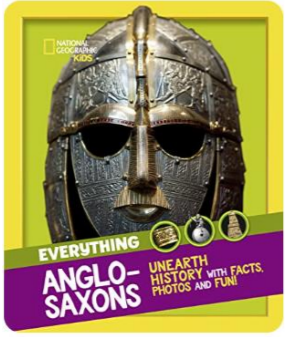
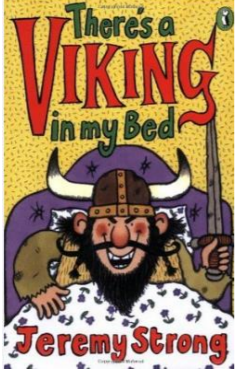

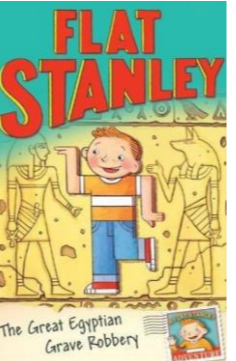
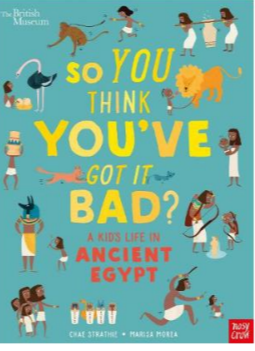
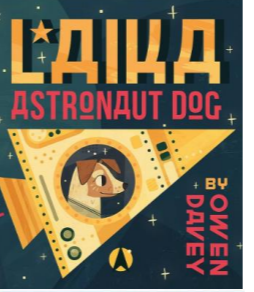
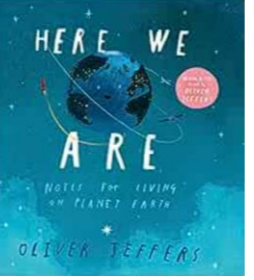
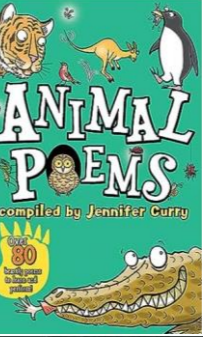
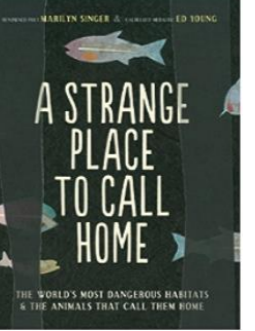

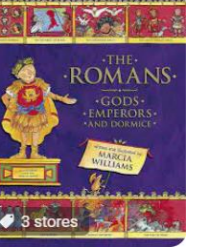
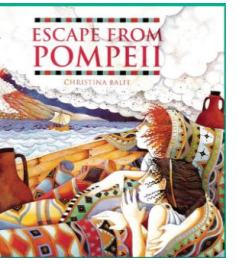


Subject	Term 1 Vikings and Anglo Saxons!	Term 2 Roald Dahl	Term 3 Ancient Egypt	Term 4 Earth and Space	Term 5 Rainforests	Term 6 The Roman Empire
English	<p>Core texts: Everything Anglo-Saxons, There's a viking in my bed!</p>   <p>Genre: Non-chronological reports, Newspaper articles.</p> <p>Focus: Text structure and punctuation.</p>	<p>Core text: Fantastic Mr Fox.</p>  <p>Genre: Narrative.</p> <p>Focus: To explore plot, character and tension. To learn about direct speech and tense, and write their own exciting stories.</p>	<p>Core texts: Flat Stanley- The great Egyptian grave robbery, So you think you've got it bad? A kid's life in Ancient Egypt.</p>   <p>Genre: Letter writing, diary writing.</p> <p>Focus: Writing composition, features of letter writing and recount writing.</p>	<p>Core texts: Laika Astronaut Dog, Here we are.</p>   <p>Genre: Book review, Interview.</p> <p>Focus: Comparing models of writing, structures, grammatical features and use of vocabulary.</p>	<p>Core texts: A strange place to call home, Zonia's Rainforest, Animal Poems.</p>    <p>Genre: Poetry</p> <p>Focus: Description, expanded noun phrases and adverbs. Use them in writing poems about endangered animals.</p>	<p>Core texts: The Romans, Gods, Emperors and Dormice.</p>   <p>Genre: Fiction, Narrative.</p> <p>Focus: Study dialogue punctuation, conjunctions and word classes.</p>
<p>Maths</p> <p>https://www.ncetm.org.uk/media/2di0nmn/cp-overview-years-1-6_08122021.pdf</p>	<p>Addition and subtraction</p> <p>Number facts</p> <p>Number and place value</p>	<p>Number facts</p>	<p>Geometry</p> <p>Addition and subtraction</p>	<p>Addition and subtraction</p> <p>Multiplication and Division</p> <p>Number Facts</p>	<p>Fractions</p> <p>Unit Fractions</p>	<p>Fractions</p> <p>Geometry</p> <p>Time</p>
Science	<p>Animals including humans.</p> <p>Children will recap how animals survive and stay healthy and help children to learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies. They also explore how different animals eat different types of foods and need</p>	<p>Light</p> <p>This 'Light' unit will teach children about light, reflections and shadows. They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. They will work in a hands on way to</p>	<p>Forces and Magnets</p> <p>This 'Forces and Magnets' unit will teach children about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement</p>	<p>Rocks</p> <p>In this unit, children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is</p>	<p>Plants</p> <p>This 'Plants' unit will teach children everything they need to know about plants. They will learn the names of different parts of plants, and the jobs they do. The children will work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings to their classmates. Furthermore, they</p>	<p>Scientists and Inventors</p> <p>This unit will teach children about famous scientists and inventors linked to the Y3 science curriculum. They will learn about the men and women who risked their lives to find new plants, and will design their own new plant, thinking about its requirements for life. Adult Guidance is included in Lesson 1 about Sir</p>

	<p>different proportions of nutrients. They understand what food labels on packaging show and gather information from food labels to help them to answer questions. In this unit, children also explore the different types of skeletons that animals have and compare these. They learn some names of bones in the human body and carry out an investigation to explore if people with longer femurs jump further. They discuss how to plan a fair test and measure and record accurately. Children learn about how muscles help us to move and make a simple scientific model which they use to explain to a partner how skeletal muscles work. In the final lesson, children apply their 'working scientifically' skills (as developed in Lesson 4) to design and carry out an investigation of their own, based on the human skeleton.</p>	<p>play a range of mirror games, finding out more about reflective surfaces. Furthermore, they will learn that the sun's light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that they have designed. The children will have the chance to test which objects are opaque in an exciting investigation to design the most effective curtains, and will find out how shadows change when the distance between the object and light source changes. They will develop their scientific enquiry skills, making observations, predictions and conclusions.</p>	<p>of a toy car over different surfaces. They will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions</p>	<p>formed and then investigate the permeability of different types of soil.</p>	<p>will have a chance to predict what will happen in an exciting investigation into the transportation of water within plants. They will work in a hands-on way to identify the parts of a flower, and will explore the different stages of the life cycle of a flowering plant.</p>	<p>Joseph Banks. His involvement in the colonisation of Australia makes him a controversial scientist and it is important that the children recognise that we view all of his actions in a different way to how they were viewed in the past. The children will learn about Marie Curie and her work on radiation. They will find out how she developed the medical use of x-rays and create their own x-ray model. Children will consider what plants need to grow well through exploring the life and discoveries of George Washington Carver. They will find out about William Smith and how he learnt that the fossils found inside rocks can be used to tell the age of the rocks as well as the modern-day applications of this. They will use his ideas to design their own island. Furthermore, they will learn about Inge Lehmann, the woman who discovered that the Earth's core is solid. The children will have chance to investigate how images change in convex and concave mirrors and will hear about the inventions and devices that use convex and concave mirrors. Children will complete a timeline of the first electromagnets, create their own electromagnet and test its strength. They will develop their scientific enquiry skills, making observations, predictions and conclusions. In the final lesson, they will explore where in the world discoveries and inventions were made and research how they were used to solve problems.</p>
<p>PSHE Y4</p>	<p>Relationships. In this unit pupils will learn...</p> <p>Families and friendships about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online</p> <p>Safe relationships to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> <p>Respecting ourselves and others.</p>	<p>Living in the wider world. In this unit, pupils will learn...</p> <p>Belonging to a community the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them</p> <p>Media literacy and digital resilience that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>Money and work how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how</p>	<p>Health and Wellbeing. In this unit pupils will learn...</p> <p>Physical health and mental wellbeing to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> <p>Growing and changing how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty</p> <p>Keeping safe the importance of taking medicines correctly and using household products</p>			

	to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone		much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics		safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice
Art	Autumn. This topic teaches children how to use pencil, colour, paint, print, collage and paper to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne.				Plants This Plants and Flowers unit will teach your class about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau. Children will also learn about a local artist : Tanys Hinton. They will discuss her work and visit her workshop to practise painting in her style. European Art and Artists. This unit will teach children about how to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses and draw with a rubber to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel. Children will finish the unit completing projects linking to the topic of the Romans: Making Roman mosaics and Roman pottery.
DT		Seasonal Stockings Children will learn about the importance of functionality and visual appeal, and will discuss which they think is the most important for this type of product. In their independent activities, children will analyse a variety of stockings in more detail. Children will learn how to join two pieces of fabric together. They will look at examples of different stitches, and learn how to secure their first and last stitch with a hidden knot. They will explore how embellishments and the skills of embroidery and appliqué can be used to decorate fabric in the independent activity. Children will discuss the importance of design criteria. They will choose a user for their product, and tailor the design criteria to suit this person's likes and dislikes. They will then discuss what joining stitches and decorative techniques they are going to use, before planning and designing their Christmas stocking. In the alternative activity, children will design festive bunting for their classroom. Children will use their knowledge of joining techniques and decorative sewing skills to make their Christmas stockings according to their plans and design criteria. Finally, they will evaluate the finished product.	Making Bread This Great Bread Bake Off unit will teach children about working with food. Children will gain an insight into the history of bread production, then investigate and evaluate existing bread products. They will create design criteria which will be referred to when designing, making and evaluating their own bread product. Children use a range of skills and techniques using simple kitchen tools and measuring equipment, they will learn how to knead dough correctly and the technique of proving bread.	Battery Operated Lights This 'Battery Operated Lights' unit gives children opportunities to enhance their knowledge and understanding of electrical systems. In this unit children will develop understanding about series and parallel circuits and different types of switches. They will then be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch. Children will decide upon the design criteria for the light by considering who will use it, where it will be used and what for. Finally, children will complete a detailed evaluation of their final product	

<p>Computing</p>	<p>Unit 4.1 Coding (6 lessons) Children will review coding vocabulary and knowledge and create a simple computer program. They will design a scene and plan an algorithm and use 2 Code to program it. Children will understand how an IF statement works, and will include this in their own program. Children will explore how to use coordinates in computer programming, making use of the X and Y properties of objects. Children will practise using the Repeat until command and begin to understand selection in computer programming. Children will create a program with an IF/ ELSE statement and will interpret these in a flow chart. Children will learn what a variable is in programming and will use a number variable. Finally, children will review vocabulary and concepts learnt in this topic and will use this knowledge to create a game.</p>	<p>Unit 4.2 Online safety (4 lessons) Children will learn the meaning of the term ‘phishing’ and will understand how to protect themselves from online identity theft. They will learn that information put online leaves a digital footprint or trail and that this can aid identity theft. Children will identify the risks and benefits of installing software including apps. Children will learn the meaning of plagiarism and will consider the consequences of this. Children will discuss how to find a balance between being active and digital activities and why this is important.</p> <p>Unit 4.8 Hardware investigations (2 lessons) Children will learn about the different parts that make up a desktop computer and their functions. They will create a leaflet to show the function of computer parts.</p>	<p>Unit 4.3 Spreadsheets (6 lessons) Children will explore how the numbers entered into cells can be set to either currency or decimal. They will explore the use of the display of decimal places and find out how to add formula to a cell. Children will explore how tools can be combined to use 2Calculate to make number games. They will explore the use of the timer, random number and spin button tools. Children will also use the line graphing tool in 2Calculate with appropriate data and will interpret a line graph to estimate values between data readings. They will use the currency formatting tool in 2 calculate to create a model of a real-life situation. Lastly, children will use the functions of allocating value to images in 2Calculate to make a resource to teach place value.</p>	<p>Unit 4.7 Effective search (3 lessons) Children will structure search queries to locate specific information. They will think of their own search questions to find out information about a chosen topic. Children will analyse the contents of a web page for clues about the credibility of the information.</p> <p>Unit 4.9 Making Music (4 lessons) Children will identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture. They will use appropriate musical language to discuss a piece of music and talk about how it makes them feel. They will experiment with rhythm and tempo using Busy beats. Children will create a simple melodic pattern using 2 Sequence and Busy Beats which can use a variety of notes, experimenting with pitch. Finally, children will use the above skills to compose a piece of electronic music.</p>	<p>Unit 4.4 Writing for different audiences (5 lessons) Children will explore how font size and style can affect the impact of a text. They will then format text to make a piece of writing fit for its audience and purpose. Children will use a simulated scenario to produce a news report. Children will use the 2 connect section to plan and write a persuasive letter or poster for a community campaign.</p>	<p>Unit 4.5 Logo (4 lessons) Children will learn what the common instructions are in 2Logo and how to type them. They will input simple instructions in 2Logo and will find the most efficient way to create letter shapes. Children will use the Repeat command and the procedure feature. They will ‘flowers’ or ‘crystals’ using 2logo.</p> <p>Unit 4.6 Animation (3 lessons) Children will decide what makes a good, animated film or cartoon and discuss favourite animations. They will learn how animations are created by hand. Children will find out how 2Animate animations can be created in a similar way using technology. Children will learn about onion skinning in animation and will add backgrounds and sounds to make more complex and imaginative animations. Children will be introduced to a ‘stop motion’ animation and will share their animations in the class blog.</p>
<p>Geography</p>		<p>The UK In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.</p>		<p>Extreme Earth This unit will teach children about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>	<p>Rainforests In this unit, children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.</p>	
<p>History</p>	<p>Vikings and Anglo Saxons This unit will teach children about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings</p>		<p>Ancient Egypt This Ancient Egypt unit will teach children in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p>			<p>The Romans Children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'. At the beginning of the unit, children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. Children will have the opportunity to study written primary sources and to explore why the Romans invaded Britain. Subsequent lessons will also make use of a range of written and archaeological evidence to look in detail at an aspect of the Roman occupation and the</p>

	lived in, what clothes they wore and even what types of food they ate.					<p>Romanisation of Britain. This includes the building of a network of roads, the construction of new towns and the development of agriculture and countryside villas. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. When learning about life in a Roman villa, children will undertake their own independent research. Studying the Romans will assist children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today</p>
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