
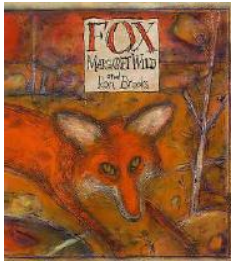
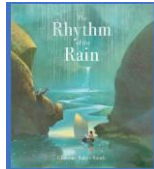
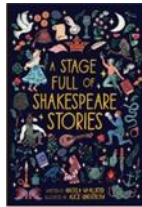
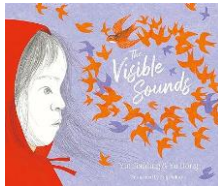
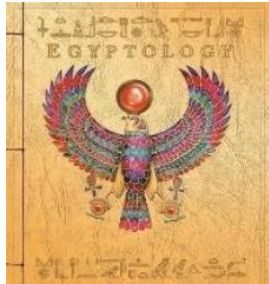





| SUBJECT | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
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| English | The Iron Man by Ted Hughes & Chris Mould  | Fox by Margaret Wild and Ron Brooks  | The Rhythm of the Rain by Grahame Baker-Smith  | A Midsummer Night's Dream A Stage Full of Shakespeare Stories  | The Visible Sounds by Yin Jianling  | Egyptology by Dugald Steer  | Seen and Not Heard by Katie May Green  | | | | | |
| | Writing Outcomes <ul style="list-style-type: none">Approaching Threat NarrativeExplanation | <ul style="list-style-type: none">Fable NarrativeInformation Report | <ul style="list-style-type: none">Setting Narrative | Potion Recipe | <ul style="list-style-type: none">Return NarrativeLetters (Recounts) | <ul style="list-style-type: none">An Egyptian MysterySecret Diary | <ul style="list-style-type: none">Mischief NarrativeInstructions | | | | | |
| Maths | Adding and subtracting across 10 | | Numbers to 1,000 | | Right Angles Manipulating the additive relationship and securing mental calculation | | Column addition 2, 4, 8 times tables | | Column subtraction Unit Fractions | | Non-Unit Fractions Parallel and perpendicular sides in polygons Time | |
| Science | Rocks To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Forces & Magnets To investigate how magnetic forces act through different materials. | Plants To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. | | Light To investigate how moving a light source changes the size of an object's shadow. | | Animals including Humans To investigate the importance of nutrition and why humans need the right types and amount of food. Identifying that humans and some other animals have skeletons and muscles for support, protection and movement. | | | | | |

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| History | British History: Changes in Britain from the Stone Age to Iron Age How did life change from the Paleolithic to the Iron Age? | | | | | | The achievements of an ancient civilization – Ancient Egypt What did the Ancient Egyptians achieve and what did it enable them to accomplish? | |
| Geography | UK Countries, cities, and regions (and counties) | | | Mountains of the world. | | | Geographical skills and fieldwork including ordnance survey maps. | |
| Art | Drawing skills Stone Age Drawings To produce a range of drawings/mark making on brown paper working with a variety of equipment. Chalk/charcoal /paint /different tools Portraits of a Neolithic man/woman—pencil/chalks Key Author/Illustrator: ‘Lion Man’ from Vincent’s Starry Night & other stories | | | Painting skills Colour wheel— investigate correct placement of colours. Mix different colour tints and complete in style of Sean Scully. Key Artist- Sean Scully | | | Sculpture Continue developing drawing & painting skills 3D: exploring figures—make a sculpture using twigs/masking tape Alberto Giacometti 1920+ | |
| DT | Textiles: Sewing – making a cushion. | | | Food technology: Eating seasonally – making tarts. | | | Pneumatic Toys: Creating a pneumatic system | |
| Computing | Typing Skills (Bluetooth) Creating documents in Microsoft Word | Seesaw Designing logos and typing stories | Presentations Developing presentation skills in Keynote | Coding in Tynker | Coding in Lightbot | Coding Programming in Scratch Jr | Digital Art Digital Creativity | Photography using iPads Creating digital collages |
| PSHE | Being Me in My World Self-identity, knowing my worth | | Celebrating Difference Different families | Dreams and Goals Challenges and success | | Healthy Me Exercise and fitness | Relationships Family roles and responsibilities | Changes How babies grow and their babies |
| PE / Skills Sessions | Football | | Dance | Handball | | Gymnastics | Athletics | Athletics |
| RE | What do different people believe about God? Christians, Hindus and Muslims | | | Why is the Bible so important for Christians today? Christians | | | Why do people pray? Christians, Hindus and Muslims | |
| Music | A Shining Performance Be confident with reading and playing G, A and B (doh re me) in a new context. Use creative ideas inspired by different stimuli to improve a performance. | | Sing and Move Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with | Music and Video Use storyboards to sequence and structure a music video. Explore self-representation through portraits and personalised avatars. | | Percussion Power Compose song accompaniments on untuned percussion using known rhythms and note values. Introduce | Music and Sound Add an accompaniment to a song/piece of music. Compose in response to a musical stimuli. | Sound Exploration Aurally identify dimensions in music such as pitch, duration and texture. Appreciate and respond to music from across historical periods and traditions. |

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| | | accuracy and confidence. | | and understand the differences between crotchets and paired quavers. | | |
| French | Getting to Know You | | All About Me | | My Family | |