

<p>Autumn Fire and Ice</p> <p>To begin this exciting year the children will be taken on a journey to the frozen north. We will investigate the physical geography of our world, including volcanoes and earthquakes and investigate climate change. We hope to visit The Science Oxford centre to take part in an exciting workshop to enrich the science and technology of our topic. In order to inspire a curiosity and fascination with the world, our key text will be <i>The Last Bear</i> by Hannah Gold – a story absorbing animal adventure, subtle commentary on climate change and the plight of endangered species, demonstrating that no one is too young or insignificant to make a difference. We will use the text to inspire creativity in English, Geography and Art. We will research famous arctic explorers and investigate their skills and knowledge needed to undertake such epic adventures. In Art, we will explore with a variety of different materials and techniques to create a volcano collage.</p>	<p>Spring Anglo Saxons</p> <p>The great Roman empire has withdrawn from Britain leaving her shores open for invasion. Would this be a mere bump in the road for her people – or a disastrous descent into chaos? It is here that the children will start their journey through the Anglo-Saxon invasion of Britain. Children will immerse themselves in what life was like in a British settlement, studying Anglo-Saxon art and culture and discover the great treasures of Sutton-Hoo. Having learnt about the Anglo-Saxons the children will begin to find themselves in the age of the Vikings! Children will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Our main text will focus on the great warrior Beowulf and his epic exploits including battling the monstrous creature Grendel. Children will find themselves writing character descriptions, newspaper reports and playscripts inspired by Beowulf. Art and DT will be influenced by the Anglo-Saxons and Vikings. The children will be designing and building their own long boat and using a range of art media to create different collages and prints.</p> <p>Let our journey through the age of the Anglo-Saxons and Vikings begin!</p>	<p>Summer Across the seas</p> <p>Using the stunning pictures in <i>The Arrival</i>, we will consider ‘big questions’ such as the push and pull factors which drive people to leave their country of birth and travel across the world to set up home elsewhere. The children will use drama to imagine the thoughts and feelings of a migrant arriving in an unknown land and will consider the important distinctions between a migrant and a refugee, linking their learning with current world events. They will write a biography based on the book, <i>The Matchbox Diary</i> as well as narrative and poetry. In our topic work, we will consider the geographical similarities and differences between the UK and a Caribbean locality, linking the learning to Windrush.</p>
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	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value + key questions linked to topic	Love	Integrity	Trust	Resilience	Belief	Respect
Hook			Architecture Longship workshop			
Visit	Possible visit to Science Oxford			Aylesbury Museum	Residential	
Topic Finale				Anglo-Saxon feast		
History/ Geog	Geography - Volcanoes, earthquakes and climate change	History - Famous explorers and climate activists	History - Sutton Hoo Influence of Anglo Saxons	History - Sutton Hoo Influence of Anglo Saxons	Geography – Case study of non-European locality (Windrush)	Case study of non-European locality (Windrush)

Core text	<p>The Last Bear</p>  	<p>The Last Bear</p>   	<p>Beowulf</p>  	<p>Beowulf</p> 	<p>The Arrival</p>     	<p>The Arrival</p>    
English	<ul style="list-style-type: none"> • Setting Description • Poetry (4th Oct) 	<ul style="list-style-type: none"> • Suspense • Letter to persuade (To join an expedition) 	<ul style="list-style-type: none"> • Story Writing • Newspaper Report 	<ul style="list-style-type: none"> • Explanation text 	<ul style="list-style-type: none"> • Narrative - Adventure • Diary Writing 	<ul style="list-style-type: none"> • Persuasive Advert • Poetry

	<ul style="list-style-type: none"> • Non- Chron Report 	<ul style="list-style-type: none"> • Explanation Text 	<ul style="list-style-type: none"> • Character Description 	<ul style="list-style-type: none"> • Writing and performing – playscripts 		
Maths Year 3	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Measurement – Length and Perimeter Fractions	Fractions Time	Geometry Capacity and Mass
Maths Year 4	Number and Place Value Addition and Subtraction	Measurement – Length Multiplication and Division	Multiplication and Division Measurement – Perimeter and Area	Fractions and Decimals	Decimals, Measurement – Money and Time Statistics	Geometry, Properties of Shape and Position and Direction
Science Year 3	Rocks and Fossils Identify, investigate and describe the three types of rocks and their properties; describe how fossils are formed and recognise that soils are made from rocks and organic matter.	Forces Identify, describe and investigate the forces acting upon objects and compare how things move on different surfaces. Recognise the difference between contact and non-contact forces and observe how magnets attract and repel.	Light Investigate and make predictions about reflection, explain why light from the sun can be dangerous and explain how shadows are formed Link to English writing – persuasive advert for sun protection product	Plants Identify and describe the functions of the parts of a flowering plant and explore the requirements for life and growth. Investigate how water is transported within plants and explore the part played by the flower in the life cycle of a plant including pollination, seed formation and seed dispersal.	Animals including humans Understand that humans need nutritious food to survive and grow. Investigate and identify the role played by the skeleton, bones and muscles in our body.	RSE Describe the differences between male and female animals and understand that making a new life needs a male and a female.
Science Year 4	Electricity Links to DT We are electricians	States of Matter	Sound	Living Things and their Habitats	Animals including Humans	RSE
Computing Year 3	Creating, editing and saving a document in a folder	Internet safety	Internet safety Childnet		KODU – Algorithms and coding	Using the internet as a research tool

	Using the internet as a research tool					
Computing Year 4	Collaborative systems and networks	Programming 1: Coding with Scratch	Internet safety Childnet/ Kapow	Data Handling	Programming 2: Computational Thinking	Website design
Art	Sketching	Collage Volcano		Painting shields	Photography (Clouds)	
DT		Christmas Fair craft	We are architects Architecture Longship workshop Build a Longboat			We are cooks Cooking
RE Year 3	Is a Hindu child free to choose how they live? (OD)	Is light a good symbol for celebration? (OD)	What is the trinity? (UC)	Why do Christians call the day Jesus died, 'Good Friday'? (UC)	What is it like to follow God? (UC)	What do Christians learn from the Creation story? (UC) Link to Year 3 Art
RE Year 4	Gospel: What kind of world did Jesus want?	What is the Trinity? - digging deeper	Is a holy journey necessary for believers?	Is a holy journey necessary for believers? Continued People of God: What is it like to follow God?	People of God: What is it like to follow God? Continued Do Murtis help Hindus understand God?	Do Murtis help Hindus understand God? continued

By the end of lower key stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition and reproducing sounds from aural memory. Pupils should be taught to: Play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Develop an understanding and appreciation of a range of composers and the history of music.

Music Year 3	Ten Pieces – Igor Stravinsky - The Firebird – suite (1911) (Finale)	Finlandia – Ten Pieces	Charanga - Dragon Song	Charanga - Glockenspiel 1 and 2	Ten Pieces - John Adams Short Ride in a Fast Machine	Charanga - Three Little Birds
Music Year 4	Mamma Mia - Charanga	Finlandia – Ten Pieces	Glockenspiel 2 - Charanga	In the Hall of the Mountain King – Ten Pieces	Mambo – Ten Pieces	Benjamin Brittain 'Storm' Interlude from Peter Grimes - Ten Pieces
French Year 3	Introducing France Simple greetings Introducing yourself	J'apprends le français Les saisons	Les saisons Days of the week	Les fruits La chenille qui fait des trous	Les animaux	Cher Zoo
Count to 10, read and write these numbers; be familiar with days of the week; use simple greetings; ask and answer simple questions about name and age; understand and communicate some familiar nouns (animals, family, sports); use simple adjectives (colours, size); use some simple verbs in the first person (Je suis/ J'ai/ Je peux; begin to understand the sounds of individual letters and groups of letters and speak them aloud.						
French Year 4	Je me presente	Je me presente Weather	Weather Quelle est la date aujourd'hui?	Quelle est la date aujourd'hui? Les vêtements	Les vêtements	En famille
By the end of year 4: Understand numbers to 100 in multiples of 10; write today's date and the date of your birthday; understand and say the days of the week and months of the year; use a wider range of questions and answers in the classroom (ask for help, ask the time); use a wider range of familiar nouns (weather, animals, sports, hobbies) including the correct article; use adjectives to describe people and places; Use verbs in the first person (Je joue, J'aime, Je prefere, Je fais); write longer phrases and short sentences using a verb in the first person.						
PE Year 3	Tag Rugby Swimming	Swimming Gym	Basketball Dance	OAA – Problem solving Handball	Striking and Fielding (cricket) Tennis	Athletics Rounders
PE Year 4	Tag Rugby Dance	Invasion Games - Football Gym	Basketball Dance	Handball OAA - Communication	Striking and fielding – Cricket Tennis	Athletics Rounders
PSHE Year 3	Recognising emotions My special pet Friends are special	Recognising emotions What is integrity? Celebrating difference Family and Friends	None of your business! Raisin challenge Emotional literacy	I am fantastic! Top talents Growth mindset	Growth mindset Keeping myself safe Recognising risks	Being my best Growing and Changing My changing body Healthy Eating

	Looking after special people Finding a solution to a problem Helping people who feel different	To be welcoming		Looking after my brain How can difference effect someone? Valuing difference		
PSHE Year 4	Me and my relationships OK or not OK When feelings change Under pressure Taking responsibility for our actions Recognising other's feelings. Dealing with conflict	Valuing Difference Islands Friend or Acquaintance? That is such a stereotype! Stonewall resources: Issues with using the word 'gay' Why do people get married? - King and King Valuing difference Listening to views of others	Keeping myself safe Raisin challenge 2 Overcoming language barriers - The way back home Cyber safety Recognising unwanted influence and pressure Saying NO	Rights and responsibilities Who helps us keep healthy and safe? To know when to be assertive- Dogs don't do ballet Recognising that actions have consequences	Being my best What makes me! To be who you want to be – Red, a Crayons Story Growth mindset Thinking, Feeling, Doing	Growing and Changing My feelings are all over the place! All change! Period positive Secret or surprise Together To ask questions- The Flower Human life cycle Puberty Reproduction Body Parts