







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Trips	Synagogue Trip - Visit the Sharri-tsedek	Explorer Dome – States of Matter workshop Talk about Rosh Hashanah and Yom Kippur Talk about Exodus story Class Assemblies DT Sewing morning with parents	Roman Day	Legoland – Robotics Trip Flute Performance	Trip to 4 th Plinth – National art gallery Art/Geography Fieldwork (Tourism)	Spanish restaurant Sleepover Forest School
English Focus Texts	 <ul style="list-style-type: none"> • Into the Forest (CLPE) by Anthony Browne • Climate Change (linked to Science) 	 <ul style="list-style-type: none"> • The Ice Trap (CLPE) by William Grill • Water Cycle (linked to Science) • Once Upon a Raindrop (CLPE) by James Carter 	 <ul style="list-style-type: none"> • Tuesday By David Wiesner • School uniforms - Should school children wear uniform? 	 <ul style="list-style-type: none"> • The Iron Man (CLPE) By Ted Hughes • The Journey Through the Digestive System by Emily Sohn 	 <ul style="list-style-type: none"> • Varjak Paw (CLPE) by SF Said • Earthquakes (linked to Geography) 	 <ul style="list-style-type: none"> • Tales Told in Tents by Sally Clay Pomme • Mouse, Bird, Snake, Wolf by David Almond
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	<p>Living things and their habitats</p> <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 can sometimes pose dangers to living things 	<p>States of matter</p> <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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Electricity</p> <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 not the lamp is part of a complete loop with a battery 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>	<p>Animals, including humans (humans focus)</p> <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 <p>Animals, including humans (animals focus) (swapped with Living things)</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Sound</p> <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 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 	<p>Forest schools</p>
Computing	<p>Digital Literacy PM - Unit 4.2 Online safety Number of lessons – 4 Programs – Various</p> <p>Information Technology NCE - Teach computing Computing systems and networks – The Internet Number of lessons – 6</p>	<p>Computer Science PM - Unit 4.1 Coding Number of lessons – 6 Programs – 2Code</p>	<p>Information Technology PM - Unit 4.3 Spreadsheets Number of lessons – 6 Programs – 2Calculate.</p> <p>Online Safety Day</p>	<p>Computer Science PM - Unit 4.8 Hardware Investigators Number of lessons – 2</p> <p>Information Technology PM - Unit 4.9 Making Music Number of Lessons – 4 Main Program – Busy Beats</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>Information Technology PM - Unit 4.4 Writing for different audiences Number of lessons – 5 Programs – 2Email, 2Connect, 2DIY</p>	<p>Computer Science PM - Unit 4.5 Logo Number of lessons – 4 Programs – Logo</p> <p>Information Technology PM - Unit 4.6 Animation Number of lessons – 3 Programs – 2Animate</p>

Geography	The Rhine and the Mediterranean <i>How are different parts of the Rhine and the Mediterranean used by people?</i>	Population How and why does population distribution vary across Great Britain?	Coastal Processes and Landforms <i>How does the location of West Wales affect its coast?</i>	Tourism <i>How do tourists interact with a place?</i>	Earthquakes <i>How do earthquakes affect people and environments?</i>	Deserts <i>Why are deserts located where they are?</i>
History	Roman Republic <i>How much power did the senate have in the Roman Republic?</i>	Roman Empire What can sources reveal about Roman ways of life?	Roman Britain <i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i>	Christianity in Three Empires <i>What made each early Christian state special?</i>	Arabia and Early Islam <i>What kind of change did Muhammad bring about in Arabia?</i>	Cordoba – the city of light <i>How did worlds come together in Cordoba?</i>
RE	How do family life and festivals show what matters to Jewish people? Strand: <i>Living</i> (L2.10) <u>Judaism</u> <i>Shabbat</i> <i>Rosh Hashanah</i> <i>Yom Kippur</i> <i>Pesach</i> <i>Torah</i> Visit a synagogue		Why do some people think that life is a journey and what significant experiences mark this? Strand: <i>Expressing</i> (L2.6) <u>Christianity, Hindus, Jewish & non-religious people</u> <i>Baptism</i> <i>Bar/Bat mitzvah</i> <i>Reincarnation</i> <i>Marriage</i> <i>Similarities and differences</i>		Why is Jesus inspiring to some people? Strand: <i>Believing</i>(L2.3) <u>Christianity</u> <i>Inspiration</i> <i>Jesus' actions</i> <i>Jesus as a teacher</i> <i>Jesus today</i> <i>Giving strength</i> <i>Who inspires me</i>	
ART	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> Disciplines: Drawing, Sketchbooks Medium: Drawing Materials, Paper Artists: Laura Carlin, Shaun Tan		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> 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		Summer 1: Working in 3 dimensions <u>Festival Feasts</u> <i>How might we use food and art to bring us together?</i> Disciplines: Sculpture, Painting, Drawing, Collage, Sketchbooks Medium: Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc) Artists: Claes Oldenburg, Lucia Hierro, Rowan Briggs Smith, Nicole Dyer	
D&T	Autumn 2: Technical skill: Textiles Design Brief: Design and make a stuffed animal toy to use in a wildlife charity fundraising appeal Design Specification <ol style="list-style-type: none"> Choose the animal for the soft toy design from the list provided Attractive and appealing Soft and cuddly Recognisable as an animal 		Spring 2: Technical skill: Electrical systems and Structures Design Brief: Design and make a night light for a child who is afraid of the dark. Design Specifications: <ol style="list-style-type: none"> The night light can either be free-standing or attached to the wall. The night light shade must be a shell structure made of paper mâché. The night light should be powered by a battery. 		Summer 2: Technical skill: Cooking & Nutrition Design Brief: Design and Make a Healthy Cereal Snack Bar Design Specifications: The ingredients for the cereal bar should include: <ol style="list-style-type: none"> One type of breakfast cereal Food from the different parts of the Eatwell Guide A layer of topping 	

PSHE	Me and My Relationships <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 	Valuing Difference <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 	Rights and Respect <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? 	Being My Best <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 	Keeping Safe <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 	Growing and Changing <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 style="text-align: center;">Responsibility</p>  <p>I need to be self-reliant at school and at home accountability</p>	<p style="text-align: center;">Courage</p>  <p>Courage – is it always easy? strength, overwhelming</p>	<p style="text-align: center;">Appreciation & Understanding</p>  <p>It is better to discuss differences/How would you react? compliance</p>	<p style="text-align: center;">Trust</p>  <p>Team building exercise...how can we trust someone else? confidence in</p>	<p style="text-align: center;">Honesty</p>  <p>One deceit leads to another...a web of lies and its dangers sincerity</p>	<p style="text-align: center;">Fairness</p>  <p>Fairness scenarios – role play – link to response and outcome Bias/unbiased</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 style="text-align: center;">Learning to play the flute</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> Listening Performing Singing Contextualising <p style="text-align: center;"><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Pitch Tempo Duration Silence 				<p style="text-align: center;">Exploring Rag and Tal</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> Singing Contextualising Performing <p style="text-align: center;"><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Structure Timbre Tempo Dynamic Pitch 	<p style="text-align: center;">Sounds of the forest</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> Composing Notating Performing <p style="text-align: center;"><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Dynamics Structure Texture Timbre Silence

Spanish	Describing me and others <ul style="list-style-type: none">● In class● In Peru● In Spain	Saying what I and others have <ul style="list-style-type: none">● At home● With friends● Revision● Christmas	Saying what I and others do <ul style="list-style-type: none">● At Spanish club● At the weekend● In Barcelona● In the afternoon● At breaktime● At reading club	Saying how many and describing things <ul style="list-style-type: none">● My monster● Revision● Easter	Describing things and people <ul style="list-style-type: none">● Describing pictures● My birthday● Favourites● States	Expressing likes and saying what I and others do <ul style="list-style-type: none">● Opinions● In the summer● My mum's work● Una poema
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