



Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits		Walk to park	Wat Tyler trip Carol Concert	Greek Day British Museum virtual visit Traffic Survey	Spring Production	Portals to the Past workshop	Peter Rabbit trail trip
Texts studied		Matilda by Roald Dahl	The Firework Maker's Daughter by Philip Pullman Polar Express by C Van Allsburg	Who Let the Gods Out by Maz Evans		Tamarind and the Star of Ishta by Jasbinder Bilan	The Accidental Prime Minister by Tom McLaughlin
Text types taught in writing	Wk 1	4 days Instructions Sandwiches	4 days Explanation Fireworks	2 days Non-chronological report Own Greek god	Defeating the monster story Myths and legends	Persuasion Brochure to travel to India	Newspaper report Recount of event
	Wk 2	Instructions Sandwiches	Explanation Fireworks	Non-chronological report Own Greek god	Defeating the monster story Myths and legends	Persuasion Brochure to travel to India	Newspaper report Recount of event
	Wk 3	Triumphing story Matilda	Explanation Fireworks	Non-chronological report Own Greek god	Defeating the monster story Myths and legends	Persuasion Brochure to travel to India	Newspaper report Recount of event
	Wk 4	Triumphing story Matilda	Portal story Polar express	Non-chronological report Own Greek god	Cinquain poems Based on Greek gods	4 days Buddy story	Newspaper report Recount of event
	Wk 5	Triumphing story Matilda	Portal story Polar express	Author study Based on year 2 or 3 books (research week)	4 days Cinquain poems Based on Greek gods	Buddy story	Formal letter To the Prime Minister about an issue they are concerned about
	Wk 6	Poetry Halloween theme	Portal story Polar express	Author study Based on year 2 or 3 books (writing week)		2 days Buddy story	Formal letter To the Prime Minister about an issue they are concerned about
	Wk 7	Poetry Halloween theme	Portal story Polar express	Author study Based on year 2 or 3 books (writing week)			Formal letter To the Prime Minister about an issue they are concerned about
	Wk 8		3 days				2 days
Spellings	Wk 1	4 days	4 days Spell words with the suffix -ly Year 3 unit	2 days	Endings which sound like fən spelt -tion	Words with the -cian ending Year 3 unit	Possessive apostrophes with plural words
	Wk 2	Homophones and near homophones	Prefixes dis- and mis-	Words ending with the /g/ sould spelt -gue and the /k/ sound spelt -que	Suffix -ous	Prefixes sub-, anti- and auto-	Possessive apostrophes with plural words
	Wk 3	Homophones and near homophones	Prefixes il- words	Endings which sound like fən spelt -ssion	Suffix -ous	Statutory words	Statutory words
	Wk 4	Words with the /sc/ sound spelt sc	Adding suffix -ation	Statutory words	Statutory words	4 days Prefix inter-	Consolidation and assessment
	Wk 5	Statutory Words	Statutory words	Words with the /k/ sound spelt ch	4 days Homophones and near homophones	Spell words where the sh sound is spelt ch Year 3 unit	Consolidation and assessment
	Wk 6	Endings which sound like fən spelt -sion	Adding suffixes beginning with vowel letters to words of more than one syllable	Spell words with the -cian ending Year 3 unit		2 days	Consolidation and assessment
	Wk 7	Consolidation	Spell words with the -sure ending Year 3 unit	Consolidation			Consolidation and assessment
	Wk 8		3 days Consolidation				2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught	<p>Planning <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</p> <p>Composing Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Use stanzas to structure content in poems Experiment with layout when writing poems</p> <p>Grammar Fully understand the difference between plural and possessive s Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)</p> <p>Evaluating Read aloud their own work using a range of strategies (intonation, volume, tone etc) to make the meaning clear</p> <p>Punctuation Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2) Use apostrophes to show plural possession e.g. The boys' house (contributes to EXS KS2 and GD KS2)</p>	<p>Planning <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u></p> <p>Composing Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)</p> <p>Grammar Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was Use a wider range of conjunctions to extend sentences including when, if, because, although Recognise and know the purpose of determiners</p> <p>Punctuation Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)</p>	<p>Composing Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Write in the style of an author or poet who has been studied</p> <p>Grammar Recognise adverbial phrases and clauses <u>Use fronted adverbials</u></p> <p>Punctuation Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2)</p>	<p>Planning <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</p> <p>Composing Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use stanzas to structure content in poems Experiment with layout when writing poems</p> <p>Grammar Know what a complex sentence is <u>Write and use complex sentences</u> Use adverbs to express frequency e.g. often and manner e.g. loudly Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's</p> <p>Evaluating Read aloud their own work using a range of strategies (intonation, volume, tone etc) to make the meaning clear</p> <p>Punctuation Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)</p>	<p>Planning <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u></p> <p>Composing Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)</p> <p>Grammar Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (contributes to EXS KS2) Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)</p>	<p>Composing Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)</p> <p>Grammar Know what a subordinate clause is</p> <p>Punctuation Use commas for marking subordinate clauses (contributes to EXS KS2 and GD KS2)</p>
	<p>Objectives covered throughout the year</p> <p>Planning Collect ideas for writing from the world around them <u>Generate ideas for their writing, by combining observations, reading and imagination</u> Plan their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied</p> <p>Composing Write their own texts for a specific (often real) audience and a clear purpose based on the structures, grammar and vocabulary of texts that they have studied <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> Make the form of writing consistently clear, relevant and organised Create writing which is organised, imaginative and clear Communicate feelings, emotions and opinions Use exciting and interesting vocabulary appropriate to the text type <u>Use paragraphs to organise (WTS KS2)</u> <u>Link ideas within a paragraph or section</u></p>			<p>Grammar Use correct grammatical terminology when discussing their writing Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's</p> <p>Punctuation Use correct grammatical terminology when discussing their writing</p> <p>Spelling Use a dictionary to check words Use etymology to aid spelling</p> <p>Evaluating Proof-read their work for spelling, grammar and punctuation errors <u>Change vocabulary and grammar for consistency and impact</u> <u>Edit their work effectively and make improvements based on this</u> Evaluate the work of others and suggest improvements</p>		



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	<p>Becoming a Reader Know and recognise some forms of poetry</p> <p>Word Reading Continue to use phonic knowledge and skills with unfamiliar words</p> <p>Fluency Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action</p> <p>Comprehension – Clarifying and Retrieving <u>Extract information from a text when information is hidden within a longer paragraph</u></p> <p>Comprehension – Understanding Purpose and Viewpoint Recognise the viewpoint of the author</p> <p>Comprehension – Understanding Writers' Use of Language Select and explain favourite vocabulary choices</p> <p>Becoming a Researcher Appraise the usefulness of a text for a task</p>	<p>Word Reading Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Comprehension – Imagining Empathise with characters and their situations</p> <p>Comprehension – Clarifying and Retrieving Check that the text makes sense to them and discuss their understanding</p>	<p>Becoming a Reader Retell myths and legends focusing on the themes</p> <p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Comprehension – Vocabulary Knowledge Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)</p> <p>Comprehension – Linking Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc</p> <p>Comprehension – Inferring <u>Use textual details and examples to support inferences and explanations about a text's meaning</u> Make inferences from evidence found throughout a paragraph</p> <p>Comprehension – Understanding Purpose and Viewpoint Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text</p> <p>Comprehension – Understanding Text Organisation Identify how the layout in book and screen-based texts aids the reader</p>	<p>Fluency Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action</p> <p>Comprehension – Asking Questions Ask questions to improve their understanding of a text</p> <p>Comprehension – Clarifying and Retrieving Use a knowledge of text type and structure to extract information</p> <p>Comprehension – Understanding Purpose and Viewpoint Distinguish between fact and opinion when discussing viewpoint</p>	<p>Fluency <u>Read Year 4 texts fluently</u></p> <p>Comprehension – Vocabulary Knowledge Understand that words can have varied meanings depending on the context</p> <p>Comprehension – Inferring Use precise language to encapsulate an inference made</p> <p>Comprehension – Summarising <u>Summarise a text using the key points</u></p>	<p>Becoming a Reader <u>Independently read for a range of purposes</u></p> <p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words</p> <p>Fluency <u>Read Year 4 texts fluently</u></p> <p>Comprehension – Asking Questions Ask questions about character and motivation, vocabulary and plot</p> <p>Comprehension – Clarifying and Retrieving Apply previous retrieving objectives to year 4 texts</p> <p>Comprehension – Understanding Text Organisation Identify instances where structure and layout contribute to meaning</p> <p>Comprehension – Understanding Writers' Use of Language <u>Select and discuss effective words, phrases and sentences e.g. figurative language</u></p> <p>Becoming a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information</p>
	<p>Objectives taught throughout the year</p> <p>Becoming a Reader Develop a love of books and reading Value and enjoy reading in their spare time Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Identify and remember common structural and language conventions in different text types</p> <p>Comprehension – Predicting Predict what may happen and explain using stated and implied detail from the text</p> <p>Comprehension – Understanding Writers' Use of Language Engage in a discussion on an author's use of language</p> <p>Comprehension - Responding to Texts <u>Answer questions giving evidence from the text in their response</u></p> <p>Becoming a Researcher Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>					



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Handwriting	<p>Before teaching new letter, ensure that: Children have warmed up their hands Are sitting correctly Are holding the pencil correctly <u>Write consistently with neat, legible and joined handwriting</u> Practising joining from the letter e <i>ea</i> Practising joining to and from the letter s <i>ask</i> Practising writing letters at the correct size and height <i>rie</i> Practising writing double letters <i>tt</i></p>	<p>Practising consistency in spacing <i>sce</i> Practising using a diagonal join <i>un</i> Practising the horizontal join <i>re</i> More practice joining to the letter y <i>ly</i> Practising the size and height of letters <i>ous</i></p>	<p>Practising joining to and from the letter w <i>owf</i> Practising joining from the letter m <i>mb</i> Practising joining to the letter a from the letter w <i>wa</i></p>	<p>Practising using a diagonal joining line <i>hi</i> Practising joining from the letter i <i>ig</i> Practising the diagonal join to ascenders <i>al</i></p>	<p>Practising joining to and from the letter f <i>ff</i> Practising joining to and from the letter e <i>rec</i> Practising punctuation <i>s'</i> Practising consistency in forming and joining letters <i>ar</i></p>	<p>Practising printing to make captions Practising joining to and from the letter v <i>ive</i> Practising break letters Practising drafting and editing Practising speedwriting Practising printing to make a poster</p>



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White Rose units taught	Wk 1	4 days Place value	4 days Addition and subtraction	2 days Multiplication and division	Fractions	Decimals	Time
	Wk 2	Place value	Addition and subtraction	Multiplication and division	Fractions	Decimals	Time
	Wk 3	Place value	Area	Multiplication and division	Fractions	Decimals	Shape
	Wk 4	Place value	Multiplication and division	Multiplication and division	Decimals	4 days Money	Shape
	Wk 5	Place value	Multiplication and division	Length and perimeter	4 days Decimals	Money	Statistics
	Wk 6	Addition and subtraction	Multiplication and division	Length and perimeter		2 days Money	Position and direction
	Wk 7	Addition and subtraction	Multiplication and division	Fractions			Position and direction
	Wk 8		3 days Consolidation				2 days Consolidation
Mental maths skills taught	Wk 1	4 days Counting backwards through zero	4 days Count in hundredths	2 days	5x table multiplication and division	7x table multiplication and division	All times tables recap
	Wk 2	Finding 1000 more or less than a given number	Counting in decimals forwards and backwards (one decimal place)	9x table multiplication and division	2x, 4x and 8x table multiplication and division	11x table multiplication and division	All times tables recap
	Wk 3	Counting in 100s	10x and 5x table multiplication and division	7x table multiplication and division	2x, 4x and 8x table multiplication and division	12x table multiplication and division	All times tables recap
	Wk 4	Counting in 25s	2x and 4x table multiplication and division	7x table multiplication and division	3x, 6x and 9x table multiplication and division	4 days All times tables recap	All times tables recap
	Wk 5	Counting in 6	8x table multiplication and division	11x table multiplication and division	4 days 3x, 6x and 9x table multiplication and division	All times tables recap	All times tables recap
	Wk 6	Counting in 9	3x table multiplication and division	12x table multiplication and division		2 days All times tables recap	All times tables recap
	Wk 7	Counting in 7	6x table multiplication and division	Recap all times tables			All times tables recap
	Wk 8		3 days				2 days All times tables recap



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Science units and skills <i>Unit skills</i> 'Thinking Scientifically' objectives	Maple – Autumn 1 Beech & Ash – Autumn 2 Sound <i>Identify how sounds are made, associating some of them with something vibrating.</i> <i>Recognise that vibrations from sounds travel through a medium to the ear.</i> <i>Find patterns between the pitch of a sound and features of the object that produced it.</i> <i>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</i> <i>Recognise that sounds get fainter as the distance from the sound source increases</i> Using results make predictions for the next set of results. Use scientific vocabulary from the experiment when doing so. Set up simple own practical enquiries, comparative (less control over variable) and fair tests. Make careful and systematic observations using a range of equipment. Use these observations to identify and differences, similarities or changes related to simple scientific ideas and processes, i.e naturally occurring patterns and relationships. Record using standard units of measurements. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.	Maple – Autumn 2 Beech & Ash – Autumn 1 TAPS Assessment – Dunking Biscuits (Beech/Ash- Aut 1, Maple- Aut 2) Ask questions and use different types of scientific enquiries and evidence (secondary sources) to answer them and support their findings. Suggest what observations to make, how long to make them for and what equipment to use to make the observations. Make decisions about how to record data using notes, tables drawings, labelled diagrams, keys, bar charts, and tables. Use the results to draw simple conclusions report this in a variety of ways, using a detailed written or oral explanation. Set up simple own practical enquiries, comparative (less control over variable) and fair tests.	States of Matter <i>Compare and group materials together, according to whether they are solids, liquids or gases.</i> <i>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).</i> <i>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i> Using data collected, suggest new questions to ask. Using results make predictions for the next set of results. Use scientific vocabulary from the experiment when doing so. Through observations, identify differences, similarities and changes. Make decisions about how to record data using notes, tables drawings, labelled diagrams, keys, bar charts, and tables.	Electricity <i>Identify common appliances that run on electricity.</i> <i>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</i> <i>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</i> <i>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i> Using data collected, suggest new questions to ask. Set up simple own practical enquiries, comparative (less control over variable) and fair tests. Through observations, identify differences, similarities and changes. Make decisions about how to record data using notes, tables drawings, labelled diagrams, keys, bar charts, and tables. Make decisions about how to analyse the data. Suggest improvements and raise further questions. Recognise some common conductors and insulators, and associate metals with being good conductors.	Animals, Including Humans <i>Describe the simple functions of the basic parts of the digestive system in humans and how diet and exercise and can affect this.</i> <i>Identify the different types of teeth in humans and their simple functions.</i> <i>Construct and interpret a variety of food chains, identifying producers, predators and prey.</i> Ask questions and use different types of scientific enquiries and evidence (secondary sources) to answer them and support their findings. Suggest what observations to make, how long to make them for and what equipment to use to make the observations. Use the results to draw simple conclusions report this in a variety of ways, using a detailed written or oral explanation.	Living Things and Their Habitats <i>Identify and sort animals into: mammal, an amphibian, an insect and a bird.</i> <i>Use classification keys to sort the above.</i> <i>Be able to explain how animals adapt to suit their environment and habitat.</i> <i>Recognise that environments can change and that this can sometimes pose dangers to living things</i> Ask questions and use different types of scientific enquiries and evidence (secondary sources) to answer them and support their findings. Suggest what observations to make, how long to make them for and what equipment to use to make the observations. Make decisions about how to record data using notes, tables drawings, labelled diagrams, keys, bar charts, and tables. Use the results to draw simple conclusions report this in a variety of ways, using a detailed written or oral explanation.



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PE units and skills	Ash	Swimming I can swim competently, confidently and proficiently over a distance of at least 2.5 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	OAA I can accurately follow and give instructions I can confidently communicate ideas and listen to others I can identify key symbols on a map and use a key to help navigate around a grid I can plan and apply strategies to solve problems I can reflect on when and why I was successful at solving challenges I can work collaboratively and effectively with a partner and a small group Tag Rugby I can delay an opponent and help prevent the other team from scoring I can explain what happens to my body when I exercise and how this helps to make me healthy I can help my team keep possession and score tries when I play in attack I can pass and receive the ball with increasing control I can provide feedback using key terminology and understand what I need to do to improve I can use simple tactics to help my team score or gain possession I share ideas and work with others to manage our game I understand the rules of the game and I can use them often and honestly	Gymnastics I can explain what happens to my body when I exercise and how this helps to make me healthy I can plan and perform sequences with a partner that include a change of level and shape I can provide feedback using appropriate language relating to the lesson I can safely perform balances individually and with a partner I can watch, describe and suggest possible improvements to others' performances and my own I understand how body tension can improve the control and quality of my movements Football I can delay an opponent and help to prevent the other team from scoring I can dribble, pass, receive and shoot the ball with increasing control I can move to space to help my team to keep possession and score goals I can provide feedback using key terminology and understand what I need to do to improve I can use simple tactics to help my team score or gain possession I share ideas and work with others to manage our game I understand the rules of the game and I can use them often and honestly	Yoga I can describe how yoga makes me feel and can talk about the benefits of yoga I can link poses together to create a yoga flow I can provide feedback using key terminology and understand what I need to do to improve I can transition from pose to pose in time with my breath I can work collaboratively and effectively with others I demonstrate yoga poses which show clear shapes I show increasing control and balance when moving from one pose to another Netball I can defend one on one and know when to win the ball I can explain what happens to my body when I exercise and how this helps to make me healthy I can move to space to help my team to keep possession and score goals I can pass, receive and shoot the ball with increasing control I can provide feedback using key terminology and understand what I need to do to improve I can use simple tactics to help my team score or gain possession I share ideas and work with others to manage our game I understand the rules of the game and I can use them often and honestly	Dodgeball I can catch with increasing consistency I can communicate with my teammates to apply simple tactics I can provide feedback using key terminology and understand what I need to do to improve I can return to the ready position to defend myself I can throw with some accuracy at a target I share ideas and work with others to manage our game I understand the rules of the game and I can use them often and honestly Athletics I can demonstrate the difference in sprinting and jogging techniques I can explain what happens in my body when I warm up I can identify when I was successful and what I need to do to improve I can jump for distance with balance and control I can throw with some accuracy and power to a target area I show determination to improve my personal best I support and encourage others to work to their best	Dance I can choose actions and dynamics to convey a character or idea I can copy and remember set choreography I can provide feedback using appropriate language relating to the lesson I can respond imaginatively to a range of stimuli relating to character and narrative I can use changes in timing and spacing to develop a dance I can use counts to keep in time with others and the music I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group I show respect for others when working as a group and watching others perform Rounders I am able to bowl a ball with some accuracy, and consistency I am learning the rules of the game and I am beginning to use them to play honestly and fairly I can communicate with my teammates to apply simple tactics I can explain what happens to my body when I exercise and how this helps to make me healthy I can provide feedback using key terminology and understand what I need to do to improve I can strike a bowled ball with adapted equipment (e.g. a tennis racket) I can use overarm and underarm throwing and catching skills with increasing accuracy I share ideas and work with others to manage our game
	Maple	OAA See Ash Autumn 2 Netball See Ash Spring 2	Swimming See Ash Autumn 1	Gymnastics See above Football See above	Yoga See above Tag Rugby See Ash Autumn 2	Dodgeball See above Athletics See above	Dance See above Rounders See above
	Beech	Swimming See above	OAA See above Netball See above	Gymnastics See above Football See above	Yoga See above Tag Rugby See Ash Autumn 2	Dodgeball See above Athletics See above	Dance See above Rounders See above



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History units and skills			Ancient Greeks The story of the Trojan Horse: historical fact, legend, or classical myth? <i>I can ask and answer historically valid questions</i> <i>I can comment on cause and effect</i> <i>I can start to critique other people's opinions about the past</i> <i>I can explain the different ways historians use to learn about the Ancient Greeks</i> <i>I can explain if I believe in the story of the Trojan Horse and give reasons for my answers</i> <i>I can describe some key ways in which the Ancient Greeks have influenced Western civilisation</i> Note: this unit starts with an analysis of the story of the Trojan Horse, before moving onto a broader study of the legacy of Ancient Greece	Iron Age How do artefacts help us understand the lives of people in Iron Age Britain? <i>I can spot connections, contrasts and trends over time, and also across places and cultures</i> <i>I can comment on continuity and change</i> <i>I can identify themes within and between topics</i> <i>I can describe what daily life was like in Iron Age Britain</i> <i>I can explain how life in Britain was similar and different to life in earlier periods</i> <i>I can examine artefacts and speculate about their purposes</i>	Romans in Britain How did the arrival of the Romans change Britain? <i>I can select and use sources to form my own opinions about the past</i> <i>I can start to explain the usefulness and reliability of different sources</i> <i>I know that historical 'facts' can change depending on the source, and I can explain possible reasons for this</i> <i>I can explain why the Romans wanted to conquer Britain</i> <i>I can explain why we cannot be sure about all the facts of Boudicca's rebellion</i> <i>I can describe how life in Britain changed when the Romans were in charge</i> Note: this unit starts with a study of Boudicca's rebellion and analysis of different sources, before moving onto a comparison of life in pre-Roman and Roman Britain	
Geography units, skills and knowledge	Rainforests <i>I can use the contents and index of an atlas</i> <i>I can ask and answer geographically valid questions</i> <i>I can locate the world's rainforests on a map</i> <i>I can describe the different layers of a rainforest</i> <i>I can explain the impact of deforestation</i> <i>I can explain the importance of rainforests</i>	Rivers <i>I can use oblique and aerial views</i> <i>I can use a scale to reasonably estimate distances</i> <i>I can accurately measure distances on digital maps</i> <i>I can describe the key features and stages of a river</i> <i>I can describe how human activity affects rivers</i> <i>I can locate, and describe the key features of, the world's longest rivers</i>				South America – The Amazon <i>I can use complex keys to build my knowledge</i> <i>I can use digital maps for a purpose</i> <i>I can recognise that geographical 'facts' can vary by source and suggest reasons for this</i> <i>I can locate the physical features of South America</i> <i>I can find out if the Amazon River is the world's longest</i> <i>I can describe the key characteristics of the Amazon Basin</i>
Geography Fieldwork activities	Identifying trees, leaves and plants from local park walk Link the different leaves to that of the rainforest <i>I can ask and answer geographically valid questions</i>	Wat Tyler trip River study	Local walk and survey Is traffic a problem in our area? <i>I can start to explain my ideas, using a thematic map for reference</i> <i>I can make qualitative and quantitative notes in observations</i>		Weather data analysis Which would be the best week in June to go away? <i>I can evaluate my own observations and compare them with others</i> <i>I can start to record continuous data</i>	Local area map Compare to the Amazon <i>I understand contour lines</i> <i>I can start to use six-figure grid references</i>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design units and skills		Print Making <i>I can demonstrate experience at impressed printing</i> <i>I can combine techniques to explore both mono-printing and relief printing</i> <i>I can demonstrate experience in fabric printing</i> <i>I can expand my experience of 3-colour printing</i> <i>I can explain my planned artwork in detail, and in writing, making reference to technique and materials</i> <i>I show a desire to redraft my work after feedback</i>	Drawing <i>Using the different grades of pencils, I can create a range of tone using a variety of drawing techniques</i> <i>I can experiment with different grades of pencil and other implements to achieve variations in tone</i> <i>I use shading, line direction, mixing, pattern, etc. to change the value, intensity and texture</i> <i>My drawings show scale</i> <i>My drawings show perspective</i> <i>I can start to think critically by suggesting improvements to other people's work</i>		Painting <i>I can use watercolour paint to produce washes for backgrounds and then add detail</i> <i>I can mix colours effectively for a purpose and justify my choices</i> <i>I can describe how artists have used colour in their work</i> <i>I can use light and dark within painting and show an understanding of complimentary colours</i> <i>I can ask and answer artistically valid questions</i> <i>I can link artistic themes and conventions to historical and geographical context and cultural sources, and suggest reasons</i>	
Design and Technology units and skills	Structures: Pavilions <i>I can start suggesting improvements to others' designs</i> <i>I can use research to justify the appeal of my product and the innovativeness of my design</i> <i>I can draw a plan or sketch from a description</i> <i>I can create clear projections of common 3D shapes</i> <i>I can show a desire to alter and/or restart my designs</i> <i>To understand what a frame structure is</i>			Electrical Systems: torches <i>I can explain my plans for design or cooking in some detail and, in writing, make reference to techniques, materials, or ingredients</i> <i>I can draw simple diagrams without much guidance</i> <i>I can request materials or ingredients that have not been supplied</i> <i>I know the features of a torch: case, contacts, batteries, switch, reflector, lamp, and lens</i> <i>I know that a switch can be used to complete and break an electrical circuit</i> <i>I know that an electrical circuit must be complete for electricity to flow</i>		Mechanical Systems: Making a Slingshot Car <i>I can verbalise others' opinions politely and consider following their advice</i> <i>I can make and discuss cross-sectional and exploded diagrams</i> <i>I can make reasonable estimations of length and distance; start to estimate mass, capacity and angles</i> <i>To understand that kinetic energy is the energy that something (object/person) has by being in motion</i> <i>I know that air resistance is the level of drag on an object as it is forced through the air</i> <i>To understand that the shape of a moving object will affect how it moves due to air resistance</i>



Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing units taught	Wk 1	4 days	4 days	2 days	4.4 Writing for Different Audiences	4.5 Logo	4.6 Animation
	Wk 2	4.2 Online Safety	4.1 Coding	4.9 Making Music	4.4 Writing for Different Audiences	4.5 Logo	4.6 Animation
	Wk 3	4.2 Online Safety	4.1 Coding	4.9 Making Music	4.4 Writing for Different Audiences	4.5 Logo	4.6 Animation
	Wk 4	4.2 Online Safety	4.1 Coding	4.9 Making Music	4.4 Writing for Different Audiences	4 days 4.5 Logo	4.6 Animation
	Wk 5	4.7 Effective Searching	4.1 Coding		4 days 4.4 Writing for Different Audiences	4.5 Logo	4.8 Hardware Investigators
	Wk 6	4.7 Effective Searching	4.1 Coding	E-Safety Day 2024		2 days	4.8 Hardware Investigators
	Wk 7	4.7 Effective Searching	4.1 Coding			4.8 Hardware Investigators	
	Wk 8		3 days			2 days	
PSHE units and skills	Caring and Responsibility Children understand their rights and responsibilities in wider society Children understand how the UN Convention of Rights of the Child affects them			Healthy and Happy Friendships Children know how solve friendship difficulties Children know how to act if someone invades their privacy or personal boundaries		Similarities and Differences Children understand the issues around identity and diversity Children can see issues from different perspectives Children know not to make judgements based on appearance	
	Money and Work Children know how people make different spending decisions based on their budget, values and needs Children know how to keep track of money and why it is important to know how much is being spent			Healthy Bodies, Healthy Minds Children know about different influences on their health and well-being, including family, friends and the media Children know how different influences can affect their personal health choices		Families and Committed Relationships Children know about the range of relationships that they experience in their everyday lives Children can understand the differences between the different types of relationships they encounter	
				Money and Work Children know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them Children can explain how people spend money can have positive or negative effects on others e.g charities, single use plastics		Coping with Change Children know how human bodies change during puberty Children understand the process of menstruation Children understand that hygiene needs change as they get older	



Term	Autumn	Spring	Spring
MFL units and skills 12 hours per year Language Angels units	Phonics 1 and 2 Weather Repeat and recognise the vocabulary for weather in Spanish Ask and say what the weather is like today Create a Spanish weather map Describe the weather in different regions of Spain using a weather map with symbols Clothes Repeat and recognise the vocabulary for a variety of clothes in Spanish Use the appropriate genders and articles for these clothes Use the verb LLEVAR in Spanish with increasing confidence Say what they wear in different weather/situations Describe clothes in terms of their colour and apply adjectival agreement Use the possessives with increased accuracy		
	Religion: Judaism Unit Name: Beliefs and Practices Key Enquiry: How special is the relationship Jews have with God? Theology Children can say where religious beliefs come from Children can say how events in history have shaped religious beliefs Philosophy Children learn about the perspectives of Jewish people on moral issues Children can say how people respond to poverty and justice issues and how their religion and beliefs may affect this Human / Social Science Children can say what we can learn from different members of Judaism Children can say how members of Judaism express their religious beliefs in modern Britain Children can say how people express commitment to a religion or worldview in different ways Children can say how being a Jewish person makes a difference to someone's daily life	Religion: Islam Unit Name: The prophet Muhammed Key Enquiry: How important is the prophet Muhammed to Muslims? Theology Children can say where religious beliefs come from Children can say how events in history have shaped religious beliefs Philosophy Children can say how people make moral decisions Children consider about how actions have consequences Children learn about the perspectives of Muslims on moral issues	Religion: Buddhism Unit Name: The 8-fold path Key Enquiry: Can the Buddha's teachings make the world a better place? Philosophy Children can say how people make moral decisions Children can say what type of world they would like to live in Children consider the Buddhist perspective on moral issues Human / Social Sciences Children can say what we can learn from different members of Buddhism Children can say how members of Buddhism express their religious beliefs in modern Britain Children can say how people express commitment to a religion or worldview in different ways Children can say how being a Buddhist makes a difference to someone's daily life
RE units and skills	Religion: Buddhism Unit Name: Buddha's Teachings Key Enquiry: Is it possible for everyone to be happy? Theology Children can say where religious beliefs come from Children can say how events in history have shaped religious beliefs Philosophy Children can say how people make moral decisions Human / Social Science Children can say what we can learn from different members of Buddhism Children can say how members of Buddhism express their religious beliefs in modern Britain Children can say how people express commitment to a religion or worldview in different ways Children can say how being a Buddhist makes a difference to someone's daily life	Religion: Christianity Unit Name: Easter – Salvation Key Enquiry: Is forgiveness always possible for Christians? Theology Children can say where religious beliefs come from Children can say how events in history have shaped religious beliefs Children can say what Christians believe about God Philosophy Children can say how people make moral decisions Children can say what type of world they would like to live in Children consider how actions have consequences Children consider the Christian perspective on moral issues	Religion: Islam Unit Name: The Qur'an Key Enquiry: How does the Qur'an influence Muslims today? Theology Children can say where religious beliefs come from Children can say how events in history have shaped religious beliefs Human / Social Sciences Children can say what we can learn from different members of Islam Children can say how members of Islam express their religious beliefs in modern Britain Children can say how people express commitment to a religion or worldview in different ways Children can say how being a Muslim makes a difference to someone's daily life



Term	Autumn	Spring	Spring
Music units and skills	<p>Glockenspiel 1 and 2</p> <p><u>Understanding Music</u> In key of C major, F major G major and A minor In time signature of: 2/4, 3/4, and 4/4 Copy back melodic patterns</p> <p><u>Notation</u> Identify: stave; treble clef; time signature Identify and understand the differences between minim, crotchet, paired quavers and rests Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Explore standard notation, using semibreves, minims, dotted crotchets, quavers and semibreves, and simple combinations of: CDEFGAB</p> <p><u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major</p> <p><u>Improvising</u> Explore improvisation within a major scale Improvise over a simple chord progression</p> <p><u>Composing</u> Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt Create a melody using crotchets, minims, quavers and their rests Use a pentatonic scale: CDEFG – start and end on the note C (C major)</p> <p><u>Performing</u> Rehearse and enjoy the opportunity to share what has been learnt in the lessons Perform, with confidence, a song from memory or using notation Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback; consider how future performances might be different</p>	<p>Creating Simple Melodies</p> <p><u>Understanding Music</u> In key of C major, F major G major and A minor Find and keep a steady beat Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semibreves and their rests, by ear or from notation</p> <p><u>Listening</u> Identify the tempo as fast, slow or steady Recognise the style of music you are listening to Explain what a main theme is and identify when it is repeated Recognise the following styles and any important musical features that distinguish the style: 21st & 21st Century orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic dance music</p> <p><u>Singing</u> Rehearse and learn songs from memory and/or with notation Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture Talk about the different styles of singing used for different styles of song Talk about how the songs and their styles connect to the world</p> <p><u>Notation</u> Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Explore standard notation, using semibreves, minims, dotted crotchets, quavers and semibreves, and simple combinations of: CDEFGAB</p> <p><u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major</p> <p><u>Improvising</u> Explore improvisation within a major scale Improvise over a simple chord progression Improvise on a limited range of pitches on the instrument you are learning, making use if musical features, including smooth (legato) and detached (staccato) articulation</p> <p><u>Composing</u> Compose over a simple chord progression Compose over a groove Use simple dynamics Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values</p> <p><u>Performing</u> Play and perform melodies following staff notation, using a small range, as a whole class or in small groups Include instrumental parts/improvisatory sections/composed passages within rehearsal and performance Explain why the song was chosen, including its composer and the historical and cultural context of the song</p>	<p>Creative Tools Music Notepad</p> <p><u>Understanding Music</u> Use body percussion, instruments and voices Copy back melodic patterns using the notes: CDE; CDEGA; GAB; GABDE; FGA; ABCDEFG</p> <p><u>Listening</u> Find and demonstrate the steady beat Identify 2/2, 3/4 and 4/4 metre Recognise the sound and notes of the pentatonic scale by ear and from notation</p> <p><u>Notation</u> Explore standard notation, using semibreves, minims, dotted crotchets, quavers and semibreves, and simple combinations of: CDEFGAB; FGABbC; GABCDEF#; DEF#GABC Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers Identify: stave; treble clef; time signature Read and perform pitch notation within a range</p> <p><u>Improvising</u> Improvise over a groove Explore improvisation within a major scale using the notes: CDE; CDEGA; CDEFG; DEF#AB; DEFGA</p> <p><u>Composing</u> Use music technology, if available, to capture, change and combine sounds Start to use simple structures within compositions, eg introduction, verse, chorus or AB form Create a melody using crotchets, minims, quavers and their rests Use a pentatonic scale: CDEGA – start and end on the note C; CDEFG – start and end on the note C (C major); ABCDE – start and end on the note A (A minor A); DEFGA – start and end on the note D (D minor); GABDE – start and end on the note G</p> <p><u>Performing</u> Play and perform melodies following staff notation, using a small range, as a whole class or in small groups Rehearse and enjoy the opportunity to share what has been learned in the lessons Talk about what the rehearsal and performance has taught the student</p>