

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Rainforest Explorers	What a load of Rubbish!	Stone Age, Bone Age	Take a Walk with a Wild Child	What have the Romans ever done for us?	The Great Train Journey
Class novel	Running Wild By Michael Morpurgo	The Borrowers by Mary Norton	Stig of the Dump By Clive King	Stig of the Dump By Clive King	The Roman Quests Escape from Rome By Caroline Lawrence	Jungle Book By Rudyard Kipling
English genres	<p>The Vanishing Rainforest by Richard Platt Poetry- Animal poems</p> <p>Information texts- Rainforest animals</p> <p>Explanation Text- Photosynthesis (science link)</p> <p>Diary writing- in role as Remeama(Vanishing Rainforest) - what it is like to live in Rainforest.</p> <p>Character descriptions- empathy- film week using film.</p> <p>Play scripts- reading and performing harvest play. Visit to Birmingham Botanical Gardens</p>	<p>Window by Jeannie Baker The Paper bag Prince by Colin Thompson</p> <p>Character description- Paperbag Prince</p> <p>Story in a familiar setting- using setting from The Window children add characters to build on the story.</p> <p>Discussion- recycling the pros and cons of recycling.</p> <p>Persuasive writing- Prevent houses built on green belt/ why we should recycle.</p>	<p>Ug Boy Genius Of the Stone Age- Raymond Briggs</p> <p>Diary entries- life as a Stone Age inhabitant.</p> <p>Instructions- How to build a fire/ make flat bread.</p> <p>Newspaper report- Ug inventing the wheel</p> <p>Poetry- Haikus- Art week on different flowers</p>	<p>Wild Girl by Chris Wormell</p> <p>Adventure stories- Write problem and resolution to Wild Girl</p> <p>Letter- Writing in role as character to another.</p> <p>Non Chronological reports- Life in the Stone Age</p> <p>Play scripts- Reading and performing class assembly. Visit to Compton Verney- Stone Age Day</p>	<p>Roman Myths Videos</p> <p>Persuasive writing- Advertising Easter game</p> <p>Narrative poem- tell story of Roman myth using format of a narrative poem.</p> <p>Explanation Text- Armour worn by a Roman soldier</p>	<p>The Firework Makers Daughter by Philip Pullman</p> <p>Mystery Story- Read and write mystery story using class reader</p> <p>Biography- Life of George Stevenson</p> <p>Performance Poetry- From a Railway Carriage by Robert Louis Stevenson</p> <p>Visit to Severn Valley Railway and West Midlands Safari park.</p>
Maths	<p>Place Value- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000. Written addition- add and numbers with up to three digits, using</p>	<p>Fractions- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use</p>	<p>Place Value- Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Time- Tell and write the time from an analogue clock, including using</p>	<p>Fractions- Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. Shape- Identify right</p>	<p>Written methods for addition and subtraction- Consolidate use of columnar methods for addition and subtraction up to 4 digit numbers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Written multiplication</p>	<p>Measurement- Measure the perimeter of simple 2-D shapes. Time- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time</p>

	<p>formal written methods of columnar addition.</p> <p>Written subtraction- Subtract numbers with up to three digits, using formal written methods of columnar subtraction. Add and subtract numbers mentally. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Written multiplication and division- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Problem solving- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Statistics- Interpret and present data using bar charts, pictograms and tables.</p>	<p>fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Shape- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise that angles are a property of shape or a description of a turn.</p> <p>Investigation- Develop reasoning skills in different contexts. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Statistics- Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p>	<p>Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Written multiplication and division- Consolidate use of grid method and chunking method.</p> <p>Problem solving- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Measurement- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Statistics- Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p>	<p>and division- Consolidate use of grid method and chunking method. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Investigation- Develop reasoning skills in different contexts.</p> <p>Measurement- Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p>in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Problem solving- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Any other areas that need consolidation.</p>
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<p>Science</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Medicines made from Rainforest plants.</p> <p>Visit to Birmingham Botanical Gardens</p>	<p>Humans and other animals.</p> <p>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</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks and soils.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Visit to Compton Verney- Stone Age Day</p>	<p>Rocks and soils</p> <p>Describe in simple terms how fossils are formed.</p> <p>Recognise that soils are made from organic matter.</p> <p>Raise and answer questions about the way soils are formed.</p>	<p>Forces and Magnets</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Light and shadows.</p> <p>Explore what happens when light reflects of a mirror.</p> <p>Recognise that light from the sun can be dangerous.</p> <p>Recognise that shadows are formed when light is blocked.</p> <p>Work scientifically by looking for patterns and describing changes.</p>
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Computing	<p>Online Safety Unit Be Smart Learn how to use key Word Searches to help children find appropriate content for them. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Programming Y3 Simple Logo Use a programming language (Logo) to create algorithms to draw simple shapes, patterns and recognisable items on screen. Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>LKS2 Digital Literacy- Online Collaboration. To explore some methods of collaborating online to enhance knowledge Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how [search] results are selected and ranked and be discerning in evaluating digital content.</p>	<p>LKS2 Multimedia- Creating a presentation. Create a presentation and learn some of the features of the application used. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Programming Y3 Introduction to Scratch. To create a character and environment in Scratch. Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>LKS2Data Handling- simple functions in spreadsheets. To learn how to create branching databases and tree diagrams Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
History			<p>Stone Age to iron Age Learning about the changes in Britain from the Stone Age to the beginning of the Iron Age.</p> <p>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</p>	<p>Bronze Age religion, technology and travel, e.g. Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>The Roman Empire and its impact on Britain. 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.</p> <p>British resistance, e.g. Boudica</p> <p>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Famous scientist/inventor-George Stephenson.</p> <p>History of steam travel.</p> <p>Following the journey of the Orient Express.</p> <p>Steam train visit.</p> <p>A significant turning point in British history, e.g. the first railways or the Battle of Britain</p>
	Locating and researching	Research and discuss				

<p>Geography</p>	<p>rainforests of the world.</p> <p>Locate and name continents of the world.</p> <p>Find the position and understand the significance of the Tropics of Cancer and Capricorn, the equator and time zones.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>environmental issues that affect the world.</p> <p>Starting with deforestation linking with rainforests.</p> <p>Children will research the effects of different types of pollution and also building on green belts in the area.</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>			<p>Roman place names in Britain.</p> <p>Which cities in England have a Roman heritage?</p> <p>Where was the Roman Empire?</p> <p>How did it change geographically?</p>	<p>Locate on map the journey of the Orient Express.</p> <p>Geographical skills and fieldwork</p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Art</p>	<p>Looking at painting of Rousseau's Jungle.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>			<p>Flowers Still life, developing sketching skills with pencils, exploring pastels to blend colours. Using water colours. Style of Charles Rennie Mackintosh</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>□ about great artists, architects and designers in history.</p>	<p>Create own mosaic using Roman designs.- Roman Museum trip.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	

<p>Design Technology</p>		<p>Design and make healthy smoothies using fruits from the Rainforest.</p> <p>Design □ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make □ select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately □ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate □ investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>			<p>Designing and making catapults using wood.</p> <p>Design □ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make □ select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately □ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate □ investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	
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R.E.	<p>L2.7 What does it mean to be a Christian in Britain today? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p>		<p>L2.1 What do different people believe about God? This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God. The investigation implements Christian focus and either or both Hindus and Muslims.</p>	<p>L2.5 Why are festivals important to religious communities? This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam. Schools are free to choose to study other festivals as shown in the syllabus however the learning exemplified in this unit focuses on these 4 festivals. There are links to literacy, art and philosophy for children within this unit.</p>	<p>L2.4 Why do people pray? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p>	<p>L2.2 Why is the Bible so important for Christians today? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures - the Bible - exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.</p>
P.E.	<p>Hockey Play competitive games modified where appropriate and apply basic principles suitable for attacking and defending. Swimming Children will be taught to swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p>	<p>Netball Play competitive games modified where appropriate and apply basic principles suitable for attacking and defending. Swimming Children will be taught to swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p>	<p>Dance-link to Stone Age Topic Perform dances using a range of movement patterns Swimming Children will be taught to swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p>	<p>Gymnastics Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics. Swimming Children will be taught to swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p>	<p>Tennis Play competitive games modified where appropriate and apply basic principles suitable for attacking and defending. Swimming Children will be taught to swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination Swimming Children will be taught to swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p>
	Wider Opportunities	Wider Opportunities	Wider Opportunities	Wider Opportunities	Wider Opportunities	Wider Opportunities

Music	<p>Learning to play the recorder.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Learning to play the recorder.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Learning to play the recorder.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Learning to play the recorder.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Learning to play the recorder.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Learning to play the recorder.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>
French	<p>French alphabet All about me Introductions Je m'appelle..... Quel age as-tu?</p>	<p>Numbers and colours The family J'ai un frère etc Simple conversations</p>	<p>Dans la classes- classroom items and routines Qu'est-ce qu'il ya? Asking and answering questions</p>	<p>Playground games Cultural similarities/differences The farmer's in his den...etc</p>	<p>Animals/pets J'aime/Je n'aime pas/Je deteste etc Reinforce verb avoir</p>	<p>Stories-the 4 friends Dear zoo Simple story-telling following a model</p>
PSHE.	<p>Working Together- Unit 3A Communication and Participation.</p> <p>Taking Care (Protective behaviours)</p> <p>E safety- link with computing.</p>	<p>Working Together- Unit 3B Self Awareness.</p>	<p>Friendship and Difference. Unit 3C- My relationships.</p>	<p>Friendship and Difference. Unit 3D- Valuing Difference.</p>	<p>Citizenship Unit 3E Rules and Rights</p>	<p>Citizenship 2 Unit 3H Similarities and Differences</p>
SMSC.	<p>Healthy eating-linked to Harvest Class assembly- Harvest/Rainforests Endangered animals- rainforest topic</p>	<p>Anti-bullying Carol service Reading buddies Raising money for charity-RE Caring for the environment</p>	<p>Class assembly- Stone Age</p>	<p>Reading buddies</p>	<p>Reading buddies</p>	<p>Reading buddies</p>
Themed weeks	Film Week	Christmas fair	Art Week			World Cup Maths week