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| **Class** |  | **Autumn** | **Spring** | **Summer** |
| **English** |  | **Teaching Texts**Hansel and Gretel – Anthony BrowneStone Age Boy – Satoshi KitamuraA Ruined House – Ruby Namadar | **Teaching Texts**Clever Polly – Catherin StorrPoetry –The Sound Collector - Roger McGough | **Teaching Texts**Jason and the Golden Fleece - Geraldine McGaughreanGreek Myths for Young Children - Marcia Williams | **Teaching Texts**The Village that Vanished - Ann GrifalconiIf the World were a Village - David J. Smith | **Teaching Texts**First News Blodin the Beast – Michael Morpurgo | **Teaching Texts**The Iron Man – Ted HughesPoetry – *Roger* McGough / Ted Hughes |
| **Maths** |  | **Number : Place Value*** count in multiples of 6, 7, 9, 25 and 1,000
* find 1,000 more or less than a given number
* count backwards through 0 to include negative numbers
* recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
* order and compare numbers beyond 1,000
* identify, represent and estimate numbers using different representations
* round any number to the nearest 10, 100 or 1,000
* solve number and practical problems that involve all of the above and with increasingly large positive numbers
* read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

**Number : Addition and Subtraction*** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
* estimate and use inverse operations to check answers to a calculation
* solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

**Measurement: Area*** find the area of rectilinear shapes by counting squares
* convert between different units of measure

**Number: Multiplication and Division*** recall multiplication and division facts for multiplication tables up to 12 × 12
* use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
* recognise and use factor pairs and commutativity in mental calculations
* multiply two-digit and three-digit numbers by a one-digit number using formal written layout
* solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
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**Measurement: Length and Perimeter*** measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
* convert between different units of measure

**Number: Fractions*** ecognise and show, using diagrams, families of common equivalent fractions
* count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
* solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
* add and subtract fractions with the same denominator
* recognise and write decimal equivalents of any number of tenths or hundreds

**Number: Decimals*** recognise and write decimal equivalents of any number of tenths or hundreds
* recognise and write decimal equivalents to 1/4 , 1/2 , 3/4
* find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
* round decimals with 1 decimal place to the nearest whole number
* compare numbers with the same number of decimal places up to 2 decimal places
* solve simple measure and money problems involving fractions and decimals to 2 decimal places
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**Measurement: Money*** estimate, compare and calculate different measures, including money in pounds and pence
* convert between different units of measure

**Measurement: Time*** read, write and convert time between analogue and digital 12- and 24-hour clocks
* solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
* convert between different units of measure

**Geometry: Properties of shape*** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
* identify acute and obtuse angles and compare and order angles up to 2 right angles by size
* identify lines of symmetry in 2-D shapes presented in different orientations
* complete a simple symmetric figure with respect to a specific line of symmetry

**Statistics*** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
* solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

**Geometry: Position and Direction*** describe positions on a 2-D grid as coordinates in the first quadrant
* describe movements between positions as translations of a given unit to the left/right and up/down
* plot specified points and draw sides to complete a given polygon
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| **Science** |  | **Animals, including humans** 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.describe the simple functions of the basic parts of the digestive system in humansIdentify the different types of teeth in humans and their simple functionsConstruct and interpret a variety of food chains, identifying producers, predators and prey. | **Light**recognise that they need light in order to see things and that dark is the absence of lightnotice that light is reflected from surfacesrecognise that light from the sun can be dangerous and that there are ways to protect their eyesrecognise that shadows are formed when the light from a light source is blocked by an opaque objectfind patterns in the way that the size of shadows change. | **Forces and Magnets** · compare how things move on different surfaces · notice that some forces need contact between two objects, but magnetic forces can act at a distance · observe how magnets attract or repel each other and attract some materials and not others · 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· describe magnets as having two poles · predict whether two magnets will attract or repel each other, depending | **Forces and Magnets** – Continued -Short half term · compare how things move on different surfaces · notice that some forces need contact between two objects, but magnetic forces can act at a distance · observe how magnets attract or repel each other and attract some materials and not others · 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 · describe magnets as having two poles · predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Plants –**· identify and describe the functions of different parts of Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the Air, light, water, nutrients, soil, reproduction, transportation, dispersal (animal/seed/water) pollination, flowering plants: roots, stem/trunk, leaves and flowers · 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· investigate the way in which water is transported within plants · explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation. | **Rocks, Soils and Fossils**· compare and group together different kinds of rocks on the basis of their appearance and simple physical properties· describe in simple terms how fossils are formed when things that have lived are trapped within rock· recognise that soils are made from rocks and organic matter. |
| **History** |  | **The Romans**NC ref:The Roman Empire and its impact on BritainFocus – Who are the Romans? Where do they come from? Why? Army, invasion. Julius Caesar, Claudius, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist’s views, built models) | **The Romans**NC ref:The Roman Empire and its impact on BritainFocus - ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. British resistance – Hadrian’s wall, Boudica | **Anglo Saxons**NC ref: Britain’s settlement by Anglo-Saxons and ScotsFocus - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire , Scots invasions from Ireland to north Britain (now Scotland) , Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne |
| **Geography** |  | **Why do we have cities?** Focus: UK towns, cities and counties Learning objectives: · Know the names and locations of the major cities of the UK and the difference between a city and a town · Use of accurate terminology for key features of cities, including site and function · Comparison of how cities differ within the UK and some of the possible differences between their local city and some globally significant cities · Know how places become cities and what happens there · Consider the impact cities have on people and the physical environment · Use maps and atlases as well as photographs and information texts to gather information | **Is the UK the same everywhere?****Focus: UK Physical Geography***Learning objectives:** Develop locational knowledge of the United Kingdom to include counties, major towns/cities, physical features and some human features
* Knowledge of key topographical features of the UK, including physical features such as hills, mountains, coasts and rivers
* Contrast places in the UK, including physical features in different parts of the country and differences in the weather
* Use of a satellite image
* Use of maps including physical features maps and atlas maps of the UK
* Add detail to a base map and use OS maps with symbols and four figure grid references
* Annotation/description of photographs, base maps, satellite images
 | **We’ve got it all! Why is the North East special?** Focus: Local fieldwork – rivers and coasts Learning objectives: · Develop knowledge of human and physical geography by looking in depth at one region of the UK – The North East of England · Identify the region and counties on maps across a variety of scales – moving from global to continental to national to England · Identify key features, including types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region · Develop knowledge of the varied human and physical geography of the region, including economic activity (what is made in the region) and rivers · Use geographical information from OS maps, information texts, photographs and fieldwork |
| **Art** |  | **Autumn 1 Focus- Painting****Learning intentions*** Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
* Mix colours effectively.
* Use watercolour paint to produce washes for backgrounds then add detail.
* Experiment with creating mood with colour.
* To use sketchbooks to record and review observations and ideas
* To replicate techniques and create original pieces influenced by artists.

To focus on the work of JMW Turner | **Spring 1 Focus- Drawing****Learning Intentions*** Use pencils of different hardness to show line, tone and texture.
* Annotate sketches to explain and elaborate ideas.
* Sketch lightly (no need to use a rubber to correct mistakes).
* Use shading to show light and shadow.
* Use hatching and cross hatching to show tone and texture.
* To use sketchbooks to record and review observations and ideas
* To replicate techniques and create original pieces influenced by artists.

To focus on the work of Bridget Riley  | **Summer 1- Sculpting/Design****Learning** **Intentions*** Plan, design, make and adapt models.
* Join clay adequately and work reasonably independently.
* Construct a simple clay base for extending and modelling other shapes.
* Make informed choices about the sculpting technique chosen.
* Show an understanding of shape, space and form.
* • Use a variety of materials.
* To replicate techniques and create original pieces influenced by artists.

To focus on the work of Denise Wren - pottery |
| **DT** |  | **Textiles Focus: 2-D shape to 3-D product****Prior learning** - Have joined fabric in simple ways by gluing and stitching. - Have used simple patterns and templates for marking out. -Have evaluated a range of textile products. **Designing** - Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. - Produce annotated sketches, prototypes, final product sketches and pattern pieces. **Making** - Plan the main stages of making. - Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. - Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. **Evaluating**- Investigate a range of 3-D textile products relevant to the project. - Test their product against the original design criteria and with the intended user. - Take into account others’ views.- Understand how a key event/individual has influenced the development of the chosen product and/or fabric. **Technical knowledge and understanding** - Know how to strengthen, stiffen and reinforce existing fabrics. - Understand how to securely join two pieces of fabric together.- Understand the need for patterns and seam allowances. - Know and use technical vocabulary relevant to the project | **Mechanical systems Focus:  Levers and linkages****Prior learning** - Explored and used mechanisms such as flaps, sliders and levers.- Gained experience of basic cutting, joining and finishing techniques with paper and card. **Designing** - Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. -Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** - Order the main stages of making.- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. - Select from and use finishing techniques suitable for the product they are creating. **Evaluating**- Investigate and analyse books and, where available, other products with lever and linkage mechanisms. - Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding** - Understand and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots. - Know and use technical vocabulary relevant to the topic | **Mechanical systemsFocus: Pneumatics****Prior learning** - Explored simple mechanisms, such as sliders and levers, and simple structures.- Learnt how materials can be joined to allow movement.- Joined and combined materials using simple tools and techniques.**Designing** - Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. - Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** - Order the main stages of making. - Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.- Select from and use finishing techniques suitable for the product they are creating. **Evaluating** - Investigate and analyse books, videos and products with pneumatic mechanisms.- Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding** - Understand and use pneumatic mechanisms. - Know and use technical vocabulary relevant to the topic |
| **Computing** |  | **Algorithms** - To explore algorithms**Digital Literacy** - SWGFL Scheme of work- Passwords**IT** - To explore multimedia word processing- To explore digital video- To create a database | **Algorithms** - To create an algorithm **Digital Literacy** - Staying Safe- Websites and Adverts**IT** - To explore multimedia word processing- To explore digital video- To create music using multimedia app | **Algorithms** - To program and test coding **Digital Literacy** - The Key to Keywords**IT** -To apply understanding of digital video- To edit pictures using multimedia app- To create a spreadsheet |
| **PE** |  | **Dance – Time to Erupt** Improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Remember and repeat dance perform phrase**Invasion games – basketball skittles** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning. Control a ball when receiving or passing a ball | **Invasion games – Hockey end zone** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning**Gymnastics – Balancing** Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness/flexibility affect performance. Work cooperatively with others to produce a routine. | **Strike/fielding games – zone cricket** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning.**Gymnastics -assessment 2-3**Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness/flexibility affect performance. Work cooperatively with others to produce a routine. |
| **RE** |  | How do Hindus worship?How and why is Advent important to Christians? | What can we learn about Christian worship and beliefs by visiting churches?What do Christians remember on Palm Sunday? | What do Hindus believe? |
| **French** |  | **Introductory Unit D** - Greetings and names - Sur le Pont - Numbers to 10 / 20   - Combien de? - Weather / Francophonie -  France (geography) & 4 Francophone countries in different continents - Classroom Instructions  | **En route pour l’école** - Opinions - Puis, ensuite, finalement - Il y a - Numbers to 100 - Directions - je vais…  | **Scène de plage** - Adjectives - C’est, ce n’est pas - Il y a… - ils/elles + er verbs  |
| **Music** |  | **Brass** | **Brass** | **Brass** |
| **PSHE** |  | **What makes a community?** | **What keeps us safe?** | **What are families like?**  | **How can we be a good friend?**  | **Why should we eat well and look after our teeth?**  | **Why should we keep active and sleep well?**  |