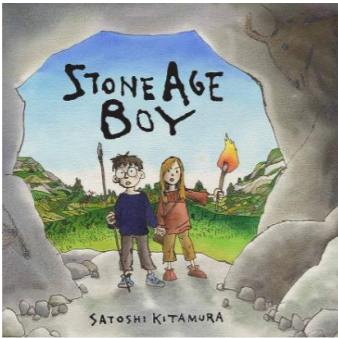
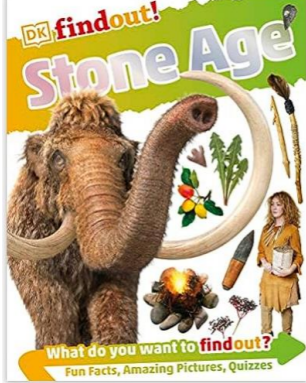


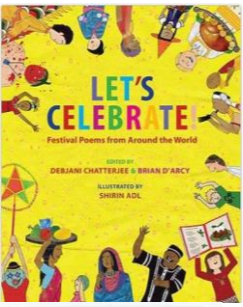
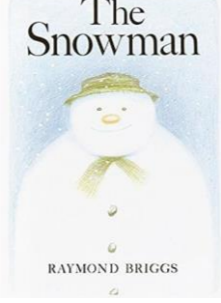
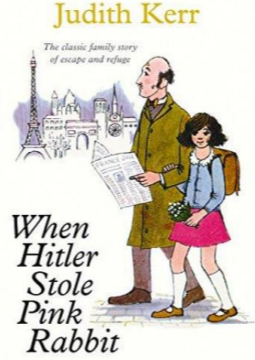
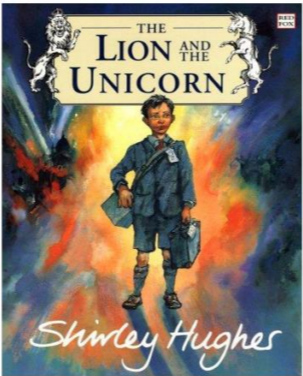
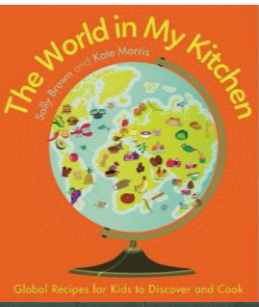
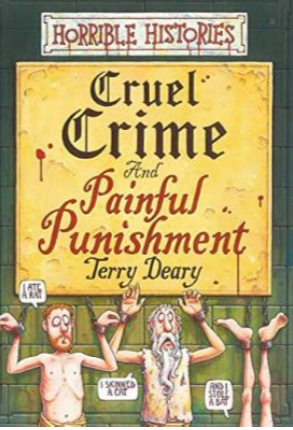


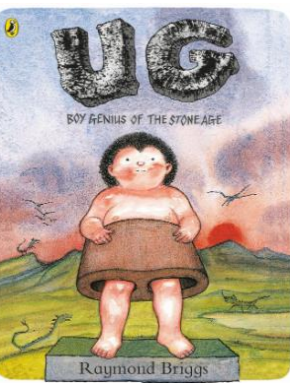
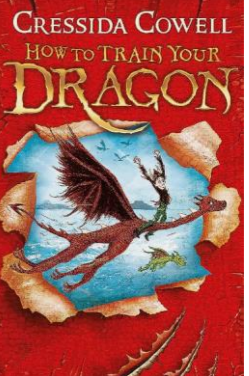


Subject	Term 1 Stone Age Boy	Term 2 Around the World in 80 days.	Term 3 WW2	Term 4 Crime and Punishment	Term 5 Water	Term 6 Somewhere to settle.
English	<p>Core texts:</p>     <p><u>Writing Genre:</u> Narrative</p> <p><u>Writing Focus:</u> Innovating a story.</p> <p><u>Reading Genre:</u> Fiction</p> <p><u>Reading Focus:</u> The Plot, themes and conventions.</p> <p><u>Key text:</u> Stone Age Boy, Find out Stone Age!</p>	<p>Core texts: Poetry. Poems from around the world.</p>   <p><u>Writing Genre:</u> Poetry, Fiction</p> <p><u>Key text:</u> Let's celebrate! The Snowman.</p>	<p>Core texts:</p> <p>Judith Kerr</p>   <p><u>Genre:</u> Formal and informal letters.</p> <p><u>Focus:</u> Write a letter to your family (from the perspective of a refugee).</p> <p><u>Key texts:</u> The lion and the unicorn, When hitler stole pink rabbit.</p>	<p>Core texts:</p>   <p><u>Genre:</u> Chronological Report writing</p> <p><u>Focus:</u> Newspaper Report</p> <p><u>Key texts:</u> The world in my kitchen, Cruel crime and painful punishment.</p>	<p>Core texts:</p>   <p><u>Genre:</u> Explanation text.</p> <p><u>Focus:</u> How are fish adapted to living in water?</p> <p><u>Key text:</u> Somebody swallowed stanley. Big book of the blue.</p> <p>Hamilton- Stories on a theme: sea stories.</p>	<p>Core texts:</p>   <p><u>Genre:</u></p> <p><u>Focus:</u></p> <p><u>Key Texts:</u> Ug, How to train your Dragon.</p>

<p>Maths</p> <p>https://www.ncetm.org.uk/media/y2di0nmn/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>
<p>Science</p>	<p>Animals including humans. In this unit about Animals Including Humans, children will expand on their learning from year 3 about how animals, including humans, need to get nutrition from what they eat. They will explore the different organs of the digestive system in humans and the functions of teeth in both humans and animals. Firstly, children will learn about the different types of teeth and the importance of good dental hygiene, before planning and carrying out an investigation into tooth decay using an egg as a model tooth. They will then learn about the parts and functions of individual organs of the human digestive system and carry out their own scientific demonstration of the process using everyday household items. Children will then learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and food chains. They will extend their understanding of food chains from key stage 1 to include more complex chains, using the terms 'consumers' and 'producers' and compare food chains in different habitats. Finally, children will compare the teeth of different types of animals and apply their understanding to make links with their role in the food chain.</p>	<p>Sound This 'Sound' unit will teach children about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels. The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter. Finally, they will demonstrate their learning from the whole unit by designing and creating their own musical instrument that will play high, low, loud and quiet sounds.</p>	<p>Scientists and Inventors This 'Scientists and Inventors' unit will teach your class about famous scientists and inventors linked to the Y4 science curriculum. They will learn about the dangers posed to living things in Madagascar, and Gerald Durrell's conservation efforts on the island. The children will learn about Alexander Graham Bell and his invention of the telephone, as well as modern improvements on his invention by inventors like James West and Gerhard M. Sessler. Children will look at the early uses of solar energy in homes, invented and built by Maria Telkes and Eleanor Raymond, then build their own basic solar oven. The many inventions of Garrett Morgan will be looked at, followed by children building and evaluating their own traffic lights using basic electrical circuits. They will find out about the discovery of oxygen and carry out an experiment to investigate the effects of oxygen on burning objects. Furthermore, they will learn about Lord Kelvin, the man who determined the temperature of absolute zero. The children will explore the work of Thomas Edison and Lewis Latimer, carrying out an electricity hunt around school. Finally, children will find out about the invention of toothpaste, and will invent their own brand of toothpaste to compare against real brands. They will develop their scientific enquiry skills, making observations, predictions and conclusions.</p>	<p>Electricity In this year 4 unit about electricity, children will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Children will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The children will also learn about conductors and insulators and know that metals are very good electrical conductors.</p>	<p>States of Matter This 'States of Matter' unit will teach your class about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages</p>	<p>Living things and their habitats In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.</p>
<p>PSHE</p> <p>Y3</p>	<p>Relationships. In this unit of work, pupils learn about...</p> <p>Families and friendships. To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>		<p>Belonging to a community. In this unit of work, pupils learn about...</p> <p>Belonging to a community. the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>Media literacy and digital resilience</p>		<p>Health and wellbeing. In this unit of work, pupils learn about...</p> <p>Physical health and mental wellbeing. the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association – Mental health and wellbeing 1 decision Keeping/staying healthy; Feelings & emotions (£) Summer — Health and wellbeing • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what</p>	

	<p>Safe relationships:</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>Respecting ourselves and others:</p> <p>to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society</p>		<p>how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>Money and work</p> <p>about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common misconceptions and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby</p>		<p>is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful</p> <p>Growing and changing</p> <p>that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>Keeping safe</p> <p>how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>	
Art	<p>Bodies (link to Stone age topic and cave drawings, carvings and engravings.) Topic: Sculpture Focus Artist: Giacometti This 'Bodies' themed unit will teach children about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore.</p>		<p>British Art This 'British Art' unit will teach children how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.</p>		<p>Insects This Insects unit will teach children how to use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.</p>	
DT		<p>Mechanical Posters: Christmas cards This 'Mechanical Posters' unit gives children opportunities to develop their understanding of mechanical systems. Following instructions on how to make different types of lever and linkage mechanisms gives children experience and information to draw on when developing their own ideas. They sketch a design based on their ideas, make a prototype, and then create their mechanical christmas card. Finally, children will evaluate their finished product.</p>		<p>Edible Garden This unit provides an opportunity for children to learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. The lessons take into account the appropriate safety and hygiene rules.</p>		<p>Let's go fly a kite! This Let's Go Fly a Kite unit gives children opportunities to develop their understanding of frame structures and how they can be strengthened and stiffened. Children will discover information about a key event involving a kite that helped shape the world. Children will gain knowledge and understanding about the parts and shapes of kites. This will help them when designing and making their own kites. Finally, children will test and evaluate their kites against design criteria they have created.</p>

<p>Computing</p>	<p>Unit 3.1 Coding. In this unit children will practise reading and explaining flow charts and will use these to create a computer program. They will use click events and timers and create a program that uses a timer - every command. Children will understand how to use the repeat command with an object and use this in their own computer program. Children will learn how to run, test and debug their programs, while considering nesting. By the end of this unit, children will be able to confidently make several different things happen in a program.</p>	<p>Unit 3.2 Online Safety (3 lessons) Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. Children understand that some information held on websites may not be accurate or true. Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. Children will access, identify and create their own spoof web page. Children can identify some physical and emotional effects of playing/watching inappropriate content/games. Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting</p> <p>Unit 3.3 Spreadsheets (3 lessons) Children can create a table of data on a spreadsheet and will use a spreadsheet program to automatically create charts and graphs from data. Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables. Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Children can find specified locations in a spreadsheet.</p>	<p>Unit 3.4 Touch Typing (4 lessons) Children understand the names of their fingers. Children understand what is meant by the home, bottom, and top rows. Children will develop the ability to touch type the home, bottom, and top rows. Children will practise using two hands to type the letters on the keyboard.</p> <p>Unit 3.8 Graphing (2 lessons) Children will learn how to set up a graph with a given number of fields and will enter data. Children will produce and share graphs made on the computer. Some children will select the most appropriate style of graph for their data and explain their reasoning. Children will present the results in a range of graphical formats. Children will use the sorting option to make analysis of their data easier. Some children will select the most appropriate style of graph for their data and explain their reasoning</p>	<p>Unit 3.5 Email Children will use 2Connect to highlight the strengths and weaknesses of different methods of communication. They will explore various types of communication that have been used throughout history. Children will learn to create, send and open emails to other children in the class. They will practise using the search option in the address book to find a classmate when sending an email. Children will discuss how to use emails safely and will create a quiz about this which explores scenarios that they could come across in the future. Children will learn how to attach work to an email and use the CC feature. They will be able to explain what the terms BCC and CC are for and will know when it is appropriate to use these.</p>	<p>Unit 3.9 Presenting with Microsoft Powerpoint or Google slides. Children will learn how to create a page in a presentation and add media to a presentation. Children will practise adding text to their slides, insert pictures and videos and edit these. Children will be taught how to add shapes and lines, use animations and transitions. Children will utilise all of these previous skills to design and present an effective presentation.</p>	<p>Unit 3.6 Branching databases (4 lessons) Children understand how YES/NO questions are structured and answered. Children will use YES/NO questioning to play a simple game with a friend and will explain why they choose a particular question to split their database. Some children will begin to use 'or more' and 'or less' in their questioning. Children will complete a branching database using 2 Question about fruits and vegetables. They will learn how to : Children can edit and adapt a branching database to accommodate new entries. They will then create a branching database of their own choice and learn how to how to use and debug their own and others branching databases.</p> <p>Unit 3.7 Simulations (3 lessons) Children will learn that a computer simulation can represent real and imaginary situations. Children will give some examples of simulations used for fun and for work. Children will also give suggestions of advantages and problems of simulations. Children will explore simulation, making choices and discussing their effects. Finally, children will work through and evaluate a more complex simulation</p>
<p>Geography</p>		<p>All around the World This 'All around the World' Unit allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</p>			<p>Water This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>	<p>Somewhere to settle In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!</p>

<p>History</p>	<p>Stone Age to Iron Age Children will learn that prehistory is the time before written records began and that we know about this time from the sources of evidence left behind that have been studied by archaeologists. They will learn that prehistoric times went through a series of ages, during which early Britons made huge technological advances for the time and left a lasting mark on the British landscape. Children will also explore key substantive concepts such as settlement, migration, tribe and technology. When learning about the Stone Age, children will learn how prehistoric people migrated to Britain and eventually settled here after the last ice age. They will learn about how early humans survived as hunter-gatherers, living a nomadic life – in order to eke out an existence – and they will begin to consider the evidence that tells us this. The lessons use a range of archaeological evidence to look in more detail at the lives of prehistoric people. This includes the changes and developments that occurred in the Stone Age, the technological advances in tools, the establishment of permanent settlements like Skara Brae and the growth of agriculture. By learning about the Bronze Age, children will recognise the end of the Stone Age and explore how metals were first used, measuring the impact of this advance. Children will investigate the building of tombs and monuments, such as the world-famous Stonehenge and consider the expertise early Britons had in building and engineering. When learning about Skara Brae and Stonehenge, there will be opportunities for children to undertake their own independent research. The unit will conclude with a look at the Iron Age, the uses for this new, stronger metal (iron) and its impact on the way of life of people called Celts.</p>		<p>WW2 This unit of work will teach children all about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover what it was like for people on the home front and how they contributed to the war effort. They will also learn all about the roles and responsibilities of the men and women who served in the British armed forces; explore the significance of the Battle of Britain; participate in wartime songs, dances and games and develop a sense of awareness and appreciation when learning about different commemorative events. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. The unit pack contains six lesson plans with their own lesson presentations and all necessary resources. There are also two home learning tasks, challenge cards and fact cards designed to support and encourage independent learning.</p>	<p>Crime and punishment This Crime and Punishment unit will teach children to develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.</p>		
----------------	---	--	--	---	--	--