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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Leon and the Place Between** Persuasive poster, setting description, thought bubbles, diary entry and dialogue Own version fantasy story **The Barnabus Project** Instructional writing, advertisement Brochure **The Tear Thief** Shared poem, diary entry, persuasive poster, letter of explanation, discussion Newspaper report		**The Pied Piper of Hamelin** Writing in role, information reports, adverts, formal letter Own version myth/legend **The Search for the Giant Arctic Jellyfish** Expedition proposals, persuasive letter, letters, diary entries, poetry, speech bubbles Non-chronological report **The Last Garden** Own version narrative Setting descriptions, poster / advert, retelling, instructional flyer, social media updates, dialogue Own version extended narrative		**The Thames and Tide Club** Persuasive letters and letters of advice, diary entry, weather report, advertisement, dialogue. Own version fantasy narrative **The Wilderness** A 'meet the family' character introduction; letter of advice; descriptive poem; SOS message; identification label A guide to enjoying the wilderness **How To Live Forever** Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	
Reading Comprehension	**The Human Skeleton-** Non-Chronological Report **5 Human Senses-** Unseen Text **The Rabbit on the Moon** – Narrative **The Sun and the Moon** – Unseen Text **Hunter gatherers-** Non- chronological report **The Great Fire of London- Unseen Text** **On the Day of the Dead- Poetry** **The Lost Leaf- Unseen Text** **Counties and Regions of England- Non- chronological report** **Capital Cities of the UK-** Unseen Text **Edmund Hilary's Amazing Achievement-** Narrative **A Giant Leap for Mankind-** Unseen Text		**The Arabian Peninsula-** Non-Chronological Report **The Yucatan Peninsula-** Unseen Text **Join our wicked crew-** Persuasive Leaflet **Help our heroes in the Crimean War**- Unseen Text **Africa**- Non-Chronological report **The World (Continents and Oceans)-** Unseen Text **Hansel and Gretel**- Playscript **Mabel's Egyptian Adventure**- Unseen Text		**The Arctic Ocean-** Non- Chronological Report **The Atlantic Ocean-** Unseen Text **How were the dead mummified in ancient Egypt?** Explanation **Why do we have four season?-** Unseen text **The Royal Escape-** Narrative **Escape the fire!-** Unseen text **Jane's Jungle Journey-** Narrative **Florence Nightingale-** Unseen Text **The Centipede Song-** Poetry **The Tummy Beast-** Unseen Text **Rocks-** Non-chronological report **Deciduous and evergreen trees-**Unseen text	

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Maths

Block One- Number and Place Value

- Identify, represent and estimate numbers using different representations
- Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)
- Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Read and write numbers up to 1,000 in numerals and words
- Compare and order numbers up to 1,000

Block Two – Addition and Subtraction

- Add and subtract numbers mentally, including: • a 3-digit number and ones, a 3-digit number and tens • a 3-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers

Block Three – Multiplication and Division

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods
- Show that multiplication of two numbers can be done in any order

Block One- Multiplication and Division

- Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Block Two- Length and Perimeter

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes

Block Three- Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Recognise and show, using diagrams, equivalent fractions with small denominators

Block Four – Mass and Capacity

- Measure, compare, add and subtract:

Block One- Fractions

- Add and subtract fractions with the same denominator within one whole
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Block Two – Money

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

Block Three – Time

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events

Block Four – Properties of Shape

- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Measure the perimeter of simple 2-D shapes
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

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	(commutative) and division on one number by another cannot (Y2) • Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2) • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)	lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines **Block Five- Statistics** • Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables
R.E 	**Branch 1 Creation and Covenant** **Hear** By the end of this unit of study, pupils will know: • That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. • That in the first account of the Creation one day is 'made holy' (Gen 2:3). • That the Church teaches that 'Creation is the common work of the Holy Trinity'. By the end of this unit of study pupils will have encountered the following key texts: • The first account of the Creation, Genesis 1:1-2:4. • Extracts from either Psalm 8 or 19 in praise of Creation. • In an age-appropriate way, LS 66 and 88. **Believe** By the end of this unit of study, pupils will know that the Church teaches: • God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).	**Branch 3 Galilee to Jerusalem** **Hear** By the end of this unit of study, pupils will hear the following key texts: Miracles, either: • Cure of the centurion's servant (Matt 8:5-13) or • Cure of a paralytic (Matt 9:1-8) Parables, either: • Parable of the Sower (Matt 13:4-9) • Parable of the Sower explained (Matt 13:10-17) or • Parable of the yeast (Matt 13:33) or • Parable of the treasure and of the pearl (Matt 13:44-46) For Epiphany: • The visit of the Magi (Matt 2:1-12) **Believe** By the end of this unit of study, pupils will know that the Church teaches: • The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world. • The kingdom of God begins in all those who open their hearts to God's love. • The miracles that Jesus worked expressed his love for all people and were signs that the	**Branch 5 To the ends of the Earth** **Hear** By the end of this unit of study, pupils will hear the following key texts: • Road to Emmaus (Lk 24:13-35) • The mission to the world (Matt 28:16-20) • The group of apostles (Mary) (Acts 1:12-14) • Early Church (Acts 2:42-47) • Paul's Letter to the Corinthians (1 Cor 11:23-27) **Believe** By the end of this unit of study, students will know that the Church teaches that: • The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ. • There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity. • Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers. • Mass was celebrated in the early Church.

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	• That all human beings are made in God's image and all people have dignity and are created equal. • A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. • The dignity of all human beings is one of the principles of Catholic Social Teaching. **Celebrate** By the end of this unit of study, pupils will know: • Extracts from a psalm of Creation. • How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si'). **Live** By the end of this unit of study, pupils will know: • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • Ways in which people can give thanks for the blessing of Creation, including spending time in prayer **Branch 2 Prophecy and Promise** **Hear** By the end of this unit of study, pupils will know: • Why Christians go to Mass on Sunday. • How Catholics celebrate Mass.	kingdom of God was beginning. • Jesus' parables to show the choices people must make to accept his invitation to the kingdom. **Celebrate** By the end of this unit of study, pupils will know: • Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus. **Live** By the end of this unit of study, pupils will know: • About the life of a saint who worked to build the kingdom of God.15 **Branch 4 Desert to Garden** **Hear** By the end of this unit of study, pupils will hear the following key texts: • The miracle of the loaves (Matt 14: 13-21). • The last supper (The institution of the Eucharist) (Matt 26: 26-29). • Extracts from a Eucharistic Prayer. **Believe** By the end of this unit of study, pupils will know: • At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (I Cor 11:23-25, Eucharistic prayer). • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).	**Celebrate** By the end of this unit of study, pupils will know: • That the sign of the cross is the shortest summary of the Christian faith. • That some prayers that reference the Trinity and the work of the Holy Spirit. • That the celebration of Mass ends by reminding Christians of Jesus' instruction to make disciples of all nations **Live** By the end of this unit of study, pupils will know: • That being a Christian means to share the gospel. • That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass. • How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus). • That the mystery of the Trinity is represented symbolically, e.g., Trinity knot **Branch 6 Dialogue and Encounter Dialogue** By the end of this unit of study, pupils will have encountered the following key text: • Exodus 12:1-8,15-20, 13:3 • Lk 22:14-23 By the end of this unit of study, pupils will know that the Church teaches: • For Christians, the Eucharist is linked with the Jewish celebration of Passover. **Encounter** By the end of this unit of study, pupils will have encountered the following: • Some simple facts about how the Jewish festival of the Passover is

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	For Advent: • Messiah would be born of a virgin and would be called Immanuel (Is 7:14). • The Annunciation to Joseph (Matt 1:18-25). • Revisit Lk 1:26-38. **Believe** By the end of this unit of study, pupils will know that the Church teaches: • Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). • The Liturgy of the Word includes readings from the Old Testament and the New Testament. • That Jesus birth was foretold by the prophets. • That Joseph listened to the angel and opened his heart to the Holy Spirit. **Celebrate** By the end of this unit of study, pupils will know: • How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc. • Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. • How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel).	By the end of this unit of study, pupils will know that the Church teaches that: • A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. • The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. • That at the Last Supper Jesus instituted the Eucharist. • People give themselves to Jesus when they receive the Eucharist (Holy Communion). **Celebrate** By the end of this unit of study, pupils will know: • Some prayers and responses Catholics say during Mass. • Some prayers and responses Catholics sing during the Eucharistic Prayer. • Some ways people celebrate their first Eucharist (First Holy Communion). **Live** By the end of this unit of study, pupils will know: • The ways in which Catholics are called to live Eucharist by following the example of Jesus. • Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany).	celebrated by Jews in Britain today. By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). • Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music

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	Live By the end of this unit of study, pupils will know: • Some ways that Christians prepare for the coming of Christ during Advent. • Representations in art around the world, connecting to the prophecies of Christ's coming		
Science	**Animals including humans** • I can identify that humans have bones for support, protection and movement. • I can identify that some other animals have bones for support, protection and movement. • I understand that animals, including humans, need the right type of nutrition	**Forces and magnets** • I can compare how different things move. • I can compare how objects move on different surfaces • I can explore how magnetic forces act at a distance. • I can compare and group various everyday materials based on whether they are attracted to a magnet. • I can predict whether two magnets will attract or repel each other, depending on which poles are facing. • I can record my findings using simple scientific vocabulary.	**Plants** • I can explore the requirements of plants for life and growth. • I can identify, locate and describe the function of different parts of flowering plants. • I can identify, locate and describe the function of the roots in plants. • I can investigate the way in which water is transported within plants. • I can explore the part that flowers play in the life cycle of flowering plants, including pollination. • I can explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal. **Light** • I can recognise that there needs to be light in order to see things and that darkness is the absence of light • I can notice that light is reflected from surfaces.

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			• I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun. • I can recognise that shadows are formed when light from a light source is blocked by an opaque object. • I know that shadows take on the shape of the opaque object. • I can predict where a shadow will form in relation to an opaque object and a light source. • I can find patterns in the way that the length of shadows change. **Rocks** • I can compare and group together different kinds of rocks on the basis of their • I can compare and group together different kinds of rocks on the basis of their physical properties. • I can explain how some rocks are formed. • I can explain how the Earth is made up of different layers of rocks and soils • I can describe how fossils are formed when things that have lived are trapped within rock

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His/Geo			
	**History** How did daily life change in Britain from the Stone Age to the Iron Age? • I can place ages in order of time and understand the meaning of their names. • I can place artefacts within their correct age. I can use BCE. I can suggest suitable sources for historical enquiry. • I can begin to discuss the reliability of sources. • I can explain how we find prehistoric evidence. • I can suggest and evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration, and use evidence to support my answers. • I can explain the concept of change over a long period of history, and represent this with evidence. I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. • I can suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion. **Geography** **The United Kingdom - What are the key geographical features of the UK, and my region?** • I can understand that places can have meaning to people. • I can understand that people can choose to use land di-fferently, and I can give some examples.	**Geography- Fieldwork** **Land use- What facilities are in my local area and how do people travel there ?** • I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples. • I can understand that the UK is split into countries and regions. • I can understand that regions are split into counties. • I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial. • I understand that hamlets, villages, towns and cities are settlements of different sizes. I understand human processes in the UK, including settlements and land use. • I understand that UK settlements rely on different areas of land use to thrive • I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt **History** **What were the greatest achievements of the Ancient Egyptians?** • I can place events, artefacts and historical figure on a timeline using dates. • I can use BCE and CE. I can suggest more than one suitable source for historical enquiry.	**Geography- Fieldwork** **Conservation of bees- How can we make our school environment more bee friendly?** • I can understand that people can choose to use land differently, and I can give some examples. • I can understand how bees are involved in physical processes. • I can understand how land use impacts the survival of bees. • I can understand how personal choices on how to use land impact the environment.

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	• I can understand that the UK is split into countries and regions. • I can understand that regions are split into counties. • I understand that counties contain settlements. • I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. • I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets. • I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. • I understand that land use patterns change over time. • I can identify some key human and physical features of the UK and my region. • I can understand that England is made up of different regions and counties. • People living in these regions and counties may have different senses of identity based on where they live. • I can use compass points, four-figure grid references, symbols, and keys. • I can devise a sketch map of my local area. • I can identify physical features on a map. • I can locate settlements on a map. I • can use maps and atlases to discover the United Kingdom.	• I can begin to discuss the reliability of sources. I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt, and use evidence to support my answers. • I can explain the concept of change over a long period of history and represent this with evidence. • I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt, and use evidence in my answer. • I can suggest suitable sources of evidence for historical enquiries. • I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.	

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Art & Design	**Sculpture- how can where you live impact you as an artist?** • Exploring how location and environment influence artists and how culture shapes creative ideas • Experimenting with sketching techniques to record shapes and forms found in nature • Building and joining clay forms securely using pinch pot and modelling techniques • Applying paint with control to add colour, texture and detail to clay sculptures • Reflecting on how artists are influenced by place and evaluating the success of their own work	**Chromatic- What is illustration?** **Practical Knowledge** – Revise primary colours, blend colours, revise complementary colours, revise parts of a brush, control a paintbrush with increased precision, know how to use watercolour paints and understand how they're different from acrylic paint, use a sketch to create guidelines for painting, identify shapes and lines whilst recreating an image **Theoretical Knowledge** – Learning about the work of illustrators, beginning to learn how technology can influence art, and understanding that making art can require courage and persistence. **Disciplinary Knowledge** – Learn how art can impact society, learn about the discipline of illustration, evaluate our own work, learn to talk about art, learn that art can cause an emotional response, know some of the reasons that people paint	**Monochromatic- How do artists draw faces?** **Practical Knowledge** – Pupils will revise how grip can impact the control we have of a pencil, revise the parts of a pencil, know the definition of texture, line and shape, explore how marks can be used to create an impression of texture, explore how lines and shapes can create artistic impressions of facial features, learn to draw from observation, control a pencil with increased precision, learn how we can use shapes to support drawing and use value and texture whilst drawing. **Theoretical Knowledge** – Pupils will know that artists must practise specific skills to improve and learn that different artists can represent facial features differently. **Disciplinary Knowledge** – Pupils will begin to explore how art can connect with emotions, learn the differences between landscape, portrait, and still life, evaluate their own work, and learn how they can learn from others.
DT	**Textiles- Stone Age Mysteries- how can you make the perfect pouch for a Stone Age adventure?** • Investigate different types of pouches and their features (functional and appealing) • Practise key stitching techniques (running stitch, cross stitch, and overstitch) • Sketch and plan product designs • Use a template to cut fabric	**Construction- Magnetic Mysteries- How can we use magnets to make a model move mysteriously?** • Investigate how magnets work and identify everyday uses of magnetic forces in toys and tools • Create design criteria and plan an Egyptian-themed model that uses magnets to create a surprising effect • Accurately measure, cut, join and assemble materials to build a	**Food & Nutrition- Roots to Roll - How can we turn root vegetables into a colourful summer rolls?** • Researching root vegetables by tasting them raw and cooked and learning how seasonality affects their flavour and use • Building technical knowledge through safe food preparation skills such as peeling, slicing and grating, and experimenting with herbs, citrus and

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	accurately • Sew fabric pieces together to construct a functional product • Attach fasteners such as buttons, toggles or ties to complete the pouch • Learn how stitching techniques contribute to a strong and appealing product Evaluate products for appearance, durability and function		functional Egyptian-themed model with magnetic effects • Explore how to join, reinforce, stiffen and strengthen materials using folds, slots, tabs, ties, flanges and L-braces • Test, improve and evaluate the model's function and appearance against design criteria, suggesting realistic improvements		dressings • Designing a summer roll by selecting colourful, healthy fillings that balance flavour, texture and appearance • Making the dish by preparing ingredients safely and following a simple recipe to assemble a summer roll • Evaluating the finished roll by tasting it, reflecting on its success and suggesting one improvement	
P.E.	**Netball** Play competitive games. **Gymnastics**	**Orienteering** Explore how to orientate a map, locate points on the map, then travel to them and record what they find **Gymnastics** Develop flexibility, strength, technique, control and balance	**Football** Explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and dribbling. **Dance** Exploring movements and balances in symmetrical and asymmetrical ways	**Tennis** Explore how to apply the principles of attack vs defence in order to win a game of tennis. **Dance** Challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance.	**Swimming** **Rounders** Explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the role of each member of the team.	**Athletics** Use running, jumping, throwing and catching in isolation and in combination.
Spanish	**Phonetics I and I'm Learning Spanish** • Introduction to Spain & Spanish speaking countries • Asking & saying how you feel • Asking & saying your name • Numbers 1 to 10 & colours introduction • Consolidation of colours plus fun worksheet activities **Christmas** Key vocabulary and important cultural traditions.		**Days of the Week** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish. **Colours and Day of the Week** In this unit pupils will learn to count to 10 as well as learning 10 common colours in the foreign language. **Animals** • Introduce first 5 animals (noun and article) • Introduce next 5 animals • Consolidation of all 10 animal nouns		**Ice Creams** In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or a cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like. **Little Red Riding Hood** In this unit pupils will learn to listen carefully so as to understand a familiar fairy tale recounted in Spanish using picture and word cards. Pupils will be exposed to more language and be	

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		with related article • Focus on the spelling animal nouns and use of the correct article • Introduction of 'soy...	encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills.
Music	Musical Minds Percussion **Basic history of percussion.** • Learn the first three note values and read then on a stave (Semibreves, minims and crotchets.) • Learn our first musical 'contrast' – Loud & Quiet and the correct musical terminology. (Piano & Forte). • Listen to a piece of music and identify the talking points of the lesson. • **Listening**: Listen to Bolero focussing on percussion and the piano & forte contrast. • **Reading**: Learn how to recognise and clap quavers and their relation to the first three note values. o Introduce rests – the importance of silence in music – reacting to silence and staying quiet. Learn the crotchet rest symbol on the stave. • **Contrasts**: Introduce High/Low. o Hearing the differences on the xylophone. o Relate high and low to the animal kingdom – Birds and Elephants. • Moving like the animals in reaction. • **Listening**: Listen to Jaws theme focussing on percussion and the four contrasts. • **Reading**: Learn how to recognise and clap semiquavers and their relation to other note values. o Introduce flea, spider and	**Musical Minds** **Pulse** 1 • Learn the concept of pulse in music. • Find the difference between pulse and rhythms by listening to We Will Rock You. • Learn the importance of 'Beat 1' in music. 2 • Maintain a steady pulse around the whole class. • Individually perform a clapped rhythm around a circle, keeping a steady pulse. • Find the Beat 1 in famous songs. • Clap on the 2 and 4 of the pulse. The backbeat. 3 • Reading: o Build bars of music using the four beats of the pulse. o Mixing crotchets, quavers, and rests. • Use pulse to keep rhythms going – Try and stay in time with instruments and famous songs. • Pulse in Three/Four – Learning a new time signature and how this affects the way count pulse. 4 • Magic Card Game – Show an understanding of different note values. • Ostinatos – Reading and understanding different rhythmic phrases. • Play ostinatos over famous songs keeping steady pulses. 5 • Transcribing: o Practice writing rhythms from ear. o See who can most accurately hear and transcribe music patterns. • Reading and layering different rhythms, playing them on different	**Musical Minds** **Boomwhackers** 1 • Revise how to quickly recognise and clap rhythms using animals (fleas/spiders). • Tuned Percussion and Boomwhacker introduction. • Play and sing the C Major Scale. Reading music: Read and perform a mystery song. 2 • Learn about Minor and pentatonic Scales. • Read more Boomwhacker music with mixed rhythms (quavers and crotchets). • Compose a pentatonic piece of music in groups using a Theme and Variation model. 3 • History of the Blues. • Playing with Swing. • Use the C Major scale and chord numbers to learn a 12-bar blues structure. • Perform this on the boomwhackers along with music. 4 • Learn how blues music has affected the development of pop music. • Learn how simple pop songs are constructed. • Read a 'Lead-sheet' to play along with the chords of a pop song. 5 • Recap the 12-bar blues structure from week 3. • Listen to and discuss the importance of solos and improvisation in blues music. • Improvise small solos with the boomwhackers. • Perform a full 12-bar blues piece with solos and 'stabs' with the whole class working together.

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	caterpillar as insect notes – Clap some mixed rhythms. • **Contrasts**: Recap first contrasts and introduce a new one – Fast/Slow. o Learn the musical terms – Adagio/Allegro. • Horse/Tortoise game – Hearing the differences. • **Listening**: Listen to Flight of the Bumblebee focussing on six contrasts and the story being toldby the music. • **Reading**: Reading combinations of notes • **Contrasts**: Recap first 6 contrasts and • **Listening**: Listen to Mars – Bringer of War. Focus on all 8 contrasts and how the music creates a sense of place. • **Reading**: Reading, writing and performing combinations of notes. • • **Contrasts**: Story telling with contrasts. Putting music to stories and performing in front of the class.	percussion instruments. 6 • Pulse & Harmony: o Discuss how songs' harmony usually hanges and develops along with pulse. o Play along with songs with tuned percussion in groups, keeping the pulse and hearing how the harmony changes. o Try with both 4 and 3 beat pulses.	
Computing	**Online Safety** • Differentiate between fact, opinion and belief online. • Explain how to deal with upsetting online content. • Recognise that digital devices communicate with each other to share personal information. • Explain what social media platforms are used for. • Recognise why social	**Scratch** • Explain what some of the blocks do in Scratch. • Explain what a loop is and include one in their program. • Suggest possible additions to an existing program. • Recognise where something on screen is controlled by code. • Use a systematic approach to find bugs. • Explain what an algorithm is and its purpose.	**Inside a Computer** • Recognise inputs and outputs and that the computer sends and receives information. • Explain that the parts of a laptop work together and the purpose of each part. • Explain what an algorithm is. • Suggest what memory is for inside a computer. • Make comparisons between different types of computer.

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	media platforms are age-restricted. **Networks and the Internet** • Recognise that a network is two or more devices connected. • Explain how information moves around a network and the role of the server. • Understand that networks connect to the internet via a router. • Explain some of the journey a website goes through to reach your computer. • Explain that websites are split into small pieces (packets) to be sent via the internet.		**Emailing** • Log in and out of email. • Send a simple email with a subject plus 'To' and 'From' in the body of the text. • Edit an email. • Type in the email address correctly and send the email. • Add an attachment to an email. • Write an email using positive language, with an awareness of how it will make the recipient feel. • Recognise unkind behaviour online and know how to report it. • Offer advice to victims of cyberbullying. • Recognise when an email may be fake and explain how they know.		**Comparing Databases** • Explain what is meant by 'field,' 'record,' and 'data.' • Compare paper and computerised databases. • Put values into a spreadsheet. • Sort, filter and interpret data in a spreadsheet. • Create a graph on Google Sheets. • Explain the purpose of visual representations of data.	
PSHE	**-Keeping/ Staying Safe- Leaning out of windows** Be able to recognise a range of warning signs. Be able to spot the dangers we may find at home. Knowing the importance of listening to our trusted adults. Be able to understand ways which we can make ourselves and others safe at home. Know the	**Relationships - Touch -** to be taught in line with our RSHE policy and resources	**Being Responsible – Stealing** Understand the differences between borrowing and stealing. Be able to describe how you might feel if something of yours in borrowed and not returned. Know why it is wrong to steal. Be able to understand the differences between being responsible and irresponsible.	**Feelings/Emotions - Grief** Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with uncomfortable and unpleasant emotions. Understand that feelings can be	**Computer Safety- Making Friends Online** Be able to identify possible dangers and consequences of talking to strangers online. Know how to keep safe in online chat rooms. Be able to name the positives and negatives of using technology. Understand the difference between safe and risky choices online. **Our World- Looking**	**Hazard Watch- Is it safe to eat or drink? Is it safe to play with?** Know what items are safe to play with and what items are not safe to play with. To be able to name potential dangers in different environments. Know what food and drink

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	differences between safe and risky choices. Keeping/ Staying Healthy – **Medicine** Know, understand and be able to practice simple safety rules about medicine. Understand when it is safe to take medicine. Know who we can accept medicine from. Understand the differences between healthy and unhealthy choices.			communicated with and without words.	**after our world** Be able to explain the meaning of reduce, reuse and recycle. Recognise how we can help look after our planet. Be able to identify how to reduce the amount of water and electricity we use. Understand how we can reduce our carbon footprint.	items are safe or unsafe to eat or drink. To be able to name dangers that can affect others for example, younger siblings.