

	AUTUMN	SPRING	SUMMER
ENGLISH	<p>Revision of alphabetical order</p> <p>Dictionary work</p> <p>Sentence structure</p> <p>Conjunctions</p> <p>Nouns and Pronouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Comprehension work</p> <p>Creative writing – imaginative stories, descriptive writing and factual accounts – cross curricular links with Ancient Egyptians</p> <p>Individual and class reading</p> <p>Weekly spelling, phonic work and dictation exercises</p>	<p>Apostrophe – contraction and possession</p> <p>Punctuation, including commas and speech marks</p> <p>Compound words</p> <p>Alternative words for 'said'</p> <p>Performance Poetry or Public Speaking</p> <p>Comprehension work</p> <p>Creative writing, with links to History (Ancient Greeks) and Life Science (Skeleton)</p> <p>Informal letter writing</p> <p>Character/Book Review</p> <p>Individual and class reading</p> <p>Weekly spelling, phonic work and dictation exercises</p>	<p>Homophones</p> <p>Synonyms</p> <p>Analysing and experimenting with different types of writing:</p> <p>Rhyming Poetry and Colour Poems</p> <p>Persuasive writing-writing an advert</p> <p>Writing instructions</p> <p>Comprehension work</p> <p>Handwriting in pen</p> <p>Imaginative and factual writing, cross-curricular links with History(1930's) and Geography (St Lucia)</p> <p>Individual and class reading</p> <p>Oral presentation – prepare, read and perform playscripts</p> <p>Weekly spelling, phonic and dictation work</p>
MATHEMATICS	<p>Place value- Adding and subtracting multiples of ten, hundred and thousand to a number.</p> <p>Roman Numerals to 100.</p> <p>Rounding numbers to the nearest T, H and TH.</p> <p>Columnar addition up to 4 digits using carrying, importance of knowing number bonds.</p> <p>Subtraction-Crossing tens/counting on method and columnar decomposition method working up to TH H T U.</p> <p>2D and 3D Shapes- names and properties of shapes. Identify lines of symmetry in 2D shapes. Identify angles-right, acute and obtuse.</p> <p>Multiplication-doubling, halving, factors, products. Using the Grid Method for Multiplication. Multiply TU and HTU by one digit using formal written layout.</p> <p>Division-with and without remainders.</p> <p>Measuring length – conversion of units km, m, cm, mm, estimation and practical measuring and recording of objects.</p> <p>Continue to practise times tables and Mental Arithmetic work.</p>	<p>Using multiplication and division facts to solve word problems</p> <p>Money-notation, counting coins, calculating total cost and change.</p> <p>Money and real-life problems using multiplication and division.</p> <p>Measuring capacity- conversion of units L=ml, estimation & practical measuring tasks.</p> <p>Measuring Weight- conversion of units Kg =g, estimation and practical weighing tasks.</p> <p>One and two step problems involving measurement and money, using all four operations and decimals to two decimal places.</p> <p>Calculate Area and Perimeter of rectilinear figures in cm and m.</p> <p>Weekly continued practise of multiplication tables and division facts and mental work.</p>	<p>Revise polygon names. Compare and classify/name types of triangles and quadrilaterals based on their properties.</p> <p>Time-Read, write and convert time between analogue and digital 12 and 24 hour clocks, am/pm, convert units of time, calculating intervals of time, use timetables.</p> <p>Fractions-notation, common equivalent fractions, add and subtract fractions with same denominator, fractions of quantities.</p> <p>Revision of 4 Rules of computation, money, and measurement prior to Maths Exam.</p> <p>Data Handling- Interpreting and creating and frequency/tally charts and pictographs, bar graphs, Venn diagrams and Carroll diagrams.</p> <p>Decimals-tenths and hundredths.</p> <p>4 a Day Worksheets used weekly to consolidate topics taught.</p> <p>Continued practise of multiplication tables -One Minute Test used each week.</p>
SCIENCE	<p>To compare everyday materials objects on the basis of their; properties, including hardness; strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials.</p> <p>To describe and group rocks on the basis of their characteristics, including appearance, texture and permeability.</p> <p>To describe and group soils on the basis of their characteristics, including appearance, texture and permeability.</p> <p>To recognize differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.</p> <p>Insects – variety, anatomical features, life cycle of insects.</p> <p>Flowering plants-anatomy, pollination, seed formation, methods of seed dispersal, seed collection sorted.</p> <p>Fungi- anatomy and reproduction, types of fungi observed- class go foraging.</p> <p>Spiders-structure compared to insect, main types, how they feed/trap prey, life cycle of the spider, types of webs (orb, tunnel, and hammock), and spider research to create a fact file.</p>	<p>Using thermometers to measure temperature.</p> <p>Air temperature.</p> <p>Thermal insulators and conductors.</p> <p>Skeleton-function, name and locate major bones, joint types, bone facts.</p> <p>Muscles- function, muscles work in pairs, name key muscles, reflex action and central nervous system.</p> <p>Digestion-name and locate major digestive organs, explain function of each organ and describe process of digestion in detail.</p> <p>Heart and circulatory system-structure and function, types of blood vessels.</p> <p>Breathing-how we breathe and the exchange of gases, basic structure of the respiratory system, measure lung capacity.</p> <p>A fair test to show exercise increases breathing rate and heart rate.</p> <p>Illustrated/ICT research project on a body organ.</p>	<p>HABITATS</p> <p>Make links between life processes in familiar animals and plants and the environments in which they are found.</p> <p>Make and use keys.</p> <p>Identify and assign animals and plants to groups.</p> <p>Ways in which living things and the environment need protection.</p> <p>How animals and plants in two different habitats are suited to their environment</p> <p>Use food chains to show feeding relationships in a habitat.</p> <p>Micro-organisms may be beneficial or harmful.</p> <p>TEETH</p> <p>Tooth structure and associated vocabulary.</p> <p>Identify types of teeth and their function - link to carnivores, omnivores and herbivores.</p> <p>Process of tooth decay.</p> <p>Factors causing tooth decay- Teeth decay experiments to show effect of fluoride and sugar.</p> <p>Identify safe/unsafe snacks.</p> <p>Create a fact file of interesting information about teeth.</p>
HISTORY	<p>ANCIENT EGYPTIANS</p> <p>Introduce Ancient Egyptians-locate on map and timeline, primary and secondary sources of evidence</p> <p>The importance of the River Nile in Ancient Egypt-facts and uses</p> <p>The three farming seasons, crops grown and diet</p> <p>Various consequences of Nile flooding, irrigation and harvesting methods</p> <p>Boats and trade</p> <p>Pharaohs and the hierarchy of society</p> <p>Tutankhamen and the role of archaeologists</p> <p>Tombs, the process of mummification, the 'Afterlife' and the 'Weighing of the-Heart'</p> <p>How papyrus was made, Egyptian hieroglyphs, design a cartouche</p> <p>Pyramids and building techniques</p> <p>Ancient Egyptian homes and home life, clothes and makeup</p> <p>Egyptian Gods and goddesses, Egyptian legacy</p>	<p>ANCIENT GREEKS</p> <p>Introduce Ancient Greeks-location on map, timeline, famous for</p> <p>Look at archaeological evidence (Pottery) for how the Ancient Greeks lived.</p> <p>Types /uses of pots and how pots were made</p> <p>City States-Athens and Sparta compared</p> <p>The Parthenon and Greek architecture</p> <p>The Agora/Market Place and slaves</p> <p>Greek farming and crops grown, Greek food</p> <p>The Ancient Greeks at Sea- trade, trade boats and triremes</p> <p>Everyday life for Ancient Greek men, women and children</p> <p>Greek language, writing/ alphabet and education</p> <p>Other legacies-The Olympic Games, philosophy, Greek Theatre and plays</p> <p>Greek Gods and Goddesses</p> <p>Individual research- Gods, dress, hoplites</p>	<p>BRITAIN SINCE 1930</p> <p>Introduction and overview of period-create a timeline with key events</p> <p>Life in the1930's-houses, toys and transport</p> <p>Life in the1930's-Leisure (adults and children). Work and roles of men and women</p> <p>Work in the 1930's-The Depression and Jarrow Crusade</p> <p>Facts relating to the outbreak of WW2. Types of air raid shelters</p> <p>WW2-The Blitz, evacuation, identity cards and rationing</p> <p>The Home Front and the 'War Effort', VE Day</p> <p>The Post-War Years/1945-50-Prefabs,Welfare State and new towns</p> <p>The 1950's-changes,inventions,prosperity</p> <p>The 1960's –growing up in the '60's-fashions</p> <p>(If time) Developments during the 1970's and 1980's-new technology, pollution</p>
GEOGRAPHY	<p>ATLAS WORK</p> <p>Map projections</p> <p>Continents and names of main lines of latitude and longitude</p> <p>Countries of the British Isles and United Kingdom</p> <p>Map Symbols</p> <p>Scale</p> <p>Locate/name main rivers, upland areas and cities in the British Isles</p> <p>8 Points of the Compass</p> <p>Co-ordinates</p> <p>Create a mini index</p> <p>Use the Atlas index and maps to find information about places</p> <p>World Record breakers(e.g. locate coldest place, deepest ocean) and position on map with appropriate symbol</p> <p>European and World maps- name and locate places</p>	<p>RIVERS</p> <p>Life and profile of a river's course -the three stages.</p> <p>River features- Identify and name e.g. source, confluence, estuary etc</p> <p>How rivers work-erosion, transportation and deposition</p> <p>Recognise features of erosion and deposition-e.g. waterfalls and meanders</p> <p>The Water Cycle.</p> <p>Caring for water- Water Supply System and Water Treatment. Trip to Water Treatment Works.</p> <p>Major World Rivers-name and locate</p> <p>Delta formation, their uses and dangers to people living on them. Locate and name some well-known world deltas</p> <p>Case study-The Nile</p> <p>Causes of river flooding and flooding control solutions-The Mississippi</p> <p>Causes of River Pollution and its effect on river ecosystems.</p>	<p>ST LUCIA</p> <p>Introduction, location, physical features and map</p> <p>Statistics of St Lucia -climate, economic and agricultural differences-use fact file</p> <p>Family life/Harvey Family</p> <p>Similarities and differences in lifestyles, leisure, education and food compared to the UK</p> <p>What makes St Lucia a special place? Places of interest to visit, land use, native plants and animals</p> <p>Advantages and disadvantages of living on St Lucia- Devastation caused by Tropical Storm 'Debbie'. Advantages and disadvantages of tourism.</p> <p>Employment in St Lucia. How and why the economic base is changing</p> <p>Study of Castries</p> <p>How St Lucia is linked by transport /geographically to the rest of the world</p> <p>Appreciate the opportunities and problems St Lucians face in the future development of St Lucia</p>
ART	<p>Study of C.F.Tunncliffe sketchpad pages.</p> <p>Study of Mark Heald and production of mobiles.</p> <p>Clay bird models (stretched and pulled forms)</p> <p>Create a fantasy bird.</p> <p>Press print snow flake</p>	<p>Jewellery- drawings and paintings from observation</p> <p>Imaginary creations -children design their own jewellery</p> <p>Jewellery collages</p> <p>Large scale jewellery constructions using paper, card, mixed media (working in groups)</p> <p>Book of Kells (illuminated letters)</p>	<p>Maps/Journeys</p> <p>A journey through the grounds using natural materials.</p> <p>Document it in home-made sketchpads maps/symbols.</p> <p>Picasso/Kandinsky Large scale group painting.</p> <p>Guitars and Violins Picasso artist study,</p> <p>Sketchpad theory page.</p> <p>Paper /card collage</p>
MUSIC	<p>Introduction to Sibelius music publishing software.</p> <p>The Classical Era, focussing on Mozart.</p>	<p>Fluency when using the Sibelius software</p> <p>Composing simple melodies</p> <p>Singing (school production)</p> <p>Watching a variety of performances (video)</p> <p>Instrument recognition</p>	<p>Prepare and perform in Year group concert.</p> <p>The Baroque Era, focussing on JS Bach and the Brandenburg concertos</p>
FRENCH	<p>Revision of Year 3 material.</p> <p>Animals.</p> <p>Rooms of the house.</p> <p>Activities at home.</p> <p>Food and drink.</p> <p>Christmas.</p>	<p>Family. Further self-description.</p> <p>Likes and dislikes.</p> <p>Les Trois Petits Cochons.</p> <p>Preparation for next term's French trip.</p>	<p>Revision and consolidation of previous two years.</p> <p>French trip to Stella-Plage.</p> <p>Clothes</p>
I.C.T.	<p>E-safety presentation</p> <p>Microsoft Word:</p> <p>Revision of text formatting (using the font and paragraph ribbons – font and font size, centre, bold, italics, lists using bullet points)</p> <p>Inserting images (using word wrap)</p> <p>Inserting tables</p> <p>Inserting hyperlinks</p>	<p>Microsoft powerpoint</p> <p>What is powerpoint?</p> <p>Formatting powerpoint- inserting text, animation, audio and pictures.</p> <p>Experimenting with powerpoint.</p> <p>As a cross curricular link with Geography- create a powerpoint on a chosen river.</p>	<p>E-safety reminder</p> <p>Scratch Maze: Moving a sprite through a maze</p> <p>Cross-curricular projects with English, Science, History or Geography</p>
P.S.H.E.	<p>Discuss the School Code of Conduct (rules) and from it, create a class Contract of Rules.</p> <p>School Values-honesty, enthusiasm, perseverance, respect, kindness, politeness, teamwork.</p> <p>Personal goals and continued self-reflection.</p> <p>Learning Habits -Motivation, Empathy.</p> <p>Fundamental British Values (respect for own culture, beliefs and others)</p> <p>Discuss our personal worries and the importance of sharing them and the various methods of communication.</p> <p>E safety.</p> <p>Relationships with friends- Characteristics of good friendships.</p> <p>Bullying-causes, effects and responsibilities.</p> <p>Resolving conflicts.</p>	<p>Making New Year Resolutions.</p> <p>Boosting positive thinking/feeling good.</p> <p>Continued self-reflection with respect to the School Values-honesty, enthusiasm, perseverance, respect, kindness, politeness, teamwork.</p> <p>Developing the Learning Habit of Curiosity.</p> <p>Fundamental British Values (respect for own culture, beliefs and others)</p> <p>Bullying-causes, effects and responsibilities.</p> <p>Resolving conflicts.</p> <p>Balanced diets</p> <p>The importance of exercise</p>	<p>The School Code of Conduct</p> <p>Bullying</p> <p>Balanced diets</p> <p>The importance of exercise</p> <p>Dental care and personal cleanliness</p> <p>Self-Assessment and personal goals</p> <p>Learning Habits- Initiative and Originality</p>
R.S.	<p>The structure of the New Testament.</p> <p>The Gospels and their writers.</p> <p>Life in the time of Jesus. Choosing the disciples.</p> <p>Miracles: Healing the lepers, Jairus' daughter, Feeding the 5,000, Walking on water.</p> <p>Hinduism and Christianity similarities and differences, The Trimurti, Puja Tray, and Diwali: The story of Rama and Sita</p> <p>The Christmas story.</p>	<p>Epiphany</p> <p>John the Baptist – Baptism.</p> <p>Parables: Sowing seed, The Good Shepherd, Prodigal son.</p> <p>The temptations of Christ.</p> <p>Lent. Palm Sunday. The Last Supper. Holy Communion. Easter.</p>	<p>The Resurrection. The Ascension.</p> <p>Pentecost and the beginning of the Church.</p> <p>The Church today, including visits. The church year. The work of a vicar.</p>