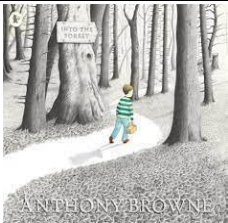
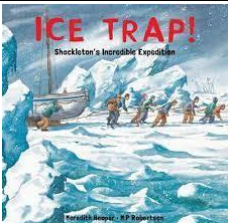
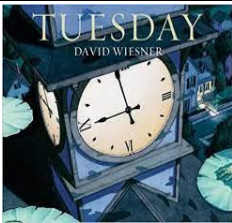

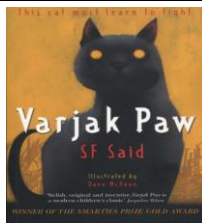









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	INSET Friday 1st September 16 <sup>th</sup> October: Multicultural week  Visit Synagogue	INSET Monday 30th October INSET Monday 27th November 18 <sup>th</sup> Dec Festival of Lights Day Explorer Dome – States of Matter	Roman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

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

<b>RE</b>	<p>How do family life and festivals show what matters to Jewish people?</p> <p><b>Strand:</b> <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><b>Strand:</b> <i>Expressing</i> (L2.5a)</p> <p><u>Christianity, Hinduism &amp; non-religious</u>  Christmas (religious and non-religious) Diwali</p>	<p>Why is Jesus inspiring to some people?</p> <p><b>Strand:</b> <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><b>Strand:</b> <i>Expressing</i> (L2.6)</p> <p><u>Christianity, Hindus, Jewish &amp; 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><b>Strand:</b> <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 (22<sup>nd</sup> May)</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p><b>Strand:</b> <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>
<b>ART</b>	<p><b>Autumn 1: Drawing and Sketchbooks</b> <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><b>Disciplines:</b> Drawing, Sketchbooks <b>Medium:</b> Drawing Materials, Paper <b>Artists:</b> Laura Carlin, Shaun Tan</p>		<p><b>Spring 1: Surface &amp; Colour: Paint, Surface, Texture</b> <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><b>Disciplines:</b> Painting, Drawing, Collage, Sketchbooks, Relief <b>Medium:</b> Acrylic or poster paint, pen, pencil, ink, clay <b>Artists:</b> Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>		<p><b>Summer 1: Working in 3 dimensions</b> <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><b>Disciplines:</b> Sculpture, Creative Thinking Sketchbooks <b>Medium:</b> Clay or Modroc, Paper, Drawing Materials, Various Modelling &amp; Construction Materials <b>Artists:</b> Anthony Gormley, Yinka Shonibare, Thomas J Price, 4th Plinth</p>	
<b>D&amp;T</b>	<p><b>Autumn 2: Textiles</b> <b>Technical skill:</b> 2-D shape to 3-D product <b>Product:</b> To design, make and evaluate a winter decoration <b>User/ Audience:</b> To sell to others <b>Purpose/ Functionality:</b> to hang decoratively</p>		<p><b>Spring 2: Electrical systems</b> <b>Technical skill:</b> Simple circuits and switches <b>Product:</b> To design, make and evaluate a light up robot <b>User/ Audience:</b> <b>Purpose/ Functionality:</b> Light up eyes</p>		<p><b>Summer 2: Mechanical systems</b> <b>Technical skill:</b> (Leavers and Linkages) <b>Product:</b> To design, make and evaluate a children's book <b>User/ Audience:</b> Children <b>Purpose/ Functionality:</b> To entertain Using different linkages and levers</p>	
<b>PSHE</b>	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>Human machines</li> <li>Ok or not ok? (part 1)</li> <li>Ok or not ok? (part 2)</li> <li>An email from Harold!</li> <li>Different feelings</li> <li>Under pressure</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>Can you sort it?</li> <li>What would I do?</li> <li>The people we share our world with</li> <li>That is such a stereotype!</li> <li>Friend or acquaintance?</li> <li>Islands</li> </ul>	<p><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>Who helps us stay healthy and safe?</li> <li>It's your right</li> <li>How do we make a difference?</li> <li>In the news!</li> <li>Safety in numbers</li> <li>Why pay taxes?</li> </ul>	<p><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>What makes me ME!</li> <li>Making choices</li> <li>SCARF hotel</li> <li>Harold's Seven Rs</li> <li>My school community (1)</li> <li>Basic first aid</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Danger, risk or hazard?</li> <li>How dare you!</li> <li>Keeping ourselves safe</li> <li>Raisin challenge (2)</li> <li>Picture wise</li> <li>Medicines: check the label</li> </ul>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Moving house</li> <li>My changing body (Yr 3 Lesson)</li> <li>My feelings are all over the place!</li> <li>Secret or surprise?</li> <li>Together</li> </ul>

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