

	Ongoing/Fluency	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations/Special days/ Themed weeks		Harvest Festival Halloween Inter faith world peace week 13 th – 19 th Oct	Divali 27 th Oct – Hindu Remembrance Day 5 th Nov - Guy Fawkes 10 th Nov Interfaith week St. Andrew's Day 30 th Nov Christmas	Chinese New Year – 25th Jan St. Valentines day – 14th Feb	Science Week (March) Shrove Tuesday 25th Feb St. David's Day – 1st March Purim – 9th March St. Patricks Day – 17th March Mother's Day 31 st March Easter	St. George's Day 23 rd April Ramadam – 23 rd April – 23 rd May	Eid ul Fitr 5 th June Father's day – 21 st June
Visits/Visitors		Whole School Panto			Centre for life – Science week		
Class Texts		<u>Mr. Majeika</u> Humphrey Carpenter	<u>Stone Age Boy</u> Satoshi Kitamura	<u>Theseus and the Minotaur</u>	<u>The Iron Man</u> Ted Hughes	<u>The Butterfly Lion</u> Michael Morpurgo	<u>The Lion, the witch and the Wardrobe</u> C.S. Lewis
English	<u>Scheme - T4W– Pie Corbett</u>	<u>Narrative</u> Stories with a familiar setting (4 weeks) <u>Poetry</u> Poems to perform (2 week)	<u>Non-Fiction</u> Non-Chronological report (2 weeks) <u>Poetry</u> Shape poetry and Calligraphy (2 weeks)	<u>Narrative</u> - Myths and legends (4 weeks) <u>Non-Fiction</u> Information Texts	<u>Narrative</u> Authors and Letters (3 weeks) <u>Poetry</u> Language play (2 weeks)	<u>Narrative</u> Dialogue and Plays (4 weeks) <u>Non – Fiction</u> Instructions (3 weeks)	<u>Narrative</u> Adventure and Mystery (4 weeks) <u>Non-Fiction</u> Report (2 weeks)
Maths	<u>Scheme - White Rose</u>	Place Value Addition and Subtraction Multiplication		Multiplication Money Statistics Length and perimeter Fractions		Fractions Time Properties of shape Mass and capacity	
Science	Asking relevant questions and using different types of scientific enquiries to answer them	Biology Animals including humans	Chemistry Rocks Compare and	Physics Light Dark is the absence	Physics Forces and Magnets Compare how things	Biology Plants Function of parts of	Biology Animals including humans

	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Identify that animals inc humans, need the right types of nutrition and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>group together different kinds of rocks</p> <p>Describe in simple terms how fossils are formed and know soil is made from rocks & organic matter</p>	<p>of light</p> <p>Reflection from surfaces</p> <p>Shadows</p>	<p>move on different surfaces</p> <p>How magnets attract / repel</p>	<p>different parts of flowering plants: roots stem/trunk, leaves & flowers</p> <p>Investigate how water is transported in plants.</p> <p>Life cycle of flowering plant.</p>	<p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>
Geography	<p>As KS1 1 + Name and locate on map countries of Europe, North and South America and their major cities Name and locate counties in the UK on a map Know 8 compass points (Y3 / 4)</p> <p>Use 8 compass points</p> <p>Impact of humans on</p>	<p>Coastal changes over time (Marsden Rock) Key topographical features (including hills, rivers, mountains and coasts) and land-use patterns and understand how some of these aspects have changed overtime.</p>		<p>Place Knowledge – Region of America</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and North America Human geography including: types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water</p>		<p>From farm to fork Human geography including: types of settlement and land use, economic activity, including trade links and the distribution of natural resources including food, minerals and water</p>	

	the environment/ looking after the environment						
History	<p>Pupils will learn about chronological order and develop an understanding of British, local and world history.</p> <ul style="list-style-type: none"> • Pupils will note connections, contrasts and trends over time. • Pupils will begin to understand what causes change and devise their own questions to study. • Pupils will understand that our knowledge of the past comes from a range of sources and that different versions of the past may exist. 	<p><u>Stone Age</u> <u>2.5 million years ago – 9600 BC</u> Look at changes in Britain from the Stone Age to the Iron Age. Develop chronologically secure knowledge and understanding of British and local history. Evidence of stone age settlements</p>		<p><u>The Ancient Greeks</u> The legacy of Greek (art, architecture or literature) on later periods in British history, including the present day. When did the Greek exist? What was Greek culture like? Greek Mythology The Olympics</p>		<p><u>Events post 1066 – Transport</u> Contrast the eras before transport with the era of the Railway. Time before transport – Early Transport North East Railways Current Transport (link to road safety) George Stephenson</p>	
Art	Pupils should develop greater control and accuracy in their artwork. Pupils should use a range of materials with creativity, experimentation and increasing awareness of different art, styles and artists. Pupils should use sketch book work to record observations, review work and revisit ideas.	<p><u>Pencil Skills</u>: drawing accurately, shading flat tones (no scribble). Adding shadows to create realism. Making art interact - Link to the work of Cesar Del Valle and JB Hillberry</p>	<p><u>Printing</u> – build up layers of card to create a printing block. Use this technique to create cave painting style pictures</p>	<p><u>Painting</u> – Tones and Tints Responses to Vincent Van Gogh</p>	<p><u>Textiles</u> – Tye Dye and dip dye T shirt designs.</p>	<p><u>Collage</u> – Response to the work of a famous artist – Paul Klee and Henri Matisse</p>	<p><u>Papier Mache</u> Make a bowl and paint in the style of Georgia O’ Keefe</p>
Design Technology	<p>I prove that my design meets some criteria I follow a step by step plan choosing the right materials and equipment I design a product and make it look attractive</p>	<p>Design, make and evaluate a bookmark (textiles) Sewing Weaving Finger Knitting Stone/Forest school shelter linked to class text</p>		<p>Design, make and evaluate a product that uses properties of light – Periscope/ Kaleidoscope Technical knowledge: Understand that light travels in straight lines Design and make a wearable Greek Sandal (textiles)</p>		<p>Design and make a vehicle Understand the principles of axles and wheel movement. Explore designs and test for quality/ movement and evaluate aesthetics of design. Cookery</p>	

	I choose a material for both its suitability and appearance. I select the most appropriate tools and techniques for a given task I make a product which uses both electrical and mechanical components I work accurately to measure, make cuts and make holes I describe how food ingredients come together		Looking for materials that are suitable and have correct appearance.	Healthy eating			
Computing	<u>E Safety</u> <u>Computer Science</u> <u>Digital Literacy</u> <u>Information Technology</u>	Manipulating text and graphics = Altering font sizes and font to help improve meaning (word) Purple mash – word processing for topic To locate and store and retrieve images. Editing images using a paint package – Purple Mash Topic related research, with key questions/key word searches. E safety around responsible searching, including images. Technology in everyday lives/industry School website.	Code.org course 2 lessons 1 to 10. Code.org hour of code activities. Purple Mash - 2 code Chimp Level coding. I pads - Hopscotch programming Scratch Kids Lite– tutorials are a good introduction to programming using scratch. Kodable Kids n code Hardware – Programming OZOBOTS Topic related research, with key questions/key word searches. Understand how google results are ranked. E safety around responsible searching, including images. Technology in everyday lives/industry School website.	Microsoft office – Word used to create a newspaper report with inserted image and varied text formatting. E-Mail- Purple mash I pads -Toco –for class communication. Book creator – add images, video & sound. Inkle Writer Comic Life Animation – Zu3D I pads Topic related research, with key questions/key word searches. Understand how google results are ranked. E safety around responsible searching, including images. Technology in everyday lives/industry School website.			
		Termly + Safer Internet Day Discuss how the internet can be used to communicate online- online games and social networking. Discuss with children ‘netiquette’ for on line use, including text. Explain and give examples of online dangers or cyberbullying and the consequences of this, such as, depression, anxiety, sadness and loneliness. Teach the importance of being a responsible digital person, include implications of text and picture sending. South West Grid for Learning (swgfl) digital literacy units of work with related resources for each year group.					
Physical Education	Pupils should: • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply the basic principles	<u>Multi skills</u> (football focus) Play competitive games and apply basic principles suitable for attacking and defending	<u>Dance</u> Perform dances using a range of movement patterns	<u>Gymnastics</u> Develop flexibility, strength, technique, control and balance <u>Netball</u>	<u>Dodgeball</u> Play competitive games and apply basic principles suitable for attacking and defending <u>Tennis</u>	Cricket 2,4,6 Play competitive games and apply basic principles suitable for attacking and defending	Athletics Swimming <i>School Games Quad Kids Athletics 500 games</i>

	<p>suitable for attacking and defending.</p> <ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance.• Perform dances using a range of movement patterns.• Take part in outdoor and adventurous activity challenges both individually and within a team.• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Outdoor and Adventure</u> Take part in outdoor and adventurous activity challenges both individually and within a team	<u>Games (fun for everyone)</u> – ball skills focus) Play competitive games and apply basic principles suitable for attacking and defending KS2 School Games Parallel challenge	Play competitive games and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance See final term School Games Quicksticks tournament Primary City Cross Country School Games KS2 Boccia School Games – Rugby	Hockey Play competitive games and apply basic principles suitable for attacking and defending School Games Key Step Gymnastics	<i>As swimming has been cancelled due to COVID Tennis will be played here.</i>	
Religious Education		<u>Expressions of Identity – Unit 1</u>	<u>Meanings within Christmas and Diwali Unit 2</u>	<u>The Content and Significance of the Bible - Unit 3</u>	<u>Meanings within Easter Unit 2b</u>	<u>The Person of Jesus – Unit 4</u>		
PSHE Association scheme of work & Programme builders 2020 <i>It complies with RSE guidance.</i>	Following scheme closely written by JA	<u>Health and Well being</u>		<u>Relationships</u>			<u>Living in the wider world</u>	
		<u>Healthy Lifestyles</u>	<u>Growing and Changing</u>	<u>Keeping Safe</u>	<u>Feelings and Emotions</u>	<u>Healthy Relationships</u>	<u>Valuing Difference</u>	<u>Rights and Responsibilities</u>
Music	Recorders – BAGFEDC Singing – Hymn Practice Scheme - Charanga – A unit overview is available for each ½ term.	<u>Let our Spirit Fly</u> Unit Overview – Listen and appraise, Musical activities Perform the song.	<u>Glockenspiel stage 1</u> Unit Overview – Exploring and developing playing skills based around the glockenspiel and recorder.	<u>Three Little Birds</u> Unit Overview – Listen and appraise, Musical activities Perform the song.	<u>The Dragon Song</u> Unit Overview – Listen and appraise, Musical activities Perform the song.	<u>Bringing us together</u> Unit Overview – Listen and appraise, Musical activities Perform the song.	<u>Reflect, Rewind and Replay.</u> Unit Overview – Listen and Appraise a different piece of music each week/step Musical Activities Share and Perform	



Spanish		Learn through rhyme and song simple vocabulary – <i>Numbers 1 – 10</i> <i>Age</i> <i>Some nouns</i> <i>Songs</i> <i>Tongue Twisters</i> <i>(Whole Term)</i>	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 words <i>Animals</i> <i>Colours</i> <i>Verbs – “es” and “son”</i> <i>(Whole term)</i>	Listen attentively to spoken language and show understanding by joining in and responding	appreciate stories, songs, poems and rhymes in the language <i>Retell a familiar story</i> <i>(Whole term.)</i>	listen attentively to spoken language and show understanding by joining in and responding
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