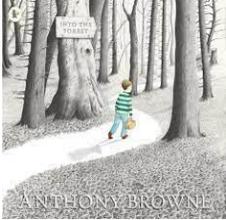
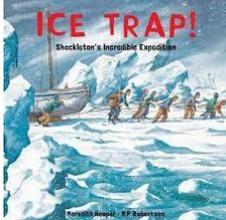
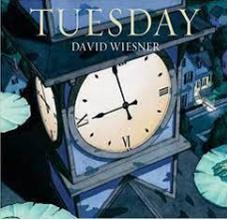
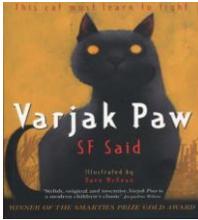
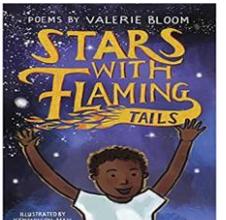


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	INSET Friday 1st September 16 th October: Multicultural week Visit Synagogue	INSET Monday 30th October INSET Monday 27th November 18 th Dec Festival of Lights Day Explorer Dome – States of Matter	Roman Artefact Handling Workshop – London Mithraeum John Gilbert	18 th March Mental health & Wellbeing week Legoland Trip - Robotics	Polling Day 2 nd May INSET Friday 3rd May Bank Holiday 6 th May 4 th Plinth/National Gallery – Art/Geography (Tourism) John Gilbert	17 th June Sports week INSET Monday 24th June Sleep over – Personal Development Forest Schools
English Focus Texts	 <ul style="list-style-type: none"> Into the Forest (CLPE) by Anthony Browne School uniforms - Should they be banned? 	 <ul style="list-style-type: none"> The Ice Trap (CLPE) by William Grill Once upon a raindrop (CLPE) by James Carter Water Cycle (Linked to Science) 	 <ul style="list-style-type: none"> Tuesday By David Wiesner Climates (Linked to Geography) 	 <ul style="list-style-type: none"> The Iron Man (CLPE) By Ted Hughes Hummingbird by Grace Nichols (CLPE) 	 <ul style="list-style-type: none"> Varjak Paw (CLPE) by SF Said Animals Science 	 <ul style="list-style-type: none"> Stars with flaming tails by Valerie Bloom Olympics Paris 2024
Maths	Number: Place Value Number: Addition and Subtraction	Measurement: Area Number: Multiplication and division	Number: Multiplication and division Measurement: Length and Perimeter	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time	Geometry: Shape Statistics Geometry: Position and Direction
Science	Living things and their habitats <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environments recognise that environments can change and that this 	States of matter <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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) 	Electricity <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or 	Animals, including humans (humans focus) <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Animals, including humans (animals focus) (swapped with Living things)	Sound <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it 	Forest schools

	can sometimes pose dangers to living things	<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	
Computing	<p>Computer Science Unit 4.1</p> <p>Coding Number of lessons – 6 Programs – 2Code</p>	<p>Digital Literacy Unit 4.2</p> <p>Online safety Number of lessons – 4 Programs – Various</p> <p>Teaching computing Information Technology Computing systems and networks – The Internet Number of lessons - 6</p>	<p>Information Technology Unit 4.3</p> <p>Spreadsheets Number of lessons – 6 Programs – 2Calculate.</p>	<p>Information Technology Unit 4.4</p> <p>Writing for different audiences Number of lessons – 5 Programs – 2Email, 2Connect, 2DIY</p>	<p>Keeping Myself Safe (PSHE) Managing risk, including online safety - strategies for safe online sharing. - implications of sharing images online without consent</p> <p>Computer Science Unit 4.8</p> <p>Hardware Investigators Number of lessons – 2</p> <p>Information Technology Unit 4.9</p> <p>Making Music Number of Lessons – 4 Main Program – Busy Beats</p>	<p>Computer Science Unit 4.5</p> <p>Logo Number of lessons – 4 Programs – Logo</p> <p>Information Technology Unit 4.6</p> <p>Animation Number of lessons – 3 Programs – 2Animate</p>
Geography	<p>The Rhine and the Mediterranean</p> <p><i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>	<p>Population</p> <p>How and why does population distribution vary across Great Britain?</p>	<p>Coastal Processes and Landforms</p> <p><i>How does the location of West Wales affect its coast?</i></p>	<p>Tourism</p> <p><i>How do tourists interact with a place?</i></p>	<p>Earthquakes</p> <p><i>How do earthquakes affect people and environments?</i></p>	<p>Deserts</p> <p><i>Why are deserts located where they are?</i></p>
History	<p>Roman Republic</p> <p><i>How much power did the senate have in the Roman Republic?</i></p>	<p>Roman Empire</p> <p>What can sources reveal about Roman ways of life?</p>	<p>Roman Britain</p> <p><i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p>Christianity in Three Empires</p> <p><i>What made each early Christian state special?</i></p>	<p>Arabia and Early Islam</p> <p><i>What kind of change did Muhammad bring about in Arabia?</i></p>	<p>Cordoba – the city of light</p> <p><i>How did worlds come together in Cordoba?</i></p>

<p>RE</p>	<p>How do family life and festivals show what matters to Jewish people?</p> <p>Strand: <i>Living</i> (L2.10)</p> <p><u>Judaism</u> Shabbat Rosh Hashanah Yom Kippur Pesach Torah Visit a synagogue</p>	<p>How do people from religious and non-religious communities celebrate key festivals?</p> <p>Strand: <i>Expressing</i> (L2.5a)</p> <p><u>Christianity, Hinduism & non-religious</u> Christmas (religious and non-religious) Diwali</p>	<p>Why is Jesus inspiring to some people?</p> <p>Strand: <i>Believing</i> (L2.3)</p> <p><u>Christianity</u> Inspiration Jesus' actions Jesus as a teacher Jesus today Giving strength Who inspires me</p>	<p>Why do some people think that life is a journey and what significant experiences mark this?</p> <p>Strand: <i>Expressing</i> (L2.6)</p> <p><u>Christianity, Hindus, Jewish & non-religious people</u> Baptism Bar/Bat mitzvah Reincarnation Marriage Similarities and differences</p>	<p>What does it mean to be a Buddhist in Britain today?</p> <p>Strand: <i>Living</i> (EL2.12)</p> <p><u>Buddhism</u> Story of the life of Buddha Relevance of the Four Noble Truths Symbolism of Buddhist Shrine Life of a monk/nun and a Lay Buddhist Importance of Wesak (22nd May)</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Strand: <i>Living</i> (L2.9)</p> <p><u>Christianity, Judaism non-religious (Humanism)</u> Rules 10 commandments Humanist views Temptation Greed (8-fold path) Desmond Tutu</p>
<p>ART</p>	<p>Autumn 1: Drawing and Sketchbooks <u>Storytelling Through Drawing</u> <i>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing</i></p> <p>Disciplines: Drawing, Sketchbooks Medium: Drawing Materials, Paper Artists: Laura Carlin, Shaun Tan</p>		<p>Spring 1: Surface & Colour: Paint, Surface, Texture <u>Exploring Still Life</u> <i>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work</i></p> <p>Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief Medium: Acrylic or poster paint, pen, pencil, ink, clay Artists: Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>		<p>Summer 1: Working in 3 dimensions <u>The Art of Display</u> <i>Explore how the way we display our work can affect the way it is seen.</i></p> <p>Disciplines: Sculpture, Creative Thinking Sketchbooks Medium: Clay or Modroc, Paper, Drawing Materials, Various Modelling & Construction Materials Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price, 4th Plinth</p>	
<p>D&T</p>	<p>Autumn 2: Textiles Technical skill: 2-D shape to 3-D product Product: To design, make and evaluate a winter decoration User/ Audience: To sell to others Purpose/ Functionality: to hang decoratively</p>		<p>Spring 2: Electrical systems Technical skill: Simple circuits and switches Product: To design, make and evaluate a light up robot User/ Audience: Purpose/ Functionality: Light up eyes</p>		<p>Summer 2: Mechanical systems Technical skill: (Leavers and Linkages) Product: To design, make and evaluate a children's book User/ Audience: Children Purpose/ Functionality: To entertain Using different linkages and levers</p>	
<p>PSHE</p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings Under pressure 	<p>Valuing Difference</p> <ul style="list-style-type: none"> Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands 	<p>Rights and Respect</p> <ul style="list-style-type: none"> Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Why pay taxes? 	<p>Being My Best</p> <ul style="list-style-type: none"> What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Moving house My changing body (Yr 3 Lesson) My feelings are all over the place! Secret or surprise? Together

Values	<p>Respect</p>  <p>What is respect? How do we treat others fairly? acknowledgement</p>	<p>Kindness</p>  <p>Acts of Kindness positive outcomes</p>	<p>Resilience</p>  <p>Keep trying...Origami determination, dedication</p>	<p>Ambition</p>  <p>Where will I be in 10 years? goals, desire, dreams</p>	<p>Creativity</p>  <p>I am inspired by... stimulation, encouragement</p>	<p>Teamwork</p>  <p>People collaborating for a better future (global focus) collaboration, togetherness, harmony</p>
PE (Indoor)	Dance: Retelling a story	Gymnastics: Balance	Dance: Characterisation	Fitness: Developing components of fitness	Gymnastics: Receiving body weight	Forest School
PE (Outdoor)	Games: Net/Wall	Games: Invasion Games (Keeping possession of the ball)	Games: Invasion Games (Controlling & Receiving)	Games: Outdoor & Adventurous Activities (Following plans and problem solving)	Games: Athletics (Developing running, throwing & jumping techniques)	Games: Striking & Fielding (Fielding as a team)
Music	<p>Brass Bands</p> <p>Instrument: Flute</p> <p>Skills: listening, notating, performing</p> <p>Elements: tempo, pitch</p>	<p>Brass Bands</p> <p>Instrument: Flute</p> <p>Experience: Class assemblies</p> <p>Skills: listening, notating, performing, singing</p> <p>Elements: tempo, pitch, duration</p>	<p>Sounds of South America</p> <p>Instrument: Flute</p> <p>Genre: Latin</p> <p>Skills: listening, notating, performing, composing, contextualising</p> <p>Elements: tempo, pitch, duration</p>	<p>Sounds of South America</p> <p>Instrument: Flute</p> <p>Genre: Latin</p> <p>Experience: Flute performance</p> <p>Skills: listening, notating, performing</p> <p>Elements: tempo, pitch, duration, dynamics</p>	<p>Exploring Rag and Tal</p> <p>Experience: Watching live performance</p> <p>Skills: singing, contextualizing</p> <p>Elements: structure, timbre, tempo</p>	<p>Sounds of the forest</p> <p>Skills: composing, singing</p> <p>Elements: structure, texture, dynamics, timbre, silence</p>
Spanish	La familia The family	La fecha The date	El tiempo Weather	En mi pueblo KS2 In my town	En la cafetería In the cafe	Ricitos de oro y los tres osos Goldilocks and the three bears