

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>LCC Key question:</b>	<p>1 - What do rocks tell us about how the earth was formed? linked with What makes the Earth angry?</p> <p>2 - Who first lived in Britain?</p>		<p>1 - How can Usain Bolt move so quickly?</p> <p>2 - Why do so many people go to the Mediterranean for their holiday? linked with Has Greece always been in the news?</p>		<p>1 - How far can you throw your shadow?</p> <p>2 - How did the blossom become an apple?</p> <p>3 - Do opposites attract?</p>	
<b>English</b>	<p>1 - <b>Instructions</b> Dare to Care Pet Dragon <i>Babcock Teaching Sequence</i></p> <p>2 - <b>Non-Fiction</b> Book of Bones <i>Babcock Teaching Sequence</i> + 2 - Volcanoes <i>Jen Green</i></p> <p>3 - <b>Poetry</b> Paint me a Poem</p> <p>4 - <b>Explanation</b> How Santa Really Works <i>Babcock Teaching Sequence</i></p>		<p>1 - <b>Biography</b> Fantastically Great Women who changed the world <i>Babcock Teaching Sequence</i></p> <p>2 - <b>Fiction (Myths)</b> Firebird by Saviour Pirotta <i>Babcock Teaching Sequence</i> And - Myth Atlas <i>Babcock Teaching Sequence</i></p> <p>3- <b>Description</b> Mirror</p>		<p>1 - <b>Explanation</b> Until I met Dudley <i>Babcock Teaching Sequence</i></p> <p>2 - <b>Fiction (story/setting description)</b> Leon and the Place Between <i>Babcock Teaching Sequence</i></p> <p>3- <b>Persuasive Letter</b> <i>Babcock Teaching Sequence</i></p>	
<b>Maths</b> White Rose	<p>Place Value (4 weeks)</p> <p>Addition &amp; Subtraction (5 weeks)</p> <p>Multiplication &amp; Division A (3 weeks)</p>		<p>Multiplication and Division B (3 weeks)</p> <p>Measure: Length and Perimeter (2 weeks)</p> <p>Fractions A (2 weeks)</p> <p>Mass and Capacity (2 weeks)</p>		<p>Fractions B (2 weeks)</p> <p>Money (1 week)</p> <p>Time (2 weeks)</p> <p>Shape (1 week)</p> <p>Statistic (1 week)</p> <p>Consolidation (1 week)</p>	

Maths investigation	<b>How many Jelly Beans?</b> By Andrea Menotti	<b>Bean Thirteen</b> by Matthew McEllicott	<b>One is a Snail Ten is a Crab</b> By April Pulley Sayre and Jeff Sayre
<b>Science</b>	<p><b><u>1 - Rocks:</u></b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul> <p><b><u>1 - Light</u></b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change</li> </ul>	<p><b><u>1 - Animals, including humans:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b><u>1- Plants</u></b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b><u>2- Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other,</li> </ul>

			depending on which poles are facing
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During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Geography

1- Human and physical geography Describe and understand key aspects of:

- physical geography, including: rivers, mountains, volcanoes and earthquakes.

2 - Locational knowledge

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

1- Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

2- Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

2- Human geography

including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<b>History</b>	<u>1- History</u> <ul style="list-style-type: none"> <li>a local history study (Kents Cavern)</li> </ul> changes in Britain from the Stone Age to the Iron Age	<u>1 - Ancient Greece</u> <ul style="list-style-type: none"> <li>a study of Greek life and achievements and their influence on the western world</li> </ul>	
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			
<b>Computing</b> Purple Mash	3.1 - Coding  3.2 - Online Safety  3.3 - Spreadsheets	3.4 - Touch Typing  3.5 - Email  3.6 - Branching Databases	3.7 - Simulations  3.8 - Graphing  3.9 - Presenting
In Key Stage 2 - Pupils should be taught to: <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>			

PSHE Jigsaw	<b>BEING ME IN MY OWN WORLD</b> <ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Our nightmare school</li> <li>• Our dream school</li> <li>• Rewards and Consequences</li> <li>• Our learning Charter</li> </ul>	<b>CELEBRATING DIFFERENCES</b> <ul style="list-style-type: none"> <li>• Families</li> <li>• Family Conflict</li> <li>• Witness and Feelings</li> <li>• Witness and Solutions</li> <li>• Words that harm</li> <li>• Celebrating Differences</li> <li>• Compliments</li> </ul>	<b>DREAMS AND GOALS</b> <ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• My dreams and ambitions</li> <li>• A new challenge</li> <li>• Our new challenge</li> <li>• Our new challenge - overcoming obstacles</li> <li>• Celebrating my learning</li> </ul>	<b>HEALTHY ME</b> <ul style="list-style-type: none"> <li>• Being fit and healthy</li> <li>• What do I know about drugs?</li> <li>• Being safe</li> <li>• Safe or unsafe?</li> <li>• My amazing body</li> </ul>	<b>RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship</li> <li>• Keeping myself safe online</li> <li>• Being a global citizen</li> <li>• Celebrating my Web of Relationships</li> <li>•</li> </ul>	<b>CHANGING ME</b> <ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Babies</li> <li>• Outside body changes</li> <li>• Family stereotypes</li> <li>• Looking ahead</li> </ul>
<b>Art</b>  <b>DT</b>	Cave Paintings (using Charcoal)  Can I create a wooden photo frame to display my artwork? (woodwork)		Usain Bolt Paintings. Artist: Leroy Neiman (watercolours, experimenting with washes, texture, drawing techniques) Greek Clay Pots (3D Pinching technique, painting)  Can I make a Mediterranean meal? (food technology)	Sunflowers. Artist: Vincent Van Gough (observational drawing, painting, drawing techniques) Blossom Tree - Group Collage  Can I make my own pencil case to use in Year 4? (textiles)		
<b>MFL</b> Language Angels	I'm learning French	Animals	I can	Fruit	Little Red Riding Hood	Ice creams
<p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing Languages - key stage 2 3</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>						
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind ,Replay

<p>In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>					
RE	What do Christians learn from the Creation story? What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try and make the world a better place?
PE	Achieve4All	Achieve4All	Achieve4All	Achieve4All	Achieve4All
<p>In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
<p><b>Swimming:</b>  In particular,, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>					