

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	<p><b>Weekly themes:</b></p> <ul style="list-style-type: none"> <li>Welcome Back – LIFE</li> <li>Rosh Hashanah</li> <li>Recycling week</li> <li>Yom Kippur</li> <li>Black History Month</li> <li>World Mental Health</li> <li>World Food Day</li> </ul> <p><b>Drop Down theme:</b> Di de los Muertos</p> <p><b>SEMH theme:</b> Problem solving</p>	<p><b>Weekly themes:</b></p> <ul style="list-style-type: none"> <li>Remembrance Day</li> <li>Diwali</li> <li>World Children’s Day</li> <li>Giving Tuesday</li> <li>Hanukah</li> <li>Christmas</li> </ul> <p><b>Drop Down theme:</b> Christmas around the world</p> <p><b>SEMH theme:</b> Self-worth</p>	<p><b>Weekly themes:</b></p> <ul style="list-style-type: none"> <li>Young Campaigners</li> <li>World Religion Day</li> <li>Holocaust</li> <li>LGBTQ History Month</li> <li>Internet Safety</li> </ul> <p><b>Drop Down theme:</b> Charities</p> <p><b>SEMH theme:</b> Self-Awareness</p>	<p><b>Weekly themes:</b></p> <ul style="list-style-type: none"> <li>Random acts of kindness</li> <li>Mental health/ self-harm awareness</li> <li>World Book Day</li> <li>Commonwealth Day</li> <li>International Women’s Day</li> <li>Easter</li> </ul> <p><b>Drop Down theme:</b> Easter</p> <p><b>SEMH theme:</b> Relationships</p>	<p><b>Weekly themes:</b></p> <ul style="list-style-type: none"> <li>Eid</li> <li>St George’s Day</li> <li>Local Community</li> <li>VE Day</li> <li>International Day against homophobia, Biphobia and Transphobia</li> <li>Cultural Diversity</li> </ul> <p><b>Drop Down theme:</b> World Cultures</p> <p><b>SEMH theme:</b> Communication/ Interactions</p>	<p><b>Weekly themes:</b></p> <ul style="list-style-type: none"> <li>Pride</li> <li>Gypsy/ Roma/ Traveller Month</li> <li>Refugee Week</li> <li>Windrush</li> <li>Careers</li> <li>Mental Health/ addiction</li> </ul> <p><b>Drop Down theme:</b> BBA-pooloza</p> <p><b>SEMH theme:</b> Independence</p>
<p><b>English POR</b></p> <p><b>Blue: poetry</b></p> <p><b>Black: fiction</b></p> <p><b>Green: non-fiction</b></p>	<p><b>Escape to Pompeii</b></p> <p><b>Teaching approaches</b></p> <ul style="list-style-type: none"> <li>Reading aloud and rereading</li> <li>Writing in role</li> <li>Visualising</li> <li>Shared writing</li> </ul>	<p><b>The Ice Palace</b></p> <p><b>Teaching approaches</b></p> <ul style="list-style-type: none"> <li>Reading aloud and rereading</li> <li>Writing in role</li> <li>Visualising</li> <li>Shared writing</li> </ul>	<p><b>Iron Man - Ted Hughes</b></p> <p><b>Teaching approaches</b></p> <ul style="list-style-type: none"> <li>Reading aloud and rereading</li> <li>Visualisation</li> </ul>	<p><b>Marcy and the Riddle of the Sphinx</b></p> <p><b>Teaching approaches</b></p> <ul style="list-style-type: none"> <li>Response to illustration</li> <li>Reading Aloud</li> </ul>	<p><b>One Plastic Bag</b></p> <p><b>Teaching approaches</b></p> <ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	<ul style="list-style-type: none"> <li><b>The boy at the back of the class</b></li> <li><b>Teaching approaches</b></li> <li>Reading Aloud</li> <li>Book Talk</li> </ul>

	<p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>- Note writing in role as a character</li> <li>- Composing an email from one character to another</li> <li>- Written argument</li> <li>- Visitor leaflet for a theme park</li> <li>- Writing a message to a character in the story</li> <li>- List</li> <li>- Poetry</li> <li>- Newspaper</li> </ul>	<p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>- Note writing in role as a character</li> <li>- Composing an email from one character to another</li> <li>- Written argument</li> <li>- Visitor leaflet for a theme park</li> <li>- Writing a message to a character in the story</li> <li>- List</li> <li>- Poetry</li> <li>- Newspaper Report</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and annotating</li> <li>- Readers' theatre</li> <li>- Drawing comparisons</li> <li>- Drama and role-play</li> <li>- Debate</li> <li>- Writing in role</li> <li>- Shared writing</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>- Annotated drawings</li> <li>- Recounts (diary entries)</li> <li>- Persuasive letter</li> <li>- List poetry</li> <li>- Questions</li> <li>- Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>- Timeline</li> <li>- Knowledge Organiser</li> <li>- Role on the Wall</li> <li>- Graph of Emotion</li> <li>- Hot Seating</li> <li>- Research</li> <li>- Debate and Discussion</li> <li>- Conscience Alley</li> <li>- Freeze Frame and Thought Tracking</li> <li>- Role-Play</li> <li>- Story mapping</li> <li>- Book Talk</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>- Timeline</li> <li>- Knowledge Organiser</li> <li>- Enquiry Grid Information Writing</li> <li>- Family Trees</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to Illustration</li> <li>- Book Talk</li> <li>- Role on the Wall</li> <li>- Visualisation</li> <li>- Debate and Argument</li> <li>- Looking at Language</li> <li>- Shared Writing</li> <li>- Bookmaking and Publishing</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>- Notes</li> <li>- Presentation</li> <li>- Leaflet</li> <li>- Booklet</li> <li>- Poster</li> <li>- TED talk script</li> <li>- Poem</li> <li>- Clothes label</li> <li>- Instruction Manual</li> <li>- Advertising Campaign</li> </ul>	<ul style="list-style-type: none"> <li>- Response to Illustration</li> <li>- Shared Writing</li> <li>- Looking at Language</li> <li>- Role on the Wall</li> <li>- Freeze Frame</li> <li>- Teacher in Role</li> <li>- Writing in Role</li> <li>- Text Marking</li> <li>- Responding to Poetry</li> <li>- Story Boxes</li> <li>- Emotion Graph</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>- Postcard</li> <li>- Scripted News Report</li> <li>- Critique</li> <li>- Poster</li> </ul>
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				<ul style="list-style-type: none"> <li>- Writing in Role Note-Taking</li> <li>- Map Making</li> <li>- Persuasive Writing</li> <li>- Explanatory Writing</li> <li>- Poetry: Riddles</li> <li>- Book-Based Board Games</li> <li>- Storytelling</li> <li>- Referential Writing</li> <li>- Writing for Museum Exhibition</li> </ul>		<ul style="list-style-type: none"> <li>- Picture Book and Non-fiction book</li> <li>- School Policy</li> <li>- Labels for Art Installation</li> <li>- Discussion Notes</li> <li>- Free Verse Poetry</li> <li>- Scripted Infomercial</li> <li>- Persuasive Poster</li> <li>- Pamphlet</li> <li>- PowerPoint</li> <li>- Fact Cards</li> <li>- Research Notes</li> </ul>
<b>Spelling – Purple Mash</b>	<p>Review year 3 spellings</p> <p>Homophones</p> <p>Words with /s/ sound spelt sc</p> <p>Statutory word list</p> <p>Endings with –sion</p> <p>Consolidating words this half term</p>	<p>Review of last terms spellings</p> <p>Prefixes dis- and mis-</p> <p>Prefix il- and il words</p> <p>Adding suffix –ation</p> <p>Statutory word list</p> <p>Adding suffixes beginning with vowel</p>	<p>Recap Autumn Term</p> <p>Words ending with /g/ sound spelt gue and /k/ spelt –que</p> <p>Endings spelt –ssion</p> <p>Statutory word list</p> <p>Words with the /k/ sound spelt ch</p>	<p>Endings with –tion</p> <p>Suffix –ous</p> <p>Statutory word list</p> <p>Homophones</p> <p>Consolidating words this half term</p>	<p>Recap – Spring Term</p> <p>Suffix –ly</p> <p>Prefixes sub- and auto-</p> <p>Statutory word list</p> <p>Prefix inter-</p> <p>Consolidating words this half term</p>	<p>Possessive apostrophes with plural words</p> <p>Statutory word list</p> <p>Consolidating words this half term</p> <p>End of year statutory words</p>

		letters to words of more than one syllable Consolidating words this half term	Consolidating words this half term			assessment Y3&4 list.
<b>Grammar</b>	Week 1-3 Ready to write (using capital letters for proper nouns and pronoun I, capital letters, ! ? . joining with 'and') Week 4 Commas (for lists) Week 5-6 Word classes 1 (expanded noun phrases) Week 7-9 Conjunctions (coordination and subordination) Week 10-11 Sentence types 1 (sentence types) Week 12 Assessment and consolidation		Week 1-2 Word classes 2 (-ly to turn adjectives into adverbs) Week 3-5 Apostrophes (contraction and possession) Week 6-7 Sentence types 2 (statement and exclamation) Week 8-10 Tenses (Present and past tense and the progressive form) Week 11 Suffixes 1 (Formation of nouns using -ness and -er and compounding e.g. whiteboard) Week 12 Assessment and consolidation		Week 1 – Suffixes 2 (-er -est) Week 2-5 – Revisit sentence and punctuation Week 6 – Consolidation Week 7 – 11 – Revising tenses, CL and full stops, prefixes/suffixes Week 12 Assessment and consolidation	
<b>Guided Reading</b>	Peter Pan	Mr Stink	Gangsta Granny	The Butterfly Lion	How to train your dragon	The Switch Anthony Horowitz
<b>Reading VIPERS</b>	The Tunnel – Anthony Browne	The witches and the singing mice – Jenny Nimmo	Cool by Michael Morpugo	The monster crisp-guzzler – Malorie Blackman	The dog that saved the world (cup) – Phil Earle	Escape Room – Christopher Edge
<b>Maths White Rose</b>	<b>Place Value Weeks 1-4</b> Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands Represent numbers to 10,000 Partition numbers to 10,000	<b>Addition and Subtraction Week 1</b> Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies	<b>Multiplication and Division Weeks 1-3</b> Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100	<b>Fractions Weeks 1-3</b> Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions	<b>Decimals Weeks 1-2</b> Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals	<b>Shape Weeks 1-3</b> Understand angles as turns Identify angles Compare and order angles

	<p>Flexible partitioning of numbers to 10,000 Find 1, 10, 100, 1,000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000 Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1,000 Round to the nearest 10, 100 or 1,000</p> <p><b>Addition and Subtraction Weeks 5-6</b> Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange Subtract two 4-digit numbers – one exchange</p>	<p><b>Measurement (Area) Week 2</b> What is area? Count squares Make shapes Compare areas</p> <p><b>Multiplication and Division Weeks 3-5</b> Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers</p>	<p>Related facts – multiplication and division Informal written methods for multiplication</p> <p><b>Measurement – Length and Perimeter Weeks 4-5</b> Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Related facts – multiplication and division Informal written methods for multiplication</p> <p><b>Fractions Week 6</b> Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers</p>	<p>Convert improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers</p> <p><b>Decimals Weeks 4-6</b> Tenths as fractions Tenths as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit number by 10 Divide a 2-digit number by 10</p>	<p>Compare decimals Order decimals Round to the nearest whole number Halves and quarters as decimals</p> <p><b>Money Weeks 3-4</b> Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money</p> <p><b>Time Weeks 5-6</b> Years, months, weeks and days Hours, minutes and seconds</p>	<p>Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure</p> <p><b>Statistics Week 4</b> Interpret charts Comparison, sum and difference Interpret line graphs Draw line graphs</p> <p><b>Position and direction Weeks 5-6</b> Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid</p>
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				<p>Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1- or 2-digit number by 100</p>	<p>Convert between analogue and digital times Convert to the 24-hour clock Convert from the 24-hour clock</p>	
<p><b>Science Switched on Science- First Edition</b></p>	<p><b>Teeth and eating - Animals including humans</b> <u>Subject Knowledge</u> To classify and identify different types of teeth and their functions. To recognise why and how we must take good care of them. To make observations and form conclusions</p> <p><u>Working Scientifically</u> I can classify teeth into four groups and identify them. I can describe the functions of human teeth. I can compare our teeth to those of other animals. I can explain simply why we must take care of our teeth. I can describe how we should look after our teeth.</p>	<p><b>Looking at States</b> <u>Subject Knowledge</u> To compare materials. To group materials together, based on observations. To recognise that some materials, for example water, may exist in solid, liquid and gas states. To make careful observations about how matter changes from solid to liquid. To record what has been learnt in a variety of ways. To read scales accurately.</p> <p><u>Working Scientifically</u> Group materials based on their appearances.</p>	<p><b>Power it up! Electricity</b> <u>Subject Knowledge</u> To identify common appliances that run on electricity. To classify and record appliances as mains or battery operated. To understand the difference between mains and battery-operated appliances. To understand that Electricity can be dangerous.</p> <p><u>Working Scientifically</u> Identify common appliances that run on electricity. Compare</p>	<p><b>What's that Sound</b> <u>Subject Knowledge</u> To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways.</p>	<p><b>Living things - living things and their habitats</b> <u>Subject Knowledge</u> To explain how living things can be classified. To recognise how a simple key helps identify living things. To ask questions that can be used to construct a key. To observe key features of living things. <u>Working Scientifically</u> I can make careful and detailed observations of living things. I can use a simple key to</p>	<p><b>Brilliant bubbles - Scientific skills</b> <u>Subject Knowledge</u> To identify, observe and record variables that affect bubbles. To set up practical enquiries and fair tests. <u>Working Scientifically</u> I can plan a fair test to find out about the effect of changing bubble mixtures. I can identify new questions as a result of my observations or tests. I can share</p>

	<p>I can suggest ideas that are supported by observations</p>	<p>Recognise some of the properties of solids, liquids or gases. Make comparisons between materials in different states. Recognise that some materials may exist in solid, liquid and gas states. Make careful observations and record what is observed. Describe what happens when ice melts. Read a thermometer carefully</p>	<p>things that are powered by mains or battery-operated electricity supplies. Record findings. Describe or explain simply some advantages of either mains or battery supplies. Explain how to keep safe when working with electricity</p>	<p><u>Working Scientifically</u> Name some sounds. Describe how to make a sound. Explain simply what a vibration is. Say what is vibrating when a sound is made. Describe the pattern between how loud the sound is and the size of the vibrations it has. Use my observations to identify similarities and differences between sounds.</p>	<p>identify a living thing or object. I can explain why it is important to classify living things into groups. I can explain how a key helps to classify living things.</p>	<p>what I have found out, scientifically</p>
<p><b>Humanities Plan Bee</b></p>	<p><b>Geography Volcanoes</b> Volcanoes: Show what you know</p> <ul style="list-style-type: none"> <li>• I can recognise what a volcano is</li> <li>• I can explain where some famous volcanoes are in the world</li> </ul>	<p><b>History WW2</b></p> <ul style="list-style-type: none"> <li>• To investigate the start of World War Two</li> <li>• To know about the different organisations and people who contributed to the war effort.</li> </ul>	<p><b>Geography Settlements</b></p> <ul style="list-style-type: none"> <li>• To find out about the needs of early settlers and explore the origins of place names.</li> <li>• To find out about different settlements and</li> </ul>	<p><b>History The Egyptians</b></p> <ul style="list-style-type: none"> <li>• Explore BCE dates by creating an Ancient Egyptian timeline</li> <li>• Investigate the social structure of ancient</li> </ul>	<p><b>Geography Plants of the world</b></p> <ul style="list-style-type: none"> <li>• To be able to identify the location of plants around the world.</li> <li>• To explore what biomes are and identify major</li> </ul>	<p><b>History Railways</b></p> <ul style="list-style-type: none"> <li>• To find out how transport changed during the Industrial Revolution.</li> <li>• To find out about the technological</li> </ul>

	<ul style="list-style-type: none"> <li>• I can read and interpret a range of information types (tables, maps, written)</li> </ul> <p>To explore what happens when a volcano erupts.</p> <ul style="list-style-type: none"> <li>• I can explain and describe what happens when a volcano erupts</li> <li>• I can explain why a volcano erupts</li> <li>• I understand that volcanic eruptions impact the surrounding areas</li> </ul> <p>To explore the features of volcanoes.</p> <ul style="list-style-type: none"> <li>• I understand the parts of a volcano</li> <li>• I can explain the three main types of volcanoes.</li> <li>• I can understand and interpret cross-section diagrams of volcanoes</li> </ul> <p>To understand what tectonic plates are and what the 'ring of fire' is.</p>	<ul style="list-style-type: none"> <li>• To understand the impact of rationing during World War Two</li> <li>• To find out about the Blitz and the impact it had.</li> <li>• To know about evacuation and its impact on the people involved.</li> <li>• To understand the significance of the Holocaust.</li> <li>• To research, and draw conclusions about, life in World War Two.</li> </ul>	<p>how settlements change over time.</p> <ul style="list-style-type: none"> <li>• To be able to use maps and map symbols to explore settlements</li> <li>• To be able to use grid references to investigate settlements.</li> <li>• To be able to plan a new settlement.</li> <li>• To be able to create a map of a settlement.</li> </ul>	<p>Egyptian societies.</p> <ul style="list-style-type: none"> <li>• Investigate the role, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs</li> <li>• Find out about the ancient Egyptian deities and explore their appearances and roles.</li> <li>• Discover what the pyramids were built for and explore what tomb paintings can tell us about life in ancient Egypt.</li> <li>• Investigate the greatest inventions and achievements of the ancient Egyptians.</li> </ul>	<p>biomes around the world.</p> <ul style="list-style-type: none"> <li>• Exploring how plants survive in extreme environments.</li> <li>• To explore the role of plants in agriculture.</li> <li>• To explore ways in which humans use plants.</li> <li>• To investigate the plants found in mega-diverse countries.</li> </ul>	<p>developments that changed transport and travel during the Industrial Revolution.</p> <ul style="list-style-type: none"> <li>• To find out about the development of the first steam-powered railways in Britain.</li> <li>• To find out about the way rail travel changed the lives of people living in Britain since 1830.</li> <li>• To find out about the development of underground railways, and how they changed the lives of Londoners.</li> </ul>
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	<ul style="list-style-type: none"> <li>• I understand the world's countries sit on large tectonic plates</li> <li>• I can name the tectonic plates and countries that lie on them? •</li> <li>I understand there are three types of plate boundaries?</li> </ul> <p>To explore life in volcanic areas</p> <ul style="list-style-type: none"> <li>• I can explain why some people and animals live near volcanoes</li> <li>• I understand that not all volcanic regions are hostile</li> <li>• I can explain how people, plants and animals adapt to a volcanic environment</li> </ul> <p>To compare a volcanic area to a non-volcanic area.</p> <ul style="list-style-type: none"> <li>• I understand the similarities and differences between a volcanic area and a non-volcanic area?</li> <li>• I can explain how my life differs to others</li> <li>• I understand why people choose to settle in certain areas</li> </ul> <p>To be able to show what you have learnt about volcanoes.</p>					<ul style="list-style-type: none"> <li>• To consider how developments in rail travel have changed the lives of people in Britain.</li> </ul>
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	<ul style="list-style-type: none"> <li>• I can use research skills to find information</li> <li>• I can plan and present a presentation on a chosen volcano</li> <li>• I know how to work in small groups</li> </ul>					
<p><b>Art and DT Plan Bee</b></p>	<p><b>Sonia Delauney</b> To become familiar with the early life and artwork of Sonia Delaunay To learn about the Delauneys and Orphism To explore how Sonia Delaunay created rhythm and movement in her artwork To know how Sonia Delaunay expanded her artwork to include fashion To explore the influence and legacy of Sonia Delaunay</p>	<p><b>Art/DT WW2</b>  To improve pencil sketching skills.  To use a range of tones to create a Blitz skyline.  Work within the limits of rationed ingredients to create a wartime dish.  Create a Morse code key and using it to sound out Morse code.  Create a replica gas mask and explore what they were for and when they were used.</p>	<p><b>ART/DT Light up signs</b> To investigate and analyse illuminated signs. To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. To develop ideas for a decorative illuminated sign. To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. To construct a working circuit with</p>	<p><b>ART/DT Egyptians</b>  Create a picture using papyrus in the style of Egyptian art. Use modelling clay to make a cartouche including hieroglyphics. Create and decorate a necklace based on examples of Egyptian jewellery.  Design, make and evaluate a shaduf after investigating how they work.  Discover what foods the ancient Egyptians</p>	<p><b>Art/DT</b> To appreciate the Work of different Artists  To develop observational skills  To know how to create tints, shades and tones of colours  To develop printing skills. To know how to create depth in an artwork  To create sculptures using clay</p>	<p>Art/DT Shape/Patterns To explore patterns and artists who use patterns. To be able to create patterns using rotation, symmetry and reflection To be able to create a pattern using stencils. To be able to use printing to create a pattern. To be able to design a pattern for a particular purpose.</p>

<b>PE</b>	<p><b>Badminton</b> Using balloons allows more reaction time.</p> <ul style="list-style-type: none"> <li>• Send and receive the shuttlecock by throwing and catching before using a racket.</li> <li>• A short handle racket can allow better manipulation and a larger racket face can make the shuttlecock easier to hit.</li> <li>• Not using a racket at all and just using the hand can make it easier to hit the shuttlecock.</li> <li>• Using a larger shuttlecock may make it easier to strike.</li> <li>• A larger playing area will give players more time and space to move.</li> <li>• Removing a net or barrier may improve success rate.</li> <li>• Using a brightly coloured shuttlecock or a balloon with a bell inside it</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>•To perform a stag jump and split leap.</li> <li>•To perform pike rolls.</li> <li>•To perform a squat through vault.</li> <li>•To perform a round-off.</li> <li>•To independently plan a sequence of gymnastics movements that are creatively linked together</li> <li>•To perform a gymnastics sequence in a pair or group in time to music.</li> </ul>	<p>one or more lights, and fit it in a decorative illuminated sign. To investigate ways in which computers can be used to program and control lights in a product.</p> <p><b>Basketball</b> To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of basketball. To apply our basketball skills when playing as part of a team in a game. To evaluate our performance  I can apply attacking and defending skills and tactics I have learnt in a game.</p>	<p>would have eaten and follow a recipe to make Egyptian bread.</p> <p><b>Football</b> •Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps • using mats and benches to help with agility  •Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving importance of fitness in football. The</p>	<p>To plan and create a piece of artwork</p> <p><b>Athletics</b> <b>Swimming</b> • To be able to enter the water safely in a variety of ways. • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids. • To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes. Use recognised arm and leg actions, lying</p>	<p><b>Swimming</b> <b>Outdoor</b> <b>Adventurous activities</b> • To be able to enter the water safely in a variety of ways. • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids. • To be able to propel themselves in the water using different swimming aids, arms and leg</p>
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	may help students with visual impairment		<p>I can work as part of a team.</p> <p>I can answer questions to help evaluate my own performance</p>	<p>children will take part in a range of different football-based games and drills in pairs, small groups and as a whole class. And performing a group gymnastics routine</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>	<p>on their front or back.</p> <ul style="list-style-type: none"> <li>• To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move.</li> <li>• Use a range of recognised strokes.</li> <li>• Swim confidently and fluently on the surface and underwater.</li> </ul>	actions and basic strokes.
<p><b>Computing Purple Mash</b></p>	<p><b><u>Coding (6 weeks)</u></b> Create a simple computer programme in the form of a playable game. Understand how to use coordinates in computer programming. To review vocabulary and concepts of year 4 coding.</p>	<p><b><u>Effective search (3 weeks)</u></b> Locating information on the search results page. Search effectively to find out information. Assess whether information is true and reliable. <b><u>Online Safety (4 Weeks)</u></b> Understand what it meant by the term digital footprint To know the risks and benefits of installing software apps.</p>	<p><b><u>Spreadsheets (6 weeks)</u></b> Formula Wizard and Formatting Cells Using the Timer and Spin Buttons Line Graphs Using a Spreadsheet for Budgeting Exploring Place Value with a Spreadsheet</p>	<p><b><u>Logo (4 weeks)</u></b> Introduction to 2Logo Creating Letters using 2Logo Using the 'Repeat' Command in 2Logo Using Procedures <b><u>Hardware Investigations (3 weeks)</u></b> To understand the different parts that make up a desktop computer.</p>	<p><b><u>Writing for different audiences (5 weeks)</u></b> Font Styles Using a Simulated Scenario to Produce a News Report Writing for a Campaign</p>	<p><b><u>Animation (3weeks)</u></b> Animating an Object 2Animate Tools Stop Motion Animation  <b><u>Making Music (4 weeks)</u></b> Understanding Music Rhythm and Tempo Melody and Pitch</p>

			Understanding the importance of balancing game and screen time with other parts of their lives.		To recall the different parts that make up a computer.		Creating an electronic piece of music.
<b>PHSE</b>	<b>Zones of Regulation</b>	<b>Being me in my world</b>  Becoming a Class 'Team'  Being a School Citizen  Rights, Responsibilities and Democracy  Rewards and Consequences  Our Learning Charter	<b>Celebrating differences</b>  Judging by Appearances  Understanding influences  Understanding Bullying  Problem-solving  Special Me  Celebrating Difference: how we look	<b>Dreams and goals</b>  Hopes and Dreams  Broken Dreams  Overcoming Disappointment  Creating New Dreams  Achieving Goals  We Did It!	<b>Healthy Me</b>  My Friends and Me  Group Dynamics  Smoking  Alcohol  Healthy Friendships  Celebrating My Inner Strength and Assertiveness	<b>Relationships</b>  Jealousy  Love and Loss  Memories Puzzle outcome: Memory Box  Getting on and Falling Out  Girlfriends and Boyfriends  Celebrating My Relationships with People and Animals	<b>Changing Me</b>  Celebrating My Relationships with People and Animals  Unique Me  Having a Baby  Puberty and Menstruation  Circles of Change  Accepting Change  Looking Ahead

<p><b>Citizenship</b></p> <p><b>Votes for school</b> (Adaptive curriculum based on world events )</p>	<p><b>Topic Theme: Environment &amp; climate change</b></p>	<p><b>Topic Theme: Crime, justice &amp; extremism</b></p>	<p><b>Topic Event: Black History Month</b></p>	<p><b>Topic Event: Anti-Bullying Week</b></p>	<p><b>Topic Event: LGBT History Month</b></p>	<p><b>Topic Event: Safer Internet Day</b></p>
<p><b>RE Plan Bee</b></p>	<p>(Multi faith)<b>Pilgrimages</b> Studying pilgrimages through different religions</p>	<p>Christianity <b>Christmas Journeys</b></p>	<p>Christianity <b>Why is Easter important</b></p>	<p>Hinduism <b>Hindus home and Mandir</b></p>	<p>Sikhism <b>Sikh Rites of Passage</b></p>	<p>MultiFaith <b>Special Foods</b></p>
<p><b>Cooking</b></p>	<p>Creating chicken dishes and learning the importance of cross-contamination.</p>	<p>Baking different types of biscuits using different methods and techniques.</p>	<p>Creating dishes, such as soups to use different cutting, chopping techniques and learning the importance of knife safety.</p>	<p>Bake to different types of cakes and lamb dishes with an Easter theme.</p>	<p>Making dishes from food around the world for students to learn the diversity of food from other cultures.</p>	<p>Students plan and create their own dish- Ingredients, method, practical, cost, equipment.</p>
<p><b>Forest School</b></p>	<p>Rules and understanding Forest School(Woodland Walk) • Teamwork/creativity and Boundaries (Den building) • Senses • Safe tool use</p>	<p>Respecting the environment • Using tools safely • Manipulating wood • Consistency / ration • Fire safety / cooking with whittled sticks</p>	<p>• Native plants and terrain change • Senses • Patience / fine motor skills • Safe tool use / whittling / predicting</p>	<p>Worms and their habitat • Parts of a • Find natural items on the list • How to build stably</p>	<p>Follow a map • Giving detailed instructions • Follow verbal direction • Common plants at forest school • Creativity</p>	<p>• Number patterns in nature • Knot tying and shelter • Creativity • Improve memory</p>

