



Term Theme	<b>Autumn</b> <b>Journey with The Romans</b>		<b>Spring</b> <b>Sky High</b>		<b>Summer</b> <b>Zero to Hero</b>	
<b>English</b>	<b>F1:</b> Journeys. Locations and challenges. <b>NF1:</b> Instruction Text. Making Roman Shields and Smores.	<b>F2:</b> Stories with different settings <b>NF2:</b> Letter writing <b>P1:</b> Christmas Poetry	<b>F3:</b> Adventure story <b>NF3:</b> Diary writing	<b>NF4:</b> Information texts <b>F4:</b> Fantasy <b>NF5:</b> Persuasive writing	<b>F5:</b> Suspense <b>NF6:</b> Newspapers	<b>NF7:</b> Biographies <b>F6:</b> Scripts
<b>Reading</b>	Ice Palace	Butterfly Lion	Sky Hawk	Firework Maker's Daughter	Beowulf	Hero Text
<b>Maths</b>	Place Value Addition and Subtraction	Measurement - Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time Consolidation	Shape Statistics Position and Direction
<b>Science</b>	<b>States of matter</b>  -Compare and group materials together, according to whether they are solids, liquids or gases. -Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<b>Living things</b>  -Recognise that living things can be grouped in a variety of ways. -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can sometimes pose dangers to living things.	<b>Electricity</b>  -Identify common appliances that run on electricity. -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. -Recognise some common conductors and insulators, and associate metals with being good conductors.	<b>Sound</b>  -Identify how sounds are made, associating some of them with something vibrating. -Recognise that vibrations from sounds travel through a medium to the ear. -Find patterns between the pitch of a sound and features of the object that produced it. -Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	<b>Animals, including humans - Digestion</b>  -Describe the simple functions of the basic parts of the digestive system in humans. -Identify the different types of teeth in humans and their simple functions. -Construct and interpret a variety of food chains, identifying producers, predators and prey.	<b>Animals, including Humans - Health</b>  - recognise the impact of diet and exercise on the way their bodies function.



<p><b>Computing</b></p>	<p><b>Networks – The internet</b></p> <ul style="list-style-type: none"> <li>-Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>-Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</li> <li>-Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Creating Media Audio editing</b></p> <ul style="list-style-type: none"> <li>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>-Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</li> <li>-Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Programming Repetition in shapes</b></p> <ul style="list-style-type: none"> <li>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p><b>Data and information: Data logging</b></p> <ul style="list-style-type: none"> <li>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>-Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</li> </ul>	<p><b>Creative Media and effective use of tools Photo editing</b></p> <ul style="list-style-type: none"> <li>-Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</li> <li>-Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Programming Repetition in games Scratch</b></p> <ul style="list-style-type: none"> <li>-Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>-Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.</li> <li>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>
<p><b>Geography</b></p>		<p><b>Regions of The World Physical Geography</b></p>	<p><b>Geographical Skills and Fieldwork Mapping</b></p>			<p><b>Our Island Locational Knowledge</b></p>



		Describe and understand key aspects of physical geography: Climate zones and biomes.	Use compass points, 4-figure grid references and coordinates to build knowledge of the wider world.			Know and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, (including hills, mountains, coasts and rivers) -
<b>History</b>	<b>The Roman Empire and its impact on Britain</b>  -Julius Caesar's attempted invasion in 55-54 BC -The Roman Empire by AD 42 and the power of its army -Successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance -Boudica 'Romanisation' of Britain			<b>Britain's settlement by Anglo-Saxons and Scots</b>  -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Scots invasions from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements, art and culture -Christian conversion – Canterbury, Iona and Lindisfarne	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to 1066AD</b>  -Viking raids and invasion -Resistance by Alfred the Great and Athelstan, first king of England -Further Viking invasions and Danegeld. -Anglo-Saxon laws and justice. -Edward the Confessor and his death in 1066	
<b>Art/DT</b>	<b>Design and Technology Romans</b> Shields Mosaics  <b>Design and Technology Research</b> - Research shield and mosaic designs. View examples from museums and ruins.  <b>Design</b>	<b>Art Project - African Art</b>  <b>Skill</b> - Pencil drawing animals, Savannah Silhouettes Evaluate and analyse creative works using the language of art, craft and design  <b>Medium</b> – Paint and colored paper  <b>Artists</b> – African Art and artists study	<b>Design and Technology Transport - Aeroplanes</b>  <b>Research</b> - use research and develop design criteria to inform the design of a functional, appealing products that are fit for purpose.  <b>Design</b>	<b>Art Project – Anglo Saxon and Celtic Art</b> Celtic Jewellery Letter art illustrations. Calligraphy  <b>Skill</b> – Pencil work, calligraphy.  <b>Medium</b> – pencil and Paint.  <b>Artists</b> - Famous Celtic artworks Lindisfarne gospels	<b>Art Project – Colourful Artists</b>  <b>Skill</b> - evaluate and analyse creative works using the language of art. Creating work based on the skills and ideas of an artist. Using colour for effect.  <b>Medium</b> – Paint, chalk, pastels, coloured pencils  <b>Artists</b> - Joan Miro	<b>Design and Technology Create!</b> Tapestries Animation (ICT Link) Cookery – Pinchos (DT)  <b>Design and Technology Research</b> - Pinchos: Use research and develop design criteria to inform the design of a functional, appealing product that is fit for purpose.  <b>Design Make</b> –



	<p>apply their understanding to create a design criteria.</p> <p><b>Make –</b> Make Shields using card and other materials. Mosiacs to be made both from coloured paper and stone.</p> <p><b>Evaluate –</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>Experiment with design ideas, testing and recording their ability to fly.</p> <p><b>Make –</b> Develop prototypes leading to a final model.</p> <p><b>Evaluate –</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>Piet Mondrian Steve Brown Pablo Picasso</p>	<p>Animation: Apply their understanding of video software to create a stop motion animation.</p> <p>Pinchos: Bring ingredients to make final pincho design.</p> <p><b>Evaluate –</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<b>RE</b> Discovery	<p><b>Theme:</b> Beliefs and Practices <b>Key Question:</b> How special is the relationship Jews have with God? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> Is forgiveness always possible for Christians? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Rites of Passage and good works <b>Key Question:</b> What is the best way for a Jew to show commitment to God? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians? <b>Religion:</b> Christianity</p>
<b>PE</b> Indoor: Outdoor:	<p><b>Indoor</b> - Dodgeball <b>Outdoor</b> - Football</p>	<p><b>Indoor</b> - Gymnastics <b>Outdoor</b> – Hockey</p>	<p><b>Indoor</b> – Swimming <b>Outdoor</b> - Basketball</p>	<p><b>Indoor</b> - Dance <b>Outdoor</b> - Handball</p>	<p><b>Outdoor</b> Rounders <b>Outdoor</b> - OAA</p>	<p><b>Outdoor</b> - Tennis <b>Outdoor</b> - Athletics</p>
<b>Music</b> Charanga	<p><b>Jazz</b> Using the works of great jazz artists such as Ella Fitzgerald, Bessie Smith, Louis Armstrong and Duke Ellington, this unit aims to embed the musical features of jazz music such as swing time, improvisation, scatting</p>	<p><b>Africa</b> In this unit pupils will compose and perform rhythmic pieces of music using given musical conventions found in traditional African music. They will explore call and answer, ostinato, polyrhythms and the use of mnemonics, through games, song</p>	<p><b>Minimalism</b> This unit explores the musical style of minimalism. Pupils have the opportunity to listen and appraise works by key composers of the style. Pupils learn about the compositional devices used in minimalism and use this knowledge to</p>	<p><b>Samba</b> This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform samba music as a whole class and in small groups.</p>	<p><b>Vikings</b> Using the 'Vikings' as a stimulus, pupils explore pulse, rhythm and notation through performance, improvisation and composition. Pupils work in groups to compose</p>	<p><b>Words, Words, Words</b> In this unit pupils will explore the language of music through the inter-related dimensions of music. They will deepen their knowledge of the inter-related dimensions and extend their musical</p>



	and call and response. Pupils will be given opportunities to perform and improvise music using their voices, bodies and pitched instruments. They will explore combining rhythm and pitch using the pentatonic scale, to improvise and compose simple melodies. Pupils will have the opportunity to listen and appraise each other's work and a selection of different jazz songs from key artists.	and whole class ensemble performance. Pupils are given the opportunity to listen and appraise their own music as well as the music of their peers.	develop their own musical ideas using their bodies and percussion instruments composed in the same style.	They will explore the instruments of the samba and create their own samba band.	music from rhythm grids using the inter-related dimensions of music to create effect. Pupils sing with an awareness of pitch in two, three and four part rounds.	vocabulary. Pupils will take inspiration from poetry, art and music and use graphic score to record ideas.
<b>MFL</b>	<p><b>Cultural Unit – Where in the world speaks French?</b> All about other countries that speak French.</p> <p><b>Numbers and the Alphabet</b></p> <ul style="list-style-type: none"> <li>• A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds • Spelling words</li> </ul> <p><b>My Family and me</b></p> <ul style="list-style-type: none"> <li>• Introducing your parents and siblings • Talking about your family. • Introducing Grandparents • Asking about someone else's family. • Talking about yourself (illnesses etc) • Asking someone's age</li> </ul>	<p><b>My Home</b></p> <ul style="list-style-type: none"> <li>• Describing the size of a home. • Things you'll find in each room (household appliances etc)</li> </ul> <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>• Revise colours of the rainbow • Introducing other colours such as gold, silver and platinum • Begin to explore descriptions such as 'light blue'</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Farm animals • Zoo animals</li> </ul> <p>• Create/design their own farm or zoo</p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Revise foods from Y3 • Revise the bakers and butchers Children will learn: • Foods found in the supermarket • Creating own shopping lists</li> </ul> <p><b>Calendar</b></p> <ul style="list-style-type: none"> <li>• Revise days of the week and months of the year Children will learn: • Speaking and writing the date both past and present – 12 hour clock • Time words – tomorrow, today, next week</li> </ul>	<p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>• Revise items of clothing • Describing what you wear on different days. On weekends, I wear... • Create a clothing shop • Body parts</li> </ul> <p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>• Revision of Year 3 • Pocket money • Different shops and prices</li> </ul>	<p><b>Holidays and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Revision from Y3 • How to talk about holidays and holiday destinations • Different ways you can travel • Describing major festivals</li> </ul> <p><b>My Town</b></p> <ul style="list-style-type: none"> <li>• How to describe places in the town • How to get to my town, it's location in the country • How to get to places in the town (directions)</li> </ul>	<p><b>The Weather</b></p> <ul style="list-style-type: none"> <li>• Revision of weather from Y3. • Describing the weather with adjectives. • Describing past, present and future weather</li> </ul> <p><b>Sports and Hobbies</b></p> <ul style="list-style-type: none"> <li>• Revision of sports • Introducing hobbies • Simple phrases to describe hobbies</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Revision of Y3 • Tour of the school • School times and subjects • What I want to be when I leave school</li> </ul>
<b>PSHE Jigsaw</b>	<p><b>Being me in the world</b></p> <p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council)</p>	<p><b>Celebrating difference</b></p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences. Understanding</p>	<p><b>Dreams and Goals</b></p> <p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals</p>	<p><b>Healthy Me</b></p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness</p>	<p><b>Relationships</b></p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends</p>	<p><b>Changing me</b></p> <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change</p>



	Rewards and consequences Group decision-making Having a voice What motivates behaviour	bullying Problem-solving Identifying how special and unique everyone is First impressions	Working in a group Celebrating contributions Resilience Positive attitudes	Peer pressure Celebrating inner strength	Showing appreciation to people and animals	Preparing for transition Environmental change
<b>Trips Experiences</b>	Trip to Silchester – Roman town.	<b>Class Assembly</b> – Romans, Africa, animals.	School Treasure Map	Firework Experience	In school Superhero event to report on.	A Viking visits the school.