

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
THEME/VALUE	Be Happy		Be Caring		Be Safe		Be Aspirational		Be Healthy		Be Forward-thinking	
Topic	Celts/Romans		Italy		Dinosaurs		Volcanoes		Ancient Egypt		Rivers	
Core	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths
Reading focus	Boudicca Wizards of Once				Dinosaur Poetry-King Of all the dinosaurs- Michael Rosen Dinosaurium		Stone girl bone girl Street beneath my feet Pebble in my pocket		Howard Carter diaries		River Stories	
Geography	<ul style="list-style-type: none"> 		locate the world's countries, using maps to focus on Europe (including the location of Russia) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country				describe and understand key aspects of: physical geography, <ul style="list-style-type: none"> volcanoes, earthquakes 				describe and understand key aspects of: physical geography, <ul style="list-style-type: none"> rivers 	
History	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 								the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following- Ancient Egypt.			
DT	<ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 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 Sewing		<i>Cooking and Nutrition</i> <ul style="list-style-type: none"> 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. Pizza		<i>Cooking and Nutrition</i> <ul style="list-style-type: none"> 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. Healthy snacks/sandwiches				<ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 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 Nets – pyramids/sarcophagus			
Art	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 								<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	

	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including: drawing, painting, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Mosaic Pottery</p>				<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including: drawing, painting, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Scarab Beetles portraits</p>	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including: drawing, painting, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Suret – Watercolours/pointilism</p>
Science	<p>Magnets notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Forces compare how things move on different surfaces</p>	<p>Skeleton/Muscles 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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks/Fossils Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Light recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>	<p>Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
Science Investigation	Strength of Magnets	Friction- different surfaces	Does person with longest legs jump the furthest	Testing Rocks	Size of shadows	Conditions for growth
Computing	<p>Emailing</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Programming Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Video Trailers</p> <p>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</p>	<p>Website Design</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Further Coding with Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>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</p>	<p>Computational Thinking</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>
RE	<p>Jewish Celebrations</p> <p>To recap facts about Judaism and Jewish beliefs. To find out about the Jewish festival of Passover. To find out about the Jewish festival of Sukkot. To find out about the festival of Purim. To find out about the festival of Hanukkah. To find out about the festival of Rosh Hashanah.</p>		<p>What is the Bible?</p> <p>To identify and describe ways in which the Bible is important for Christians. To find out how Christians use the Bible at home and at church. To find out about the different kinds of writing in the Bible and why each is important. To learn about what makes a book special to different people.</p>		<p>Sikh Rites of Passage</p> <p>To find out who Sikhs are and what they believe. To find out about the naming ceremonies of Sikh children. To find out about the Sikh baptismal ceremony of Amrit. To find out about Sikh marriage ceremonies. To find out about Sikh funerals and beliefs on life after death.</p>	

			To find out how different genres of writing in the Bible show different aspects of God. To investigate the Old and New Testaments of the Bible			
Music (Charanga)	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Develop an understanding of the history of music.</p>					
French	Phonics lesson 1 and 2 (Core vocab) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases I'm learning French (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of	Animals (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding, speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing.	I can (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding, speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing.	Fruits (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding, speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing.	Presenting Myself (Intermediate language unit) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help read carefully and show understanding of words, phrases and simple writing.	Family (Intermediate language unit) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help read carefully and show understanding of words, phrases and simple writing.
PSHE	Keeping / Staying Safe – Staying Safe (Leaning out of Windows) ⁷ Keeping / Staying Healthy – Medicine ⁷	Growing and Changing – Touch (discrete for Y3 only) Growing and Changing – Appropriate touch (discrete for Y4 only) Being responsible – Stealing.	Feelings and Emotions – Grief	Computer safety – Making friends online	Our world – Looking after our world	First Aid ⁷ - Asthma and Anaphylactic shock (Y4 discrete) A World without Judgement- Introduction to Breaking Down Barriers. (Y3) Breaking Down Barriers (Y4)
PE	<u>Bat & ball and Net, Wall, Striking & Fielding</u> Start playing competitive bat & ball and net, wall & striking/interactive games. Team work/individual Roles Basic rules Tennis, Cricket, Rounders, Table Tennis, Volley Ball	<u>Games-Invasion</u> Invasion games applying attacking and defending principles. Team work/individual Roles Basic Rules Football, Rugby, Netball, Basketball, Hockey,	<u>Gymnastics & Health, Exercise & Fitness</u> Mastering movement patterns, jumping, rolls, balances, flexibility and strength. Agility, co-ordination and balance Repeat short sequences. <u>Dance</u> ♣ perform dances using a range of movement patterns To perform dances using movement patterns. Fluently perform a routine with sequences and controlled techniques Compare performances (strengths & weaknesses-How to improve) Essentially Dance – Ballroom and Latin	Strike and Field Cricket <u>Bat & ball and Net, Wall, Striking & Fielding</u> Start playing competitive bat & ball and net, wall & striking/interactive games. Team work/individual Roles Basic rules Tennis, Cricket, Rounders, Table Tennis, Volley Ball	<u>Athletics and O&A</u> Demonstrate, run, jump & throwing in simple challenges. Difference from sprinting/endurance runs. How performance could be improved Outdoor challenges individual and as a team. Working on co-ordination and self-discovery.	<u>Athletics and O&A</u> Demonstrate, run, jump & throwing in simple challenges. Difference from sprinting/endurance runs. How performance could be improved Outdoor challenges individual and as a team. Working on co-ordination and self-discovery.
Visit/Living museum						

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
THEME/VALUE	Be Happy		Be Caring		Be Safe		Be Aspirational		Be Healthy		Be Forward-thinking	
Topic	Stone Age-Iron Age		Chocolate		Blue Planet		The Greatest Showman		Yorkshire (Geography)		Lights Camera Action!	
Core	English Instructions x 2 Recount x2 Stone Age Boy Diary Poetry Explanation - digestive system	Maths	English Narrative -x3 Persuasive Poster x 2 Assessment	Maths	English Non-chron report - Layers of Ocean x3 Persuasive Letter x2 Explanation - Water Cycle x2	Maths	English Narrative-Setting Recount- Newspaper Report	Maths	English	Maths	English	Maths
Reading focus	How to wash a woolly mammoth Stone Boy Step into the Stone Age		Charlie and the Chocolate Factory		What a Waste Plastic Sucks Be the change- poems							
Geography					identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) describe and understand key aspects of: physical geography <ul style="list-style-type: none"> • water cycle 				use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
History	Changes in Britain from the Stone Age to the Iron Age.								a local history study 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			

DT		<ul style="list-style-type: none"> ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ 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 ▪ Packaging ▪ Sewing xmas decorations 		<ul style="list-style-type: none"> ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ 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>Percussion Instruments</p>		<ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products.
Art	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including: drawing, painting, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Clay jewellery Stone Age silhouette – Water Colour background Stone Age Art – cave drawings in pastel</p>		<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including: drawing, painting, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Collage Watercolour painting -</p>		<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including: drawing, painting, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Barbara Hepworth – Sculpture Ashley Jackson – Watercolour landscape Charcoal</p>	
Science	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a</p>	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based</p>	

			variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.	find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.	on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.	
Science Investigation	Testing drinks on teeth.	.Changing materials by heating- record different temperatures/times for whit/milk/dark chocolate	Evaporation- different temperatures Record living things in environment- Record changes through year	Sound travelling through different materials/ distance	Testing circuits- materials for switch	
Computing	Networks and the internet 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	Comparison card 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	Journey inside a computer Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Collaborative learning 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	Investigating weather 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	HTML Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
RE	Islamic Rites of Passage To understand what Islam is and what the five pillars are. To explore Muslim birth ceremonies and naming days. To find out about the Islamic marriage ceremony. To find out about Muslim funeral ceremonies. To understand the importance of the Hajj for a Muslim person.		Why is Easter important? To learn about the events of Palm Sunday. To learn about the significance of the Last Supper. To learn about the events that led up to Jesus being arrested. To find out about the events and emotions surrounding the crucifixion of Jesus. To find out about the events of the resurrection and to explore Christian beliefs in life after death. To learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.		Identity and Belonging To understand how drama is used To reinforce important teachings and stories in religions. To consider the ways in which we express our identity. To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding. To explore ways in which a sense of belonging is shaped by our relationships and environment. To consider some of the responsibilities of belonging to a global community. To consider the importance of sharing in our global community.	
Music	Mamma Mia	Glockenspiel stage 2	Blackbird	Lean On Me	Stop	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 					

French	Phonics lesson 1&2 (Core vocab) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Shapes (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding. speak in sentences, using familiar vocabulary, phrases and basic language structures	Ancient Britain (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing	Vegetables (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing	Musical instruments (Early Language Unit) listen attentively to spoken language and show understanding by joining in and responding. speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing	In Class (Intermediate language unit) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing	Habitat Or Goldilocks (Intermediate language unit) speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing
PSHE	Keeping/staying safe – Cycle safety Keeping/staying healthy – Healthy living	Growing and changing – discrete touch Y3 discrete appropriate TouchY4 Being responsible – Coming home on time	Feelings and emotions – Jealousy	Computer safety – Online Bullying	The working world – Chores at home	First Aid ⁷ – Asthma and Anaphylactic shock (Y4 discrete) A World without Judgement Introduction to Breaking Down Barriers (Y3) Breaking Down Barriers (Y4)
PE	<u>Bat & ball and Net, Wall, Striking & Fielding</u> Start playing competitive bat & ball and net, wall & striking/interactive games. Team work/individual Roles Basic rules Tennis, Cricket, Rounders, Table Tennis, Volley Ball	<u>Games-Invasion</u> Invasion games applying attacking and defending principles. Team work/individual Roles Basic Rules Football, Rugby, Netball, Basketball, Hockey,	<u>Gymnastics & Health, Exercise & Fitness</u> Mastering movement patterns, jumping, rolls, balances, flexibility and strength. Agility, co-ordination and balance Repeat short sequences. <u>Dance</u> ♣ perform dances using a range of movement patterns To perform dances using movement patterns. Fluently perform a routine with sequences and controlled techniques Compare performances (strengths & weaknesses-How to improve) Essentially Dance – Ballroom and Latin	Strike and Field Cricket <u>Bat & ball and Net, Wall, Striking & Fielding</u> Start playing competitive bat & ball and net, wall & striking/interactive games. Team work/individual Roles Basic rules Tennis, Cricket, Rounders, Table Tennis, Volley Ball	<u>Athletics and O&A</u> Demonstrate, run, jump & throwing in simple challenges. Difference from sprinting/endurance runs. How performance could be improved Outdoor challenges individual and as a team. Working on co-ordination and self-discovery.	<u>Athletics and O&A</u> Demonstrate, run, jump & throwing in simple challenges. Difference from sprinting/endurance runs. How performance could be improved Outdoor challenges individual and as a team. Working on co-ordination and self-discovery.
Visit/Living museum					Yorkshire Wildlife Centre	