

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Hidden Treasures		Our Erupting Earth		Roman Empire		Roman Britain		From little seeds...		India	
	Big Question: What's behind the picture?		Big Question: What's underneath us?		Big Question: Who was here before?		Big Question: How did Britain change?		Big Question: What makes life go on?		Big Question: Where in the world?	
	Teaching of Reading Texts: Fortunately the Milk		Teaching of Reading Texts: Escape from Pompeii.		Teaching of Reading Texts: Empire's End – A Roman Story		Teaching of Reading Texts: Matilda		Teaching of Reading Texts: The Heart and the Bottle		Teaching of Reading Texts: Cinnamon	
Year 3	English: • The chronicles of Harris Burdick	Maths: Place Value Addition & Subtraction (Shape)	English: • Escape from Pompeii • Rocks, volcano books from library.	Maths: Addition & Subtraction Multiplication & Division (Shape)	English: Empire's End – A Roman Story Non-fiction newspaper report on Roman Invasion Narrative fictional story writing based on Empire's End	Maths: Multiplication & Division Money Statistics	English: • Poetry – Roald Dahl's Revolting Rhymes	Maths: Length & perimeter Fractions	English: • The First Drawing	Maths: Fractions Time	English: • Cloud Tea Monkeys	Maths: Shape Mass & Capacity
	Science: Animals, including humans -link to Forest School.	RE: L2.1 What do different people believe about God? [Creation]	Science: Rocks - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter.	RE: L2.1 What do different people believe about God? [Creation] Christmas Story.	Science: Forces & Magnets What are contact forces? How do forces affect the motion of an object? How does friction affect moving objects? What is a non-contact force and how is it different to a contact force? How do magnets attract and repel? Identify and classify materials according to their magnetic properties.	RE: L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]	Science & Computing: Data Handling & Analysis Plan how to input information into a given application. Evaluate the end result against the desired outcome.	RE: L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]	Science: Plants Describe the parts of a flowering plant and explain how water is transported in plants. Explain the life cycle of a flowering plant – pollination, seed production, seed dispersal.	RE: L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	Science: Light Do we need light to see things? Describe and classify artificial and natural light sources. How does light pass through some surfaces and reflect off others? How are shadows formed? Why do shadows change in size?	RE: L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]
	History: The Iron and Stone Age. The achievements of the earliest civilizations	Art: Drawing Sketch book skills. Pencil skills – creating different shades and textures	Geography: Earthquakes and volcanoes Tectonic plates Earthquake zones How humans have adapted to living in earthquake zones. Describe and understand key aspects of volcanoes and earthquakes through study of Mount Vesuvius and Assisi.	DT: Textiles Design Make Evaluate Technical and practical Knowledge Textiles project for Christmas	History: Roman Empire and its impact on Britain Who were the Romans? What was it like to live in Rome? Recap – What was it like to live during the Iron Age? When did the Romans invade Britain? Who resisted the Roman invasion? How did Britain change under Roman rule – technology and beliefs?	Art: Printmaking Printmaking using paint – explore and create a range of print effects and patterns Print using found objects Create relief and impressed printing block surfaces Print using 2 colour overlays. Look at printmaker, Neil Bousfield	History: Roman Britain Identify a significant figure from Roman History (e.g Boudicca, Hadrian, Julius Caesar) Place individual within known chronological framework. Describe how different sources can be used to create two different pictures of one individual	DT: Structures: To design, make and evaluate a Roman building - exploring how they can be made stronger, stiffer and more stable.	Geography: Map and fieldwork skills What are the 8 points on the compass? Use grid references and compass points to find features and routes on a map. Using compass points, grid references and map symbols, where are the physical and human features located in a place?	Art: Collage and digital media: Shape paper and other materials to achieve desired effects. Use IT programs to create a piece of work linked to plants.	Geography: Characteristics of a place: Study of India linked to text – Cloud Tea Monkeys. Name and locate countries and areas studied. Identify and calculate time zones. Describe differences and similarities between an area in India and Redditch.	DT: Cooking and Nutrition: Construct a simple recipe for a dish. Consider nutritional value and geographical origins of ingredients.

					<p>Create prints using relief blocks and monoprints</p> <p>Explain reasons for this individual's significance and explain the reason for their continuing relevance today Explain the impact of Roman infrastructure on modern day Britain with an emphasis on the remaining Roman roads in Redditch.</p>			<p>Interpret maps to show profile and height of land. Create simple maps of a location to show detail of significant features.</p>		<p>How has climate effected human activity in India?</p>	
<p>Music: Improve and compose music Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Computing: Online Safety recognise acceptable and unacceptable behaviour when using different technologies, who to report it to and how.</p>	<p>Music: Play and perform Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice.</p>	<p>Computing: Online bullying Technology and our lives: Recognise the Internet as a giant network of communication and how the school network fits within this.</p>	<p>Music: Sing and play 3 Little Birds – Bob Marley Start to identify the piece's structure, including the main sections of the song (introduction, verse, chorus,...) Using instruments, listen and play the answer using one/two notes.</p>	<p>Computing: Programming Use a block language to create a program to achieve a specific outcome. Refine and review pre-written algorithms. 2 Code Purple Mash</p>	<p>Music: Appraise and perform Identify the theme in a song and discuss what a song is about. Sing as part of an ensemble or large group. Carefully listen to each other and follow the leader or conductor.</p>	<p>Computing: Sharing information. Plan how to input information into a given application. Evaluate the end result against the desired outcome.</p>	<p>Music: Improve and compose Start to explain the difference between pulse and rhythm. Listen and copy back using two notes. Plan and create a section of music that can be performed.</p>	<p>Computing: Simulations and Touch typing. Explore, represent and evaluate simulations of real and imaginary situations. Understand the correct way to sit at the keyboard and learn how to use it.</p>	<p>Music: Share and reflect Listen carefully and respectfully to other people's thoughts about the music. Listen, appraise and discuss different pieces of music and their style.</p>	<p>Computing: E-Safety and sharing information using Power Point. Learn how to use email safely and explore a simulated email scenario. Add an attachment to an email.</p>
<p>MFL: Greetings and comparisons. Uses of colours and numbers.</p>		<p>MFL: Explore patterns and sounds of language through songs and rhymes: continue using numbers and colours.</p>		<p>MFL: Learn common classroom and household objects – combine with vocabulary known.</p>		<p>MFL: Revisit and use numbers 1 to 31 – dates.</p>		<p>MFL: Describing clothing, verbally and written, including exploring some verb changes .</p>		<p>MFL: Revisit colours, common objects and combine in written and verbal pieces, including negatives.</p>	
<p>PE: Gymnastics with Sam (Archery colour games). Swimming Marathon Kids running. *(Forest School Pine Class 4 weeks).</p>	<p>PSHE: Mental health and emotional wellbeing: Strengths and challenges Pupils learn:</p> <ul style="list-style-type: none"> Celebrate achievements and setting personal goals. Deal with put-downs. 	<p>PE: Dance Swimming Marathon Kids running. *(Forest School Maple Class 4 weeks).</p>	<p>PSHE: Bullying- See it, say it, stop it. Pupils learn:</p> <ul style="list-style-type: none"> Recognise bullying and how it can make people feel. Different types of bullying and how to respond to incidents of bullying. 	<p>PE: Invasion Games Swimming Marathon Kids</p>	<p>PSHE: Identity, society and equality: Celebrating difference Pupils learn:</p> <ul style="list-style-type: none"> Value the similarities and differences between themselves and others. What is meant by community and belonging to groups. 	<p>PE: OAA Swimming Marathon Kids</p>	<p>PSHE: Careers, financial capability and economic wellbeing: Saving, spending and budgeting Pupils learn:</p> <ul style="list-style-type: none"> What influences people's choices about spending and saving money. How people can keep track of their money. The world of work. 	<p>PE: Ball games Swimming Marathon Kids</p>	<p>PSHE: Drug, alcohol and tobacco education: Tobacco is a drug Pupils learn:</p> <p>Definition of a drug and that these can be harmful. The effects of smoking. The help available for people to stop smoking. Asthma.</p>	<p>PE: Athletics Swimming Marathon Kids</p>	<p>PSHE: Physical health and wellbeing: What helps me choose? Pupils learn:</p> <ul style="list-style-type: none"> Healthy choices about food and drinks. How branding can affect what foods people choose to buy. Keeping active.

