



| Term                                  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |   |
|---------------------------------------|---|--|--|--|---|---|---|
| <b>Engaging activities and visits</b> | Thorndon Park Caveperson Day<br>Harvest Assembly                                  | Carol Concert  | Colchester Zoo   |  | Egyptian workshop   | Essex Food and Farming Day  |   |
| <b>Texts studied</b>                  | Class Two at the Zoo by Julia Jarman<br>The Boy Who Grew Dragons by Andy Shepherd |  | Charlie and the Chocolate Factory by Roald Dahl                    |  | Rumaysa: A Fairytale by Radiya Hafiza                             |   |   |
| <b>Text types taught in writing</b>   | <b>Wk 1</b>   | 4 days<br><b>Recount</b><br>Class 2 at zoo                       | <b>Instructions</b><br>How to care for a dragon                    | 2 days<br><b>Persuasive letter</b><br>Persuade Mr Wonka to go to the factory | <b>Portal story</b><br>Touches portal and arrives in new world    | <b>Tricking the monster story</b><br>Rumaysa                      | <b>Persuasive Speech</b><br>Persuade Cordelia to let Rumaysa free   |
|                                       | <b>Wk 2</b>   | <b>Recount</b><br>Class 2 at zoo                                 | <b>Instructions</b><br>How to care for a dragon                    | <b>Persuasive letter</b><br>Persuade Mr Wonka to go to the factory           | <b>Portal story</b><br>Touches portal and arrives in new world    | <b>Tricking the monster story</b><br>Rumaysa                      | <b>Persuasive Speech</b><br>Persuade Cordelia to let Rumaysa free   |
|                                       | <b>Wk 3</b>   | <b>Non-chronological report</b><br>Creating their own dragon     | <b>Diary Entry</b><br>Based on one of the characters               | <b>Persuasive letter</b><br>Persuade Mr Wonka to go to the factory           | <b>Portal story</b><br>Touches portal and arrives in new world    | <b>Tricking the monster story</b><br>Rumaysa                      | <b>Persuasive Speech</b><br>Persuade Cordelia to let Rumaysa free   |
|                                       | <b>Wk 4</b>   | <b>Non-chronological report</b><br>Creating their own dragon     | <b>Diary Entry</b><br>Based on one of the characters               | <b>Explanation text</b>  | <b>Non-chronological report</b><br>Based on their story           | 4 days<br><b>Playscript</b><br>Rumaysa                            | <b>Newspaper report</b><br>Rumaysa is free                          |
|                                       | <b>Wk 5</b>   | <b>Story with a familiar setting</b><br>The Boy who grew ____    | <b>Voyage and return story</b><br>The dragons go on a voyage       | <b>Explanation text</b>  | 4 days<br><b>Non-chronological report</b><br>Based on their story | <b>Playscript</b><br>Rumaysa                                      | <b>Newspaper report</b><br>Rumaysa is free                          |
|                                       | <b>Wk 6</b>   | <b>Story with a familiar setting</b><br>The Boy who grew ____    | <b>Voyage and return story</b><br>The dragons go on a voyage       | <b>Explanation text</b>  |   | 2 days<br><b>Playscript</b><br>Rumaysa                            | <b>Newspaper report</b><br>Rumaysa is free                          |
|                                       | <b>Wk 7</b>   | <b>Story with a familiar setting</b><br>The Boy who grew ____    | <b>Voyage and return story</b><br>The dragons go on a voyage       | <b>Poetry – Haiku</b><br>Valentines  |   |   | <b>Letter to new teacher</b>  |
|                                       | <b>Wk 8</b>   |  | 3 days<br><b>Poetry - Diamante</b><br>Christmas poems              |  |   |   | 2 days<br><b>Letter to new teacher</b>                              |
| <b>Spellings</b>                      | <b>Wk 1</b>   | 4 days   | <b>Endings which sound like</b><br>ʃən spelt – cian                | 2 days   | <b>Endings which sound like</b><br>ʃən spelt – tion               | <b>Suffix -ly</b>   | <b>Initial 's' sound spelt</b><br>with ci, ce and cy                |
|                                       | <b>Wk 2</b>   | <b>Homophones and near homophones</b>                            | <b>The /l/ sound spelt y</b><br>elsewhere than at the end of words | <b>Prefix super-</b>   | <b>Endings which sound like</b><br>ʃən spelt –sion                | <b>Suffix -ly</b>   | <b>'s' sound within word spelt</b><br>with ce                       |
|                                       | <b>Wk 3</b>   | <b>Homophones and near homophones</b>                            | <b>The /n/ sound spelt ou</b>                                      | <b>Prefix im-</b>  | <b>Prefix - re</b>  | <b>Statutory Words</b>  | <b>Statutory Words</b>  |
|                                       | <b>Wk 4</b>   | <b>Words with the /ei/ sound spelt ei, eigh or ey</b>            | <b>Statutory Words</b>   | <b>Statutory Words</b>   | <b>Statutory Words</b>  | 4 days<br><b>Homophones and near homophones</b>                   | <b>Spell words with the suffix –</b><br><b>ation</b><br>Year 4 unit |
|                                       | <b>Wk 5</b>   | <b>Statutory Words</b>   | <b>Prefix in-</b>  | <b>Endings which sound like</b><br>/ʒen/                                     | 4 days  | <b>Spell words with the prefix</b><br><b>auto-</b><br>Year 4 unit | <b>Consolidation</b>  |
|                                       | <b>Wk 6</b>   | <b>Words with the /ʃ/ sound spelt ch</b>                         | <b>Spell words with the prefix</b><br><b>dis-</b><br>Year 4 unit   | <b>Spell words with the prefix</b><br><b>inter-</b><br>Year 4 unit           |   | 2 days  | <b>Consolidation</b>  |
|                                       | <b>Wk 7</b>   | <b>Spell words with the prefix</b><br><b>sub-</b><br>Year 4 unit | <b>Spell words with the prefix</b><br><b>mis-</b><br>Year 4 unit   | <b>Spell words with the prefix</b><br><b>anti-</b><br>Year 4 unit            |   |   | <b>Consolidation</b>  |
|                                       | <b>Wk 8</b>   |  | 3 days   |  |   |   | 2 days  |



| Term                  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|-----------------------|--|---|--|--|--|--|
| Writing skills taught | <p><b>Composing</b><br/>Use the key narrative writing skills of telling, description and dialogue<br/><b>In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)</b><br/>Experiment with layout when writing non-fiction texts<br/><b>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/><b>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/>Create a coherent plot in a story<br/>Signal sequence, place and time to give coherence to writing</p> <p><b>Grammar</b><br/>Recognise and know the purpose of conjunctions<br/><u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u><br/>Recognise and know the purpose of adverbs (beyond -ly)<br/><u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u><br/>Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</p> | <p><b>Composing</b><br/>Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary<br/>Use the key narrative writing skills of telling, description and dialogue (see Appendix C)<br/><b>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/><b>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/>Create a coherent plot in a story<br/>Signal sequence, place and time to give coherence to writing</p> <p><b>Grammar</b><br/>Recognise and know the purpose of conjunctions<br/><u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u><br/>Recognise and know the purpose of adverbs (beyond -ly)<br/><u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u><br/>Recognise and know the purpose of prepositions<br/>Use prepositions to express time, cause and place e.g. before, after, during, in, because of<br/>Use prepositional phrases to add detail to sentences</p> <p><b>Punctuation</b><br/>Understand how to use bullet points<br/><b>Use bullet points (contributes to WTS KS2 and EXS KS2)</b></p> | <p><b>Composing</b><br/>Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary<br/>Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation<br/>Know the reasons to start a new paragraph<br/><u>Use paragraphs to group related material</u></p> | <p><b>Composing</b><br/>Use the key narrative writing skills of telling, description and dialogue (see Appendix C)<br/><b>In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)</b><br/>Experiment with layout when writing non-fiction texts<br/>Know the reasons to start a new paragraph<br/><u>Use paragraphs to group related material</u><br/><b>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/><b>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/>Create a coherent plot in a story<br/>Signal sequence, place and time to give coherence to writing</p> <p><b>Grammar</b><br/>Recognise and know the purpose of conjunctions<br/><u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u><br/>Recognise and know the purpose of adverbs (beyond -ly)<br/><u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u></p> <p><b>Punctuation</b><br/>Recognise direct speech and inverted commas<br/><b>Use inverted commas (contributes to EXS KS2 and GD KS2)</b></p> | <p><b>Composing</b><br/>Use the key narrative writing skills of telling, description and dialogue<br/>Know the reasons to start a new paragraph<br/><u>Use paragraphs to group related material</u><br/><b>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/><b>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/>Create a coherent plot in a story<br/>Signal sequence, place and time to give coherence to writing</p> <p><b>Grammar</b><br/>Recognise and know the purpose of conjunctions<br/><u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u><br/>Recognise and know the purpose of adverbs (beyond -ly)<br/><u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u></p> <p><b>Punctuation</b><br/>Recognise direct speech and inverted commas<br/><b>Use inverted commas (contributes to EXS KS2 and GD KS2)</b></p> | <p><b>Composing</b><br/>Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation<br/><b>In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)</b><br/>Experiment with layout when writing non-fiction texts<br/>Know the reasons to start a new paragraph<br/><u>Use paragraphs to group related material</u><br/><b>Punctuation</b><br/>Understand how to use bullet points<br/><b>Use bullet points (contributes to WTS KS2 and KXS KS2)</b></p> |
|                       | Objectives taught throughout the year  | <p><b>Planning</b><br/>Collect ideas for writing from the world around them<br/>Generate ideas for their writing, by combining observations, reading and imagination<br/><u>Use the underlying structures, grammar and vocabulary of written texts to plan and write their own for a specific (often real) audience and a clear purpose</u><br/>Collect and use suitable vocabulary for a text<br/>Plan and order texts logically<br/>Plan and organise texts logically<br/>Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</p> <p><b>Grammar</b><br/>Use correct grammatical terminology when discussing their writing</p>   |  |  | <p><b>Composing</b><br/><u>Use the underlying structures, grammar and vocabulary of written texts to help them plan and write their own for specific (often real) audiences and clear purposes</u><br/>Use ideas and content appropriate to the subject and text type<br/>Collect and use suitable vocabulary for a text<br/>Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 3)<br/>Improve their writing by using some new vocabulary (from Appendix B – year 3)</p> <p><b>Evaluating</b><br/><u>Proof-read their work for spelling, grammar and punctuation errors</u><br/>Edit their work effectively and make improvements based on this<br/>Evaluate the work of others and suggest improvements<br/>Use expression, intonation and tone when reading aloud their writing</p>  |  |



| Term  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|---|---|---|---|---|--|--|
| <b>Reading skills taught</b>  | <p><b>Summarising</b><br/>Identify the key points in a text<br/>Develop understanding by linking reading to other books or similar contexts</p> <p><b>Understanding text organisation</b><br/>Explain the purpose of structural features</p> <p><b>Being a reader</b><br/>Use dictionaries to check word meaning</p> <p><b>Fact retrieval/questioning</b><br/>Answer questions by referring back to the text<br/>Skimming and scanning for key words<br/>Focusing on key question starters (what, why, when, where)</p>                     | <p><b>Fact retrieval/questioning</b><br/>Answer questions by referring back to the text<br/>Skimming and scanning for key words<br/>Focusing on key question starters (what, why, when, where)</p> <p><b>Understanding purpose and viewpoint</b><br/>Identify the author's purpose e.g. to inform, describe, entertain, share feelings</p> <p><b>Understanding writer's use of language</b><br/>Identify basic language features inherent in different text types (fiction and non-fiction)</p> <p><b>Inference</b><br/>Use textual details to draw conclusions about characters, settings and events</p> | <p><b>Fact retrieval/questioning</b><br/>Answer questions by referring back to the text<br/>Skimming and scanning for key words<br/>Focusing on key question starters (what, why, when, where)</p> <p><b>Word Meaning/clarifying</b><br/>Reading around a word for meaning<br/>Looking at the context of a word within a sentence<br/>Replacing a word with another<br/>Using morphology and etymology to help with unfamiliar words<br/>Use a knowledge of unusual grapheme phoneme correspondences to tackle unfamiliar words</p> <p><b>Inference</b><br/>Use textual details to draw conclusions about characters, settings and events</p> | <p><b>Fact retrieval/questioning</b><br/>Answer questions by referring back to the text<br/>Skimming and scanning for key words<br/>Focusing on key question starters (what, why, when, where)</p> <p><b>Word Meaning/clarifying</b><br/>Reading around a word for meaning<br/>Looking at the context of a word within a sentence<br/>Replacing a word with another<br/>Using morphology and etymology to help with unfamiliar words<br/>Use a knowledge of unusual grapheme phoneme correspondences to tackle unfamiliar words</p> <p><b>Inference</b><br/>Use textual details to draw conclusions about characters, settings and events</p> | <p><b>Imagining</b><br/>Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations</p> <p><b>Predicting</b><br/>Predict what may happen and explain using details from the text</p> <p><b>Understanding writer's use of language</b><br/>Select and explain favourite vocabulary choices<br/>Identify and discuss simple authorial techniques such as short sentences, repeated phrases and punctuation</p> | <p><b>Performing</b><br/>Re-tell stories adding in key details<br/>Prepare and perform poems and plays</p> <p><b>Broadening as a reader</b><br/>Read for a range of purposes<br/>Discuss a range of fiction, poetry, plays, and non-fiction, reference and text books</p> <p><b>Being a researcher</b><br/>Use library classification to find reference materials<br/>Take notes to summarising, deleting and substituting<br/>Record, present and present information</p> |
| <b>Handwriting</b><br><i>Units taught may be altered based on the needs of the children</i> | <p><b>Before teaching new letter, ensure that:</b><br/>Children have warmed up their hands<br/>Are sitting correctly<br/>Are holding the pencil correctly</p> <p><b>Write with joined handwriting in pen consistently</b></p> <p><b>Forming descenders accurately</b><br/>sp</p> <p><b>Forming ascenders accurately</b><br/>al</p> <p><b>Practising the diagonal join to a small letter</b><br/>ci</p> <p><b>Practising the diagonal join to a tall letter</b><br/>mb</p> <p><b>Practising joining to and from the letter l</b><br/>ale</p> | <p><b>Practising joining to the letter y</b><br/>ly</p> <p><b>Practising forming the letter s correctly</b><br/>es</p> <p><b>Practising joining from the letter i</b><br/>ie</p> <p><b>Practising spacing between letters</b><br/>ed</p> <p><b>Practising writing with a slant</b><br/>ake</p>  | <p><b>Practising forming capital letters</b></p> <p><b>Practising writing the letter t at the correct height</b><br/>ti</p> <p><b>Practising spacing letters consistently</b><br/>ew</p> <p><b>Practising forming double letters correctly</b><br/>ff</p>   | <p><b>Practising joining to the letter e</b><br/>he</p> <p><b>Practising the second join</b><br/>ch</p> <p><b>Practising joining from the letter e</b><br/>ei</p> <p><b>Practising the horizontal join</b><br/>ous</p> <p><b>Practising joining from the letter a</b><br/>ap</p>  | <p><b>Practising joining to the letter k</b><br/>ck</p> <p><b>Practising with punctuation</b><br/>! ?</p> <p><b>Practising diagonal joins to the letter y</b><br/>ly</p> <p><b>Practising joining to and from the letter r</b><br/>ure</p>   | <p><b>Practising joining from the letter w</b><br/>wh</p> <p><b>Practising forming numerals correctly</b></p> <p><b>Practising writing silent letters</b><br/>wr</p> <p><b>Practising joining from the letter f</b><br/>ft</p>   |



| Term                       | Autumn 1   | Autumn 2                                  | Spring 1   | Spring 2  | Summer 1  | Summer 2                            |
|----------------------------|--|---|--|---|---|-------------------------------------|
| White Rose units taught    | Wk 1<br><i>4 days</i><br>Place value   | <i>4 days</i><br>Addition and subtraction | <i>2 days</i><br>Multiplication and division         | Fractions   | Fractions   | Time                                |
|                            | Wk 2<br>Place value  | Addition and subtraction                  | Multiplication and division                          | Fractions   | Fractions   | Time                                |
|                            | Wk 3<br>Place value  | Addition and subtraction                  | Multiplication and division                          | Fractions   | Fractions   | Time                                |
|                            | Wk 4<br>Place value  | Multiplication and division               | Multiplication and division                          | Mass and capacity   | <i>4 days</i><br>Money  | Shape                               |
|                            | Wk 5<br>Addition and subtraction   | Multiplication and division               | Length and perimeter                                 | <i>4 days</i><br>Mass and capacity  | Money   | Shape                               |
|                            | Wk 6<br>Addition and subtraction   | Multiplication and division               | Length and perimeter                                 |   | <i>2 days</i><br>Money  | Statistics                          |
|                            | Wk 7<br>Addition and subtraction   | Multiplication and division               | Length and perimeter                                 |   |   | Statistics                          |
|                            | Wk 8   | <i>3 days</i><br>Consolidation            |  |   |   | <i>2 days</i><br>Consolidation      |
| Mental maths skills taught | Wk 1<br><i>4 days</i><br>Counting to 100 forwards and backwards recognising one more, one less than a given number | <i>4 days</i><br>Number bonds to 20       | <i>2 days</i><br>2x table (including division facts) | Number bonds to 100   | Counting in 4s using and generalising known time table facts                  | 4x table (including division facts) |
|                            | Wk 2<br>Counting to 100 forwards and backwards recognising one more, one less than a given number                  | Number bonds to 20                        | 5x table (including division facts)                  | Number bonds to 100   | Counting in 4s using and generalising known time table facts                  | 4x table (including division facts) |
|                            | Wk 3<br>Counting in 2s up to 100   | Counting in 10s from any given number     | 10x table (including division facts)                 | Identifying 1, 10, 100 more or less than a given number                       | Counting in 8s using and generalising known time table facts                  | 8x table (including division facts) |
|                            | Wk 4<br>Counting in 2s up and down to and from 100   | Counting in 10s from any given number     | 3x table (including division facts)                  | Identifying 1, 10, 100 more or less than a given number                       | <i>4 days</i><br>Counting in 8s using and generalising known time table facts | 8x table (including division facts) |
|                            | Wk 5<br>Counting in 5s up to 100   | Double numbers up to 20                   | 4x table (including division facts)                  | <i>4 days</i><br>Counting in 3s using and generalising known time table facts | 3x table (including division facts)   | Count up and down in tenths         |
|                            | Wk 6<br>Counting in 5s up and down to and from 100   | Double numbers up to 20                   | 4x table (including division facts)                  |   | <i>2 days</i><br>3x table (including division facts)                          | Count up and down in tenths         |
|                            | Wk 7<br>Counting in 10s up and down to and from 100  | Halve numbers up to 20                    | 3, 4 table (including division facts)                |   |   | Consolidation                       |
|                            | Wk 8   | <i>3 days</i><br>Halve numbers up to 20   |  |   |   | <i>2 days</i><br>Consolidation      |



| Term   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|--|--|---|---|--|
| <p><b>Science units and skills</b></p> <p><i>Unit skills</i></p> <p>'Thinking Scientifically' objectives</p> | <p><b>Animals, Including Humans</b><br/>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<br/>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>With support, make decisions about how to record data Record data using notes tables and diagrams Use results to draw simple conclusions and report on these findings including oral conclusions and a simple written explanation</p> | <p><b>Forces and Magnets</b><br/>Notice that some forces need contact between two objects, but magnetic forces can act at a distance<br/>Observe how magnets attract or repel each other and attract some materials and not others<br/>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<br/>Describe magnets as having two poles<br/>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Ask questions and use their observations to answer them<br/>With support and with equipment provided, recognise what a fair test is and suggest how to set up a simple, fair test tests before carrying it out<br/>Begin to use standard units of measurements when recording data<br/>Help make decision about how to analyse the data With support, improve what they have already done<br/>Compare how things move on different surfaces</p> | <p><b>Rocks</b><br/>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br/>Describe in simple terms how fossils are formed when things that have lived are trapped within rock<br/>Recognise that soils are made from rocks and organic matter</p> <p>Use a variety of secondary sources to answer questions<br/>Suggest what observations to make<br/>Through observations, identify differences, similarities<br/>After making careful observations using a range of equipment Identify and classify differences, similarities and/or changes from observations<br/>Pupils should begin to use relevant scientific language to discuss their ideas and communicate their findings</p> <p><b>Living things and their habitats</b><br/>Recognise that living things can be grouped in a variety of ways<br/>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br/>Introduction to classification keys. 2/3 lessons. Look at TAPS assessments for guidance.</p> | <p><b>Hawthorn – Summer 1</b><br/><b>Birch – Spring 2</b><br/><b>Pine – Spring 2</b></p> <p><b>Materials / States of Matter (Extra topic)</b><br/>Use a variety of secondary sources to answer questions<br/>With support and with equipment provided, recognise what a fair test is and suggest how to set up a simple, fair test tests before carrying it out<br/>Use results to draw simple conclusions and report on these findings including oral conclusions and a simple written explanation</p> | <p><b>Hawthorn – Spring 2</b><br/><b>Birch – Summer 1</b><br/><b>Pine – Summer 1</b></p> <p><b>Light</b><br/>Recognise that they need light in order to see things and that dark is the absence of light<br/>Notice that light is reflected from surfaces<br/>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br/>Recognise that shadows are formed when the light from a light source is blocked by an opaque object<br/>Find patterns in the way that the size of shadows change</p> <p>Ask questions and use their observations to answer them<br/>Suggest what observations to make<br/>Through observations, identify differences, similarities<br/>With support, make decisions about how to record data Record data using notes tables and diagrams<br/>Begin to use standard units of measurements when recording data</p> | <p><b>Plants</b><br/>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br/>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<br/>Investigate the way in which water is transported within plants<br/>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>From observations, make predictions for the next set of results<br/>After making careful observations using a range of equipment Identify and classify differences, similarities and/or changes from observations<br/>Pupils should begin to use relevant scientific language to discuss their ideas and communicate their findings</p> |



| Term                | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |  |
|---------------------|--|---|--|--|--|---|--|
| PE units and skills | <b>Hawthorn</b><br><br><b>OAA</b><br><i>I am developing map-reading skills<br/>I can follow and give instructions<br/>I can listen to and am accepting of others' ideas<br/>I can plan and attempt to apply strategies to solve problems<br/>I can reflect on when and why I was successful at solving challenges and am beginning to understand why<br/>I can work collaboratively with a partner and a small group</i><br><br><b>Ball Skills</b><br><i>I can catch different sized objects with increasing consistency with two hands<br/>I can dribble a ball with control<br/>I can persevere when learning a new skill<br/>I can provide feedback using key words<br/>I can show a variety of throwing techniques<br/>I can throw with accuracy and increasing consistency to a target<br/>I can track the path of a ball that is not sent directly to me</i> | <b>Gymnastics</b><br><i>I can adapt sequences to suit different types of apparatus<br/>I can choose actions that flow well into one another<br/>I can complete actions with increasing balance and control<br/>I can provide feedback using key words<br/>I can use matching and contrasting actions in a partner sequence<br/>I use a greater number of my own ideas for movements in response to a task<br/>With help, I can recognise how performances could be improved</i><br><br><b>Tag Rugby</b><br><i>I am learning the rules of the game and I am beginning to use them to play honestly<br/>I can communicate with my team and move into space to help them<br/>I can defend an opponent and attempt to tag them<br/>I can move with a ball towards goal with increasing control<br/>I can pass and receive the ball with some control<br/>I can provide feedback using key words<br/>I understand my role as an attacker and as a defender<br/>I work cooperatively with my group to self-manage games</i> | <b>Football</b><br><i>I am beginning to use simple tactics<br/>I am learning the rules of the game and I am beginning to use them to play honestly and fairly<br/>I can dribble, pass, receive and shoot the ball with some control<br/>I can find space away from others and near to my goal<br/>I can provide feedback using key words<br/>I can track an opponent to slow them down<br/>I understand my role as an attacker and as a defender<br/>I work co-operatively with my group to self-manage games</i><br><br><b>Yoga</b><br><i>I can copy and link yoga poses together to create a short flow<br/>I can describe how yoga makes me feel<br/>I can move from one pose to another in time with my breath<br/>I can provide feedback using key words<br/>I can work with others to create a flow including a number of poses<br/>I show some stability when holding my yoga poses</i> | <b>Dance</b><br><i>I am respectful of others when watching them perform<br/>I can provide feedback using key words<br/>I can repeat, remember and perform a dance phrase<br/>I can use counts to keep in time with a partner and group<br/>I can use dynamic and expressive qualities in relation to an idea<br/>I can work with a partner and in a small group, sharing ideas<br/>I create short dance phrases that communicate the idea</i><br><br><b>Fitness</b><br><i>I can collect and record my scores, recognising my strengths<br/>I can complete exercises with control<br/>I can persevere when I find a challenge hard<br/>I can provide feedback using key words<br/>I can use key points to help me to improve my sprinting technique<br/>I can work safely with others<br/>I show balance when changing direction<br/>I understand that there are different areas of fitness</i> | <b>Swimming</b><br><i>I can swim competently, confidently and proficiently over a distance of at least 25 metres<br/>I can perform safe self-rescue in different water-based situations<br/>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> | <b>Dodgeball</b><br><i>I am learning the rules of the game and I am beginning to use them to play fairly<br/>I can provide feedback using key words<br/>I can throw with some accuracy and I am beginning to catch with some consistency<br/>I understand the aim of the game<br/>I work co-operatively with my group to self-manage games</i><br><br><b>Athletics</b><br><i>I am developing jumping for distance<br/>I can identify when I was successful<br/>I can take part in a relay activity, remembering when to run and what to do<br/>I can throw a variety of objects, changing my action for accuracy and distance<br/>I can use different take off and landings when jumping<br/>I can use key points to help me to improve my sprinting technique<br/>I can work with a partner and in a small group, sharing ideas<br/>I show determination to achieve my personal best</i> |  |
|                     |  | <b>Pine</b><br><br><b>OAA</b><br><i>See above</i><br><br><b>Ball Skills</b><br><i>See above</i>   | <b>Gymnastics</b><br><i>See above</i><br><br><b>Football</b><br><i>See Hawthorn Spring 1</i>   | <b>Yoga</b><br><i>See above</i><br><br><b>Tag Rugby</b><br><i>See Hawthorn Autumn 2</i>  | <b>Swimming</b><br><i>See Hawthorn Summer 1</i>  | <b>Dance</b><br><i>See Hawthorn Spring 2</i><br><br><b>Fitness</b><br><i>See Hawthorn Spring 2</i>  | <b>Dodgeball</b><br><i>See above</i><br><br><b>Athletics</b><br><i>See above</i> |
|                     |  | <b>Birch</b><br><br><b>OAA</b><br><i>See above</i><br><br><b>Ball Skills</b><br><i>See above</i>  | <b>Gymnastics</b><br><i>See above</i><br><br><b>Football</b><br><i>See Hawthorn Spring 1</i>   | <b>Yoga</b><br><i>See above</i><br><br><b>Tag Rugby</b><br><i>See Hawthorn Autumn 2</i>  | <b>Swimming</b><br><i>See Hawthorn Summer 1</i>  | <b>Dance</b><br><i>See Hawthorn Spring 2</i><br><br><b>Fitness</b><br><i>See Hawthorn Spring 2</i>  | <b>Dodgeball</b><br><i>See above</i><br><br><b>Athletics</b><br><i>See above</i> |



| Term   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|--|---|---|--|--|--|---|
| <b>History units and skills</b>              | <p><b>Stone Age</b><br/>How did the lives of Ancient Britons change during the stone age?</p> <p><i>I am starting to realise that there are sometimes different versions of what has happened</i><br/><i>I can explain how the past can be interpreted to inform opinions</i><br/><i>I can share my ideas about historical changes, including causes and effects</i><br/><i>I can explain how life changed throughout the Stone Age</i><br/><i>I can disprove some common misconceptions about the Stone Age</i><br/><i>I can explain how archaeologists have built a picture of the past</i></p> |   | <p><b>Bronze Age</b><br/>What is the secret of the standing stones?</p> <p><i>I can start to frame questions and answers in historically valid ways</i><br/><i>I can describe connections over time</i><br/><i>I can spot connections across and within periods I am learning about and ones I have learnt about before</i><br/><i>I know why and how and when the Stone Age came to an end in Britain</i><br/><i>I can make links between the behaviour of ancient peoples and modern society</i><br/><i>I can suggest reasons why Bronze Age Britons built monuments</i></p> |  | <p><b>Ancient Egypt (inc. an overview of when and where the first civilisations appeared)</b><br/><b>Why did the Egyptians build pyramids?</b></p> <p><i>I can explain the difference between primary and secondary sources</i><br/><i>I can choose the sources I need to answer my questions</i><br/><i>I can start to identify themes within topics</i><br/><i>I can describe some key features of Ancient Egyptian society</i><br/><i>I can explain how and why the Ancient Egyptians built pyramids and other monuments</i><br/><i>I know when and where the key ancient civilisations were</i></p> <p>Note: this topic starts with the children locating key ancient civilisations (Ancient Sumer, Indus Valley, Shang Dynasty and Ancient Egypt) both geographically and chronologically</p> |   |
| <b>Geography units, skills and knowledge</b> |   | <p><b>North America</b></p> <p><i>I can start to measure distance on Digimaps</i><br/><i>I can annotate digital maps with text and labels</i><br/><i>I can use sketch maps, tables, jotted diagrams, lists, etc.</i><br/><i>I can identify countries within North America and states in the USA</i><br/><i>I can describe the physical geography of the Rocky Mountains</i><br/><i>I can say how the physical geography has impacted a local area</i></p> |  | <p><b>Rio and South East Brazil</b></p> <p><i>I can create a sketch map</i><br/><i>I can start to ask geographically valid questions</i><br/><i>I can select the information I need according to relevance</i><br/><i>I can locate countries in South America</i><br/><i>I can use photographs and information texts to describe what daily life is like in Rio</i><br/><i>I can describe how my life is linked to Rio and South East Brazil</i></p> |  | <p><b>Climate Zones</b></p> <p><i>I can use maps, atlases and globes and start to describe the features I can see</i><br/><i>I can locate different climate zones on a world map</i><br/><i>I can say how temperate and tropical climates are different</i><br/><i>I can describe the key features of climate zones</i><br/><i>I can identify different lines of latitude</i><br/><i>I can link latitude to climate zones</i></p> |
| <b>Geography Fieldwork activities</b>        |   | <p><b>Local walk for comparison</b><br/>Finding human and physical features</p> <p><i>I can start to estimate length and distance</i><br/><i>I can take simple notes</i></p>  |  | <p><b>Local walk</b><br/>Create maps</p> <p><i>I can identify and use a wider range of OS symbols</i><br/><i>I can use four-figure grid references</i><br/><i>I can start to draw to scale</i></p>   |  | <p><b>Local walk studying plants</b><br/>Link to science</p> <p><i>I can start to understand more complex keys</i><br/><i>I can start to evaluate my own observations, and compare them with others</i></p>   |



| Term  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---|---|---|--|--|--|---|
| <b>Art and Design units and skills</b>        | <p><b>Print Making</b><br/> <i>I can make printing blocks</i><br/> <i>I can print simple pictures using different printing techniques</i><br/> <i>I can demonstrate experience in 3-colour printing</i><br/> <i>I can make precise repeating patterns</i><br/> <i>I can verbally explain my plans for art or craftwork, linking to the techniques I will use and using artistic vocabulary</i><br/> <i>I can show a willingness to redraft my work after feedback</i></p> |   | <p><b>Drawing</b><br/> <i>I can develop intricate patterns with a variety of media</i><br/> <i>I can start to use shading, line direction, mixing and patterns, etc. to change the value, intensity and texture</i><br/> <i>My drawings start to show scale</i><br/> <i>My drawings start to show perspective</i><br/> <i>I can use lines for expression when drawing portraits</i><br/> <i>I can practice observational drawing</i></p> |  | <p><b>Painting</b><br/> <i>I understand, and can explain how, paint acts differently on different surfaces</i><br/> <i>I can mix colour, shades and tones</i><br/> <i>I can use light and dark within painting and begin to explore complimentary colours</i><br/> <i>I can start to describe the artistic aspect of pieces</i><br/> <i>I can start to identify themes within and between artworks, and to link artwork to its historical and geographical context</i><br/> <i>I start to frame questions and answers in artistically valid ways</i></p> |   |
| <b>Design and Technology units and skills</b> |   | <p><b>Structures: Constructing a Castle</b><br/> <i>I can refer to my research when talking about my project</i><br/> <i>I can draw sketches at different points of the design process</i><br/> <i>I can politely discuss my peer's work</i><br/> <i>I can measure to the nearest mm, nearest 10ml, and 45° for angles</i><br/> <i>I know that a 'free-standing' structure is one which can stand on its own</i><br/> <i>To understand the importance of strength and stiffness in structures</i></p> |  | <p><b>Textiles: Making Cushions</b><br/> <i>I can show a willingness to change and/or restart my designs</i><br/> <i>I can link my own and others' designs and products to their functions and purpose</i><br/> <i>I can make and discuss annotated sketches and diagrams</i><br/> <i>To know that when two pieces of fabric are joined together, it is called a seam</i><br/> <i>To understand that some products are turned inside out after sewing so the stitching is hidden</i><br/> <i>To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces</i></p> |  | <p><b>Food: Eating Seasonally</b><br/> <i>I can convert between units</i><br/> <i>I can make choices about following advice</i><br/> <i>I can use a serrated knife with 'bridge' hold to cut onion (supervised)</i><br/> <i>I can cut with precision (e.g. peppers with even size)</i><br/> <i>I can cook food in an electric stockpot / slow cooker (with supervision)</i><br/> <i>I can use a grater (e.g. cheese, carrots)</i></p> |



| Term                   | Autumn 1                  | Autumn 2  | Spring 1          | Spring 2             | Summer 1     | Summer 2       |
|------------------------|---------------------------|-----------|-------------------|----------------------|--------------|----------------|
| Computing units taught | Wk 1<br>4 days            | 4 days    | 2 days            | 3.1 Coding           | 3.8 Graphing | 3.9 Presenting |
|                        | Wk 2<br>3.2 Online Safety | 3.5 Email | 3.7 Simulations   | 3.1 Coding           | 3.8 Graphing | 3.9 Presenting |
|                        | Wk 3<br>3.2 Online Safety | 3.5 Email | 3.7 Simulations   | 3.1 Coding           | 3.8 Graphing | 3.9 Presenting |
|                        | Wk 4<br>3.2 Online Safety | 3.5 Email | 3.7 Simulations   | 3.1 Coding           | 4 days       | 3.9 Presenting |
|                        | Wk 5<br>3.4 Touch Typing  | 3.5 Email | 3.7 Simulations   | 4 days<br>3.1 Coding |              | 3.9 Presenting |
|                        | Wk 6<br>3.4 Touch Typing  | 3.5 Email | E-Safety Day 2024 |                      | 2 days       | 3.9 Presenting |
|                        | Wk 7<br>3.4 Touch Typing  | 3.5 Email | 3.1 Coding        |                      |              | 3.9 Presenting |
|                        | Wk 8                      |           | 3 days            |                      |              | 2 days         |



| Term                                | Autumn   | Spring  | Spring   |
|-------------------------------------|--|---|--|
| <p><b>PSHE units and skills</b></p> | <p><b>Coping with Change</b><br/> <i>Children can identify some feelings that can be associated with change<br/>           Children know how to cope with feelings associated with change</i></p> <p><b>Healthy and Happy Friendships</b><br/> <i>Children know how to be a good friend<br/>           Children respect personal space<br/>           Children know strategies for resilience</i></p> <p><b>Money and Work</b><br/> <i>Children know about jobs that people may have from different sectors e.g. teachers, business people, charity work<br/>           Children understand that people can have more than one job at once or over their lifetime<br/>           Children can challenge common myths and gender stereotypes related to work<br/>           Children are supported to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</i></p>  | <p><b>Healthy Bodies, Healthy Minds</b><br/> <i>Children know how to maintain their physical and mental well-being through healthy eating, sleep and keeping calm</i></p> <p><b>Similarities and Differences</b><br/> <i>Children respect and value differences<br/>           Children understand the shared values of communities</i></p> <p><b>Money and Work</b><br/> <i>Children know about some of the skills needed to do a job, such as teamwork and decision-making</i></p>  | <p><b>Caring and Responsibility</b><br/> <i>Children understand what their responsibilities towards others are<br/>           Children know ways we can care for and show respect to other people</i></p> <p><b>Families and Committed Relationships</b><br/> <i>Children know the different types of committed relationships<br/>           Children know the basic characteristics of committed relationships</i></p> <p><b>Money and Work</b><br/> <i>Children can recognise their interests, skills and achievements and how these might link to future jobs<br/>           Children know how to set goals that they would like to achieve this (or next) year e.g. learn a new hobby</i></p>  |
| <p><b>RE units and skills</b></p>   | <p><b>Religion:</b> Hinduism<br/> <b>Unit Name:</b> Diwali<br/> <b>Key Enquiry:</b> Would celebrating Diwali at home and in the community bring a sense of belonging to a Hindu child?<br/> <b>Human/Social Sciences:</b><br/> <i>Children can say how members of the Hindu faith express their religious beliefs in modern Britain and India<br/>           Children can say how being a Hindu makes a difference to someone's daily life<br/>           Children can say how religious groups have contributed to life in Basildon and the wider area</i></p> <p><b>Religion:</b> Islam<br/> <b>Unit Name:</b> The 99 names of Allah<br/> <b>Key Enquiry:</b> How important is Allah to Muslims?<br/> <b>Theology:</b><br/> <i>Children can say what Muslims believe about God<br/>           Children can say how Muslims talk about God<br/>           Children can say how events in history have shaped religious beliefs<br/>           Children can say where religious beliefs have come from</i></p> | <p><b>Religion:</b> Christianity<br/> <b>Unit Name:</b> Jesus' Miracles<br/> <b>Key Enquiry:</b> Could Jesus Heal people? Were these miracles or is there some other explanation?<br/> <b>Philosophy:</b><br/> <i>Children can explain the difference between believing and knowing</i><br/> <b>Human/Social Sciences:</b><br/> <i>Children can say what we can learn from different members of Christianity</i></p> <p><b>Religion:</b> Christianity<br/> <b>Unit Name:</b> Easter – Forgiveness<br/> <b>Key Enquiry:</b> What is 'good' about Good Friday?<br/> <b>Theology:</b><br/> <i>Children can say what Christians believe about God<br/>           Children can say how Christians talk about God</i></p> | <p><b>Religion:</b> Hinduism<br/> <b>Unit Name:</b> Pilgrimage to the River Ganges<br/> <b>Key Enquiry:</b> Would visiting the River Ganges feel special to a non-Hindu?<br/> <b>Philosophy:</b><br/> <i>Children can describe the type of world they would like to live in<br/>           Children consider how actions have consequences</i><br/> <b>Human/Social Sciences:</b><br/> <i>Children can say how people express commitment to a religion or worldview in different ways<br/>           Children can say how members of the Hindu faith express their religious beliefs in modern Britain and India</i></p> <p><b>Religion:</b> Sikhism<br/> <b>Unit Name:</b> Sharing and community<br/> <b>Key Enquiry:</b> Do Sikhs think it is important to share?<br/> <b>Philosophy:</b><br/> <i>Children can describe the type of world they would like to live in<br/>           Children consider how actions have consequences</i><br/> <b>Human/Social Sciences:</b><br/> <i>Children can say what we can learn from different members of Sikhism<br/>           Children can say how members of Sikhism express their religious beliefs in modern Britain and India<br/>           Children can say how people express commitment to a religion or worldview in different ways<br/>           Children can say how being a Sikh makes a difference to someone's daily life<br/>           Children can say how religious groups have contributed to life in Basildon and the wider area</i></p> |



| Term   | Autumn  | Spring  | Spring  |
|--|---|---|---|
| <b>MFL units and skills</b><br>12 hours per year<br>Language<br>Angels units | <b>Phonics Lesson 1</b><br><br><b>I am learning...</b><br><i>Pinpoint Spain and other Spanish speaking countries on a map of the world</i><br><i>Ask and answer the question 'How are you?' in Spanish</i><br><i>Say 'Hello' and 'Goodbye' in Spanish</i><br><i>Ask and answer the question 'What is your name?' in Spanish</i><br><i>Count from 1-20 in Spanish</i><br><i>Say 10 colours in Spanish</i><br><br><b>Vegetables</b><br><i>Name and recognise up to 10 vegetables in Spanish.</i><br><i>Attempt to spell some of these nouns (including the correct article)</i><br><i>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall</i><br><i>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables</i> |   |   |
|  | <b>Music units and skills</b>   | <b>Creative Tools Rhythm Grid</b><br><u>Understanding Music</u><br>Copy back and improvise simple melodic patterns using the notes: CDE; GAB; FGA; ABC<br>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests<br><u>Listening</u><br>Find the beat or groove of the music<br>Talk about music styles<br><u>Notation</u><br>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation<br>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: CDEFGAB; FGABbC; GABCDE; EF#G#AB<br>Read and respond to semibreves, minims, crotchets and paired quavers<br>Identify: stave; treble clef; time signature; lines and spaces on the stave<br>Apply spoken word to rhythms, understanding how to link each syllable to one musical note<br><u>Improvising</u><br>Compose over a simple groove<br>Compose over a drone<br>Structure musical ideas (eg using echo or 'Question and Answer' phrase) to create music that has a beginning, middle and end<br><u>Composing</u><br>Use music technology, if available to capture, change and combine sounds<br>Compose a simple chord progression<br>Compose over a simple groove<br>Compose over a drone<br>Start to use simple structures within compositions eg introduction, verse, chorus or AB form<br><u>Performing</u><br>Reflect on feelings about sharing and performing Eg excitement, nerves, enjoyment<br>Talk about what the song means and why it was chosen to share | <b>Recorder</b><br><u>Understanding Music</u><br>In the time signatures of 2/2, 3/4 and 4/4<br>Find and keep a steady beat<br>Copy back and improvise simple melodic patterns using: CDE; GAB<br>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests<br><u>Notation</u><br>Identify and understand the differences between crotchets and paired quavers<br>Read and respond to semibreves, minims, crotchets and paired quavers<br>Identify: stave; treble clef; time signature; lines and spaces on the stave<br>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: CDEFGAB<br><u>Playing instruments</u><br>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, using the notes C,D,E,F,F#,G,G#,A,B,Bb<br>Develop facility in playing tuned percussion or a melodic instrument such as a recorder<br><u>Performing</u><br>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups |