

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC / THEME	FASHION		ACTIVE PLANET		SAVING THE WORLD	
English	<p><u>Text:</u> The Butterfly Lion <u>Reading:</u> a variety of fiction and non-fiction texts for fluency, prosody and comprehension. <u>Handwriting:</u> cursive joins <u>Writing:</u> Narrative- Description- Setting Diary Account <u>Grammar:</u> plural and possessive; expanded noun phrases; fronted adverbials; commas</p>	<p><u>Text:</u> The Borrowers <u>Reading:</u> a variety of fiction and non-fiction texts for fluency, prosody and comprehension. <u>Handwriting:</u> cursive joins <u>Writing:</u> Narrative - Description; Characterisation Narrative - Adventure</p>	<p><u>Text:</u> Visual Literacy- Moana <u>Reading:</u> a variety of fiction and non-fiction texts for fluency, prosody and comprehension. <u>Handwriting:</u> cursive joins <u>Writing:</u> Non-chronological reports; Myths and Legends <u>Grammar:</u> pronoun, possessive pronouns, adverbials.</p>	<p><u>Text:</u> Ramaysa <u>Reading:</u> a variety of fiction and non-fiction texts for fluency, prosody and comprehension. <u>Handwriting:</u> cursive joins <u>Writing:</u> Descriptive setting; poems - pattern and rhyme.</p>	<p><u>Text:</u> How to Live Forever <u>Reading:</u> a variety of fiction and non-fiction texts for fluency, prosody and comprehension. <u>Handwriting:</u> cursive joins <u>Writing:</u> Discursive / Balanced Argument; Narrative – set in the future. <u>Grammar:</u> Determiners</p>	<p><u>Text:</u> Poetry <u>Reading:</u> a variety of fiction and non-fiction texts for fluency, prosody and comprehension. <u>Handwriting:</u> cursive joins <u>Writing:</u> Poetry <u>Grammar:</u> capital letters for proper nouns, personal pronouns.</p>
Maths	<p><u>Place Value</u> Recognise the place value of each digit in a three-digit number. Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations including measures. Recognise the place value of each digit in four-digit number. Order and compare numbers beyond 1000. Find 1000 more or less than a given number. Round any number to the nearest 10, 100 and 1000. Count</p>	<p><u>Multiplication and Division</u> 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. Use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1. Use place value and number facts to solve problems. Can write and calculate mathematical statements for the multiplication tables;</p>	<p><u>Multiplication and Division</u> Relate multiplication to arrays. Multiply two-digit and three-digit numbers by a one digit number using formal written layout. Can divide using written method. Solve integer scaling problems in which n objects are connected to m objects. Find the area of rectilinear shapes by counting squares. <u>Money</u> Estimate, compare and calculate different measures, including</p>	<p><u>Fractions</u> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths.</p>	<p><u>Angles</u> -Identify acute and obtuse angles and compare and order angles up to two right angles by size. -Begin to recognise where angles are greater than two right angles and know the term straight angle referring to two right angles together. <u>Shape and Symmetry</u> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>	<p><u>Review of all four formal methods of calculation</u> Add numbers with up to four digits using the formal method of columnar addition. Subtract numbers with up to four digits using the formal method of columnar subtraction. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Multiply two-digit and three-digit numbers by a one-digit number</p>

	<p>backwards through zero include negative numbers. Solve number and practical problems.</p> <p><u>Addition and Subtraction</u></p> <p>Estimate the answer to addition and subtraction questions. Estimate and use inverse operations to check answers to a calculation.</p> <p>Mentally add and subtract to bridge 100 and 1000. Use mental strategies when appropriate. Identify the relationship between addition and subtraction. Add numbers with up to four digits using the formal method of columnar addition. Subtract numbers with up to four digits using the formal method of columnar subtraction. Estimate and use inverse operations to check answers to a calculation.</p>	<p>can use facts that they know to derive answers. Recall multiplication and division facts up to 12x12. Recognise and use factor pairs and commutativity in mental calculations. Multiply three numbers.</p> <p><u>Measurement</u></p> <p>Convert between different units of measurement. Measure and calculate the perimeter of a rectilinear figure in centimeters and meters (use + and – strategies).</p>	<p>money in pounds and pence. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Recognise and write decimal equivalents to 1/4, 1/2, ¾. Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Time</u></p> <p>-Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>-Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>-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.</p> <p>-Begin exploring line symmetry with two lines of symmetry.</p> <p><u>Position and Direction</u></p> <p>-Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>-Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>-Plot specified points and draw sides to complete a given polygon.</p>	<p>using formal written layout.</p> <p>Can divide using written method.</p> <p><u>Statistics</u></p> <p>-Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
Science	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p>	<p><u>States of Matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p><u>Living things and their habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>		

	Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.	Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.	Identify the part played by evaporation and condensation in the <u>water cycle</u> and associate the rate of evaporation with temperature.			
Computing	<u>Using Computers</u> Using technology safely and respectfully. Logging onto Chromebooks. Printing from Chromebooks. <u>Keyboard Skills</u> To introduce typing terminology. Understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom and top rows. To practice the keys typed with the left hand.	<u>Coding: Logo 2Go</u> To learn the language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. Use Repeat function in Logo to create shapes. To use and build procedures in Logo. <u>Online Safety</u> To understand how children can protect themselves from online identity theft. Understand that information put online leaves a digital footprint	<u>Coding: Tynker</u> Review coding vocabulary. Design, write and debug programs that accomplish specific goals (e.g dragon eating the treasure). Use logical reasoning to detect and correct errors in algorithms. To decompose programs into smaller parts.	<u>Animation</u> To discuss what makes a good, animated film or cartoon and what their favourites are. To learn how animations are created by hand. (Look at original Disney sketches and animations) To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to 'stop motion' animation.	<u>Coding</u> To use a sketch or storyboard to represent a program design and algorithm. Use the design to create a program. Introduce variables and the If/else statement and use it in a program. Explore a flowchart design for a program with an if/else statement. Create a program which responds to the If/else command, using the value of the variable	<u>Effective Searching</u> To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable <u>Effective Searching</u> To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable

	<p>To practice the keys typed with the right hand.</p>	<p>or trail and that this can aid identity theft.</p> <p>To Identify risks and benefits of installing software including apps. Identify positive and negative influences of technology on health and the environment. Understand importance of balancing screen time with other parts of their lives</p>		<p>To share animation on the class display board and by blogging.</p> <p><u>Writing for Different Audiences</u></p> <p>To explore how font size and style can affect the impact of a text.</p> <p>To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign (link to topic)</p>	<p>Create a program with a character that repeats actions. Use the Repeat Until command to make characters repeat actions.</p> <p>Program a character to respond to user keyboard input. Make timers and counting machines using variables</p> <p>Explore how 2Code can be used to investigate control by creating a simulation. Know what decomposition and abstraction are in computer science.</p> <p>To take a real-life situation, decompose it and think about the level of abstraction.</p> <p>To design a decomposed feature of a real-life situation.</p>	
History	<p>Fashion</p> <p>A study of the changing fashion trends in the UK and the world over time</p> <p>Child led Historical Enquiry</p> <p>Big Question: How does culture influence fashion? To create a timeline of fashion through different time periods.</p>		<p>A local history study – Vernon Road church building.</p> <p>An in-depth study of Pompeii and the eruption of Mount Vesuvius in 79AD</p> <p>Historical Enquiry: What impact did the eruption of Mount Vesuvius have?</p> <p><u>History</u></p>	<p>Know about changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none">• Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae• Bronze Age religion, technology and travel, for example, Stonehenge• Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Historical Enquiry: How do we know about Britain in the Stone Age?</p>		

	<p>Know about the main similarities and differences of fashion trends over time</p> <p>Understand how the past influences fashion trends.</p> <p>Know about the lives of people in periods studied Be able to research a significant figure in fashion- Bruce Oldfield</p>	<p>Big Question: In 2 billion years do you think there will be new nations formed? What would it look like?</p>	<p>Big Question: What do you think the anthropological age will be called and why? //</p> <p>Would you prefer to live in the Stone Age or the Iron Age? Why?</p>
Geography	<p>LK: Name and locate counties and cities of the United Kingdom</p> <p>GS&F: Use maps (including Ordnance Survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>H&P G: Describe and understand key aspects of human geography: economic activity including trade links - how we transport materials to India/China and across Europe.</p>	<p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Naples, Italy) and a region within North America (Hawaii, USA)</p> <p>GS&F: Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>H&P G: Describe and understand key aspects of physical geography: climate Zones, biomes and vegetation belts, volcanos and earthquakes.</p>	<p>LK: Locate the world's countries concentrating on key physical and human characteristics (locate where the main rainforests are in the world)</p> <p>LK: Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p> <p>H&P G: Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers (focus on the Borneo rainforest)</p> <p>Human geography: Types of settlement and land use and the distribution of natural resources (the lives of rainforest people and how they compare with their own, how and why the rainforest is being destroyed)</p> <p>GS&F: Use maps (including Ordnance Survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Art / DT	<p><u>Colour focus</u></p> <p>Big Picture-</p> <ol style="list-style-type: none"> 1) Create artwork in style of different artists 2) Create a geometric 60s print artwork <ul style="list-style-type: none"> • Make the colours shown on a colour chart. 	<p><u>Colour and texture focus</u></p> <p>Create artwork inspired by an extreme natural phenomenon (volcanic eruption, hurricane etc), in the style of Jackson Pollock/Gerhard Richter</p>	<p><u>Drawing focus</u></p> <p>Comparison study of Rousseau and Dyer</p>

	<ul style="list-style-type: none"> Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Advise and question suitable equipment for the task e.g., size of paintbrush or paper needed. Use colour to reflect mood Experiment with creating mood, feeling and movement 	<p>Big Picture -</p> <p>1) Create a large Jackson Pollock inspired canvas to depict a volcanic eruption</p> <p>2) Create an artwork in the style of Gerhard Richter to depict an extreme natural phenomenon</p> <ul style="list-style-type: none"> Explore hot and cold colours Select and use materials to achieve a specific outcome. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Begin to apply colour using dotting, scratching, splashing to imitate an artist. 	<p>Big Picture - Use collage, paints, pastels, pencil, charcoal or chalk to create rainforest art in the style of Rousseau and Dyer</p> <ul style="list-style-type: none"> Identify and draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. Work on a variety of scales
PE & Sport	<p><u>Rugby /football</u> <u>Invasion and Target (ball handling)</u></p> <p>To be able to hold and kick the ball correctly and to get better at handling the ball through ball skills.</p> <p><u>Rugby</u> Complete accurate lateral (sideways) passes to a partner</p> <p>Develop techniques for tagging an opponent Hold a rugby ball with some confidence using a wide grip hold To be able to receive the ball from a partner To be able to pass the ball to a partner using a sideward pass Use a 1 handed touch tackle on waist of opponent To be able to comment on own ability within the sessions and how to improve Know the importance of a warm-up and cool down</p>	<p><u>Games</u></p> <p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming</u> Perform a sequence of changing shapes whilst floating on the surface Swim approx. 10m using a range of different strokes (back, breast, front crawl)</p>	<p><u>Cricket</u> <u>Striking and fielding games</u> <u>Athletics – preparation for Sports Day</u></p> <p>Consolidate and improve the quality, range and consistency of techniques they use for particular activities</p> <ul style="list-style-type: none"> Run consistently and smoothly at different speeds Demonstrate different combinations of jumps, showing control, coordination and consistency Throw a range of implements into a target area with accuracy <p>Understand the difference between a sprint race and long distance Sprint 80m at correct pace Throw a given item with height, distance and accuracy</p>

			<p>To perfect the breast stroke, back stroke and front crawl.</p> <p>To consolidate and improve the quality of their swimming skills.</p> <p>To consider what makes a good swimming stroke.</p>		<p>Describe and evaluate the effectiveness of performance, and recognise aspects of performance that need improving</p> <p>Describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity</p> <p>Carry out stretching and warm-up activities safely.</p>	
Music	<p><u>Autumn 1: ENO Composing Project + Harvest Assembly</u></p> <ul style="list-style-type: none"> - Use film stimulus and resources created by the ENO (English National Opera) to embark on a composing project - Finishing off a piece of music already begun by them - Listen to and appraise the music provided - Writing their own libretto through collaborative word banks - Interpret and use graphic scores. - Use a range of instruments to create different sounds, portraying different feelings and meaning. - Improvise and compose 2-3 musical phrases based on the class libretto 	<p><u>Autumn 2: ENO Composing Project + Carol Concert</u></p> <ul style="list-style-type: none"> - Experiment with the dynamics of the piece - Rehearse and record the class composition - Self evaluate the process and performance - Listen to and appraise different operatic extracts - Develop confidence and accuracy of performance in preparation for their Carol Concert. 	<p><u>Spring 1: Ukuleles + Around the World</u></p> <p><i>Ukuleles:</i></p> <ul style="list-style-type: none"> - Learn about the origin of the uke - The body part names - How to hold it - Chords: learn C and F and alternate them - Sing the chorus of 3 Little Birds with these chords - Compose group songs or pieces of music with these chords <p><i>Around the World:</i></p> <ul style="list-style-type: none"> - Explore pentatonic melodies with leaps and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world. - Listen to different folk/ world music from 	<p><u>Spring 2: Ukuleles + Spring Concert</u></p> <p><i>Ukuleles:</i></p> <ul style="list-style-type: none"> - Continue learning with Ukulele Magic - Learn about the difference between major/ minor and tones/semitones. - Learn Am, C7 and G7 chords - Learn Active Planet topic linked songs and accompany them on the ukulele - Learn how to read tablature - Compose their own song, using a choice of chord structures from previously learned songs. - Learning can continue with Ukulele ensemble next term 	<p><u>Summer 1: Global Warming (Saving the Planet)</u></p> <ul style="list-style-type: none"> - Global warming songs - Develop class ensemble playing and singing in multiple parts with a song based on Global warming. - Learn how to accompany a song with drone and ostinato on a variety of tuned instruments 	<p><u>Summer 2: Medieval Music + Production Songs</u></p> <ul style="list-style-type: none"> - Explore the history of music and musical instruments from the Medieval period. - Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers. - Compose medieval music in pairs, one person providing a drone accompaniment, the other creating the melody

			Ireland, Hungary and Africa. - Listen to and appraise music from Russia, Mussorgsky's 'Night on a Bare Mountain'			
PSHE	Teamwork - class contract; strengths of the community x 1 Kindness Network Rail – safety talk; Road safety talk; Harvest Festival; Gratitude; Big Draw – teamwork Families and People Who Care for Me.x 3 Caring friendships x 3 Diwali; Hanukah; Bonfire Night; Halloween; Eid; Christmas; Anti-Bullying Week x 1		New year, new start – goals x 1 Curiosity St David's Day; British Values; Mother's Day; Easter; St David's Day & St Patrick's Day; World Book Day Safer Internet Day x 1 Drugs and Alcohol x 3 Sex & Relationships Education x 3 (Positive Mental Health x 1 Sustainability x 1		Persistence - working towards SATs Courage St George's Day; Healthy Eating - Food Revolution; Sports Day – Teamwork; Ramadan Health & prevention of illness x 1 Being Safe x 3 Transition x 4 Positive Mental Health x 1 Sustainability x 1	
RE / P4C	Sikhism Who was Guru Nanak and why do Sikhs remember him? Significant People Stories of the Gurus, in particular Guru Nanak (and his birthday) and Guru Gobind Singh. Sacred texts: The Guru Granth Sahib and the Daily Prayer Book	Religious Dress Does clothing matter? Why? Buddhism – Saffron robes Islam – Hijab Judaism – Cap (Kippah) for worship and prayer shawl (Tallit), Tefillin Sikhism – 5Ks: Kesh (uncut hair), Kanga (wooden comb), Kachera (underwear), Kara (bracelet), Kirpan (sword). Turban to cover uncut hair.	Non-religious beliefs What is religion? What is not religion? Agnostic - what does it mean to be agnostic? Weddings / Funerals / Birthdays	Christianity Will Jesus be remembered in 2000 years? Important times and dates: Lent, Easter, Ascension, Pentecost, Trinity	Islam What can we learn about how Muslims worship by visiting a mosque? Trip to Kingston Mosque to focus on the Dome and Minaret, preparation for prayer, shoes, prayer hall, mihrab and Minbar	Hinduism Is it better to believe in one God or many Gods? Important dates: Raksha Bandhan (knot of protection) Holi (March) Diwali (Nov) Hinduism – the role of the pandits at the shrine

		Humanism – no authorities or rules that would or could impose particular styles of dress on the non-religious.				
Spanish	<p>Clothes Vocab: Abrigo, pantalón vaquero, gafas de sol, jersey, camisa, camiseta, bañador, gorro, bufanda, zapatillas de deporte, zapatos, guantes, ropa</p> <p>The verb 'to wear' Possessive pronouns Vocab: mi, tu, su, mis, tus, sus.</p>	<p>Describe a person (verb + adjective) Vocab: largo/a, corto/a, grande, pequeño/a, bonito/a, feo/a. Morena/o, rubia/o, guapa/o, alto/a, bajo/a, delgado/a, travieso/a, divertido/a, gracioso/a, tímido/a. Use the verb 'to wear' Use the verb 'to have' Use the verb 'to be'</p>	<p>Leisure time Vocab: Ir a la playa, ir a la piscina, echar una carrera, bañarse en el río, pescar, ir al cine, ir de compras, salir a comer. Propose a plan to a friend Vocab: ¿Quieres ir a...?/ ¿Por qué no vamos a...? Express opinion about other people's plans. Vocab: Es guay, es genial, es divertido, es aburrido.</p>	<p>Give and ask for directions Vocab: ¿Dónde está...?/ Ve..., gira..., izquierda, derecha, cerca de..., al lado de..., enfrente de..., junto a... Transport Vocab: taxi, tren, metro, moto, autobús, avión, coche, bicicleta, a pie.</p>	<p>Ordinal numbers (up to 10th) The six W (where, when, why, what, how and who) Vocab: dónde, cuándo, por qué, qué, como, quién. Regular verbs in first person Vocab: leer, montar, tocar, jugar, dibujar.</p>	<p>Reflexive verbs in 1st, 2nd and 3rd person (singular) Vocab: levantarse, ducharse, vestirse, lavarse. Tell the time Vocab: ¿A qué hora...?/ En punto, y media, y cuarto, menos cuarto. Adverbs Vocab: a veces, normalmente, todos los días</p>