locational knowledge</b> -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><b>The achievements of the earliest civilizations – Ancient Egypt</b></p> <p>-Who were the Ancient Egyptians? -What was life like in Ancient Egypt? -Egyptian Mythology -Mummies -Who was King Tut and why was he important? -Write Like an Egyptian -Egyptian Gods</p>	<p><b>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066 e.g. Changing Power of the Monarchy</b></p> <p>-William the Conqueror -Henry VIII -Queen Anne- the joining of the UK -Queen Victoria -Modern Royal Family</p>	<p><b>Geographical skills and fieldwork</b></p> <p>describe and understand key aspects of: o physical geography, including: volcanoes and earthquakes, and the water cycle o human geography, focus on land use</p>	<p><b>A local history study</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Place knowledge</b></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>
British Values	We treat everybody equally. We understand right from wrong. We understand the consequences of our actions. We listen to and respect other people's opinions and values.			We try to help other people. We know that we are all special. We understand and respect the roles of people who many help us. We respect the culture and beliefs of others.		

<p><b>D.T. &amp; Art</b></p>	<p><b>DT-Circus Production Mechanical Posters</b></p> <p><b>Technical Knowledge</b> -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><b>ART-</b> Create own Circus Production to improve their mastery of art and design techniques, including Digital Media video, images and sounds</p>	<p><b>DT- Tombs</b></p> <p><b>Design-</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups,</p> <p><b>Make-</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate-</b> -investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical knowledge-</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Art- tomb drawings</b> to improve their mastery of art and design techniques, including drawing, painting.</p>	<p><b>British Art-</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p><b>Art-Royal portraits</b> learn about great artists, in history.</p>	<p><b>EDIBLE GARDEN cooking and Nutrition</b> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Battery operated lights</b></p> <p><b>Design, Make, Evaluate</b></p> <p><b>Technical Knowledge</b> -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p><b>DT-LETS GO FLY A KITE Textiles</b></p> <p><b>Technical knowledge</b> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
<p><b>Music</b></p>	<p>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- listen with attention to detail and recall sounds with increasing aural memory</p> <p>- use and understand staff and other musical notations</p> <p>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>- develop an understanding of the history of music.</p>					
<p><b>MFL</b></p>	<p>-listen attentively to spoken language and show understanding by joining in and responding</p> <p>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>-engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>-speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>-develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>-present ideas and information orally to a range of audiences</p> <p>-read carefully and show understanding of words, phrases and simple writing</p> <p>-appreciate stories, songs, poems and rhymes in the language</p> <p>-broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material , including through using a dictionary</p> <p>-write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>-describe people, places, things and actions orally and in writing</p> <p>-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>					
<p><b>P.E.</b></p>	<p>OAA</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Tennis</p>	<p>Cricket</p>	<p>Athletics</p>
<p><b>RE</b></p>	<p><b>Knowledge and Understanding of Religion</b> Pupils can describe some of the beliefs and features of religion.</p> <p><b>Critical Thinking</b> In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views.</p> <p><b>Personal Reflection</b> In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</p>					
<p><b>P.S.H.C.E.</b></p>	<p><b>Breadth of Study Hinduism</b> How do Hindus worship? How do Hindus Believe?</p>	<p><b>Breadth of Study- Christianity</b> How and why is Advent important to Christians?</p>	<p><b>Breadth of Study- Christianity</b> The Bible</p>	<p><b>Breadth of Study- Christianity</b> What do Christians remember on Good Friday/ Palm Sunday</p>	<p><b>Breadth of Study- Judaism</b> Who and Where Main Beliefs Special Places Special Festivals Holy Book</p>	
<p><b>Team</b></p>	<p><b>It's my body</b></p>	<p><b>Money Matters</b></p>	<p><b>Britain</b></p>	<p><b>Be Yourself</b></p>	<p><b>Aiming High</b></p>	



SCHOOL MEMBER

