Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Around Europe in 50 days.**	**Extreme Earth- Earthquakes and Volcanoes.**	**Take a Walk with a Wild Child**	**Iron and Bronze Age**	**What a load of Robots!**	**What the Romans did for us.**
Class novel	Around the World in Eighty Days by Jules Verne The Tin Forest by Niamh Sharkey	Disaster Strikes! By Marlane Kennedy Volcano Blast by Marlene Kennedy	Stig of the Dump by Clive King Wild Girl by Chris Wormell	Stig of the Dump By Clive King Cave Baby by Julia Donaldson.	The Iron Man by Ted Hughes The Wild Robot by Peter Brown	Romans on the Rampage by Jeremy Strong. Romulus and Remus Myth by Michael Morpurgo
English genres	**Formal persuasive letter** to villagers asking them to stop littering. **Narrative -** Plan and write resolution and ending to a modern fable – The Tin Forest **Non -chronological report**- travel guide on European a country. Group research project. Example of travel guides.	**Diary entry** – Stuck on the mountain on the day of the eruption. **Newspaper**- Report about events during a volcano eruption. **Script** - Radio report on the eruption as it takes place. **Explanation text-** how a volcano erupts, Literacy Time text. **Volcano shape poems** – describing how volcanoes erupt using similes and personification.	**Performance Poetry** – **The Wild Child.** Write own performance poem bring it up to date. **Character description** – description of the Wild Child **Adventure stories-** Write story of Wild Girl with own problem and resolution- up level to a year 3 text. **Instructions-** How to make a Stone Age painting.	**Informal letter-** Writing home as Cave Baby. **Newspaper report-** report on missing Cave Baby **Non-Chronological reports**- The History Detectives by Claire Hibbert. **Persuasive text -** Estate agents page – design a cave for Cave Baby and the Mammoths. - Persuade people to buy the Cave.	**Character Description-** A description of the Iron Man using the story and the poem. **Science fiction story** – Using ideas from The Iron Man and The Wild Robots – plan and write own science fiction story. **Information text-** The history of robots – how they have changed through time. **Instructions** – How to make a robot- link to DT	**Narrative poem** – Story of Romulus and Remus. **Explanation Text-** Armour worn by a Roman soldier. **Persuasive writing:** Join the Roman army/ job application- leaflet persuading people to join. **Informal letter in role** – Write to Scorcha in prison to explain what has happened. **Newspaper Report-** Report on the chariot race- what happened to Scorcha and Perilus.
Maths	**Number -** Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Read, write and compare numbers up to 1000 and represent in different ways. Solve problems involving partitioning numbers.	**Addition and Subtraction -** Add and subtract numbers mentally, Add and subtract numbers with up to three digits, using formal written methods. Solve problems. **NCETM Unit 1, 4 and 5**	**Number -** Identify, represent and estimate numbers using different representations. Solve number problems and practical problems involving these ideas. **NCTEM unit 2**	**Addition and Subtraction -** Add and subtract numbers with up to three digits, using formal written methods. Solve problems. **NCTEM units 5 and 7** **Multiplication and division -** Write and calculate mathematical statements	**Measurement** – Tell time on analogue clock and 12-hour and 24-hour clocks; an analogue and digital clock. Compare durations of events. **NCETM Unit 11** **Geometry -** Identify right angles, identify whether angles are	**Addition and Subtraction -** Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. **Measurement -** Add and subtract amounts of money to give change.

	Find 10, 100 more and less than a given number. Round any number to the nearest 10 and 100. **NCETM Unit 2** **Addition and subtraction** -Add and subtract numbers mentally. Add and subtract numbers with up to three digits, using formal written methods. Solve problems. **NCETM Unit 1, 4 and 5**	**Multiplication and division** - Recall and use multiplication and division facts for the; 3 x table, 4x table. Write and calculate mathematical statements for multiplication and division progressing to written methods. Solve problems. **NCETM Unit 6** **Fractions** - Recognise and use fractions as numbers: unit fractions. To add and subtract fractions with the same denominator. **NCETM Unit 8** **Measurement (covered in DT)** - Measure, compare, add and subtract: mass (kg/g);	**Measurement** - An analogue clock and 12-hour digital clock. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know basic time conversions. **NCETM Unit 11** **Geometry** - Draw 2-D shapes and make 3-D shapes, recognise 3-D shapes in different orientations. **NCTEM unit 3.** **Statistics- (science)** - interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions.	for multiplication and division. Solve problems. **NCTEM unit 6** **Fractions** - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order fraction. **NCETM Unit 8 and 9**	greater than or less than a right angle. **NCTEM unit 3.** Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **NCTEM unit 10.** **Fractions** – Recognise tenths from dividing by 10. **Measurement** - Measure the perimeter of simple 2-D shapes. Measure and compare units of measurements.	**Multiplication and division** - Write and calculate mathematical statements for multiplication and division using written methods. **Fractions** - recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order fraction. **NCETM Unit 8 and 9** **Measurement-** measure, compare, add and subtract different units of measurement.
Science	**Plants** Know the function of different parts of flowering plants and trees. Explore the requirements of plants for life and growth and how they vary from plant to plant. Know how water is transported within plants. Know the plant life cycle, especially the importance of flowers, including seed formation and seed dispersal.	**Rocks** Compare and group rocks based on their appearance and physical properties, giving reasons. Know how soil is made (from organic matter) and how fossils are formed. Know about and explain the difference between sedimentary, metamorphic and igneous rock.	**Humans and other Animals** Know about the importance of a nutritious, balanced diet and that they can't make their own food. Know how nutrients and oxygen are transported within animals and humans. Know about the skeletal and muscular system of a human.		**Forces and Magnets** Compare and group everyday materials on the basis of attraction to a magnet and identify some magnetic materials. Know about and explain how magnets attract or repel. Predict whether magnets will attract or repel and give reasons depending on which way pole is facing. Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	**Light** Know that dark is the absence of light Know that light is needed in order to see and is reflected from a surface. Know and demo how a shadow is formed; explain how a shadow changes shape and find patterns in the way that the size of shadows change. Know about the danger of direct sunlight and describe how to keep protected.

				Know about, compare, and describe how forces move on diff surfaces. Know how a pulley works and use one to lift an object.	

Computing	**Connecting computers** Understand that digital devices have inputs and outputs. Identify input and output devices and describe a simple process. Recognise how digital devices change the way that we work. Explain how a computer network can be used to share information. Explore how digital devices can be connected. Recognise the physical components of a network	**Animation** Know what animation is. Create a stop-frame animation. Plan an animation. Review, evaluate and improve animations. Use onion-skinning techniques. Add media and other effects into an animation.	**Programming (2) sequences in music** Be familiar with the layout of a programing platform. Create a program following a design. Create a sequence of commands and explain how a given object will respond. Create sound sequences. Change the appearance of a project. Create and test an algorithm,	**Branching database** Create questions with yes/no answers to sort 2 groups. Identify the object attributes needed to collect relevant data. Create and test a branching database. Compare two branching database structures. Identify objects using a branching database. Compare different ways of presenting information.	**Desktop publishing** Recognise and discuss how text and images convey information. Change the layout and text of a document Choose and use appropriate page settings. Add content to a desktop publishing publication. Choose and use appropriate page layouts. Compare work published on the desktop with handwritten work.	**Programming – Events and actions** Investigate ways of moving an on-screen object. Create a program to move an object in all 4 directions. Adapt a program to suit a new context. Add features to a program. Identify and fix bugs in a program. Create and evaluate a project using code.
History			**Changes in Britain from the Stone Age to the Iron Age** This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture • Know how Britain changed between the beginning of the stone age and the iron age. • Know the main differences between the stone, bronze and iron ages. • Know what is meant by hunter-gatherers.			**The Roman Empire and its impact on Britain** This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance

			Recognise the part that archaeologists have had in helping us understand more about what happened in the past.		
Geography	**Europe countries and capitals.** Know the names of and locate at least eight European countries. Use maps to locate European countries and capitals. Know the names of and locate at least eight counties and at least six cities in England. Know at least five differences between living in the UK and a Mediterranean country.	**Volcanoes and Earthquakes.** Know what causes an earthquake. Label the different parts of a volcano. Know the names of four countries from the southern and four from the northern hemisphere.	Know and name the eight points of a compass.		**Where the Romans invaded Britain.** Know the names of and locate at least eight counties and at least six cities in England.
Art	**Drawing** Show facial expressions in their drawings. Use my sketches to produce a final piece of work. Write an explanation of my sketch in notes use different grades of pencil shade, to show different tones and texture. Focus on Leonardo Da Vinci. **Painting** – Predict with accuracy the colours that I mix where each of the primary and secondary		**Digital Cave painting** Use of IT – I can: Use the printed images I take with a digital camera and combine them with other media to produce artwork. Use IT programs to create a piece of work that includes my own work and that of others (using web) use the web to research an artist or style of art.		

	colours sits on the colour wheel. Create a background using a wash use a range of brushes to create different effects.					
Design Technology		**Making pizza/focaccia bread** Understand and apply the principles of a healthy and varied diet. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality,and know where and how a variety of ingredients are grown, reared, caught and processed.			**Making Robots – Lego we-do and pneumatics.** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.	

R.E.	**What does it mean to be a Christian in Britain today?** Describe what Christians do to show their faith. Discuss links between the actions of Christians in helping others and ways in which people of different faiths and beliefs, including pupils themselves, help others.		**What do different people believe about God?** With a focus on Christianity explore and name ways in which religions name and describe attributes of God.	**Why are festivals important to religious communities?** Make connections between stories, symbols and beliefs with what happens in at least two festivals.	**Why do people pray?** Learn that Hindus, Muslims and Christians pray in many ways. Consider atheist and secular views.	**Why is the Bible so important for Christians today?** Make connections between stories in the Bible and Christian belief. Discuss how Christians use the Bible.
P.E.	**Basketball** Throw and catch with control when under limited pressure. Be aware of space and use it to support team- mates and cause problems for the opposition. Know and use rules fairly to keep games going. Keep possession with some success when using equipment that is not used for throwing and catching skills. Use simple attacking and defending skills in a game Recognise own improvement in ball games. Select and use the most appropriate skills, actions or ideas. Explain why it is important to warm-up and cool-down.	**Rugby** Throw and catch with control when under limited pressure. Be aware of space and use it to support team- mates and cause problems for the opposition. Know and use rules fairly to keep games going. Keep possession with some success when using equipment that is not used for throwing and catching skills. Use simple attacking and defending skills in a game Recognise own improvement in ball games. Select and use the most appropriate skills, actions or ideas. Explain why it is important to warm-up and cool-down.	**Dance** Improvise freely, translating ideas from a stimulus into movement Share and create phrases with a partner and in small groups. Repeat, remember and perform these phrases in a dance. Move and use actions with co-ordination and control. Select and use the most appropriate skills, actions or ideas. Explain how their work is similar and different from that of others. With help, recognise how performances could be improved. Explain why it is important to warm-up and cool-down. Identify some muscle groups used in gymnastic activities.	**Gymnastics** Use a greater number of their own ideas for movement in response to a task Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness affect performances. Begin to use equipment to vault in a variety of ways. Compare and contrast gymnastic sequences, commenting on similarities and differences. Move and use actions with co-ordination and control. Explain how their work is similar and different from that of others. With help, recognise how performances could be improved.	**Cricket** Throw and catch with control when under limited pressure. Be aware of space and use it to support team- mates and cause problems for the opposition. Know and use rules fairly to keep games going. When using equipment that is not used for throwing and catching skills. Use simple attacking and defending skills in a game Explain why it is important to warm-up and cool-down.	**Athletics** Run at fast, medium and slow speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency Make up and repeat a short sequence of linked jumps. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing their action for accuracy and distance. Explain why it is important to warm-up and cool-down.

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Music	**Wider Opportunities from CMS learning to play the recorder.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	**Wider Opportunities from CMS learning to play the recorder.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	**Wider Opportunities from CMS learning to play the recorder.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	**Wider Opportunities from CMS learning to play the recorder.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	**Wider Opportunities from CMS learning to play the recorder.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	**Wider Opportunities from CMS learning to play the recorder.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.
PSHE.	**Being me in my world. Taking care project.** Discuss some of the school's shared values Say why rules are needed and how these relate to choices and consequences Understand that actions can affect others' feelings Talk about why others may hold different views	**Celebrating difference including anti-bullying** Say what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Explain why conflict is a normal part of relationships Understand that some words are used in hurtful ways and that	**Dreams and Goals Take responsibility for my own learning** Say what an obstacle is and how it can hinder my achievement. Talk about the steps to overcome obstacles. Explain why dreams and ambitions are important to me. Break down a goal into small steps. Manage feelings of	**Healthy Me** Say what different types of drugs are Describe some of the things, places and people that can be dangerous to me Say when something feels safe or unsafe Respect my own body Take responsibility for keeping myself and others safe Identify how I feel about drugs	**Relationships (Links with Protective Behaviours) Taking care project.** Talk about how different family members carry out different roles or have different responsibilities within my family. Describe some of the skills of friendship, e.g., taking turns, being a good listener.	**Changing me (including sex education and protective behaviours)** Explain how the male and female body needs to change at puberty so my body can make babies when I am an adult. Describe some of the outside and inside body changes that happen during puberty Express how I feel about puberty.

	Make other people feel valued Develop compassion and empathy for others Work collaboratively Recognise self-worth and identify personal strengths	this can have consequences Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Begin to 'problem-solve' a bullying situation accessing appropriate support if necessary Show appreciation for their families, parents and carers	frustration linked to facing obstacles. Imagine how it will feel when I achieve my dream/ambition.	Express how being anxious or scared feels	Talk about some strategies for keeping myself safe online Say why all children have rights (UNCRC) Access help if I am concerned about anything on social media or the internet. Identify my own wants and needs and how these may be similar or different from other children in school and the global community.	Say who I can talk to about puberty if I have any worries Suggest ways to help me manage feelings during changes I am more anxious about. Identify stereotypical family roles and challenge these ideas, e.g., it may not always be Mum who does the laundry.
Enrichment	**Art: Collage** To cut very accurately. To overlap materials. To experiment using different colours. To use mosaic. To use montage.		**Textiles** – I can: use more than one type of stitch join fabric together to form a quilt using padding use sewing to add detail to a piece of work add texture to a piece of work	**Outdoor Adventure** Follow a map in a familiar context. Move from one location to another following a map. Use clues to follow a route Follow a route safely.	**Printing:** To make a printing block. To make a 2-colour print. To print using at least four colours. To create an accurate print design. To print onto different materials.	
Trips		Poole's Cavern	Ryton Pools – Stone Age Trip			Rugby Museum- Roman Day.