
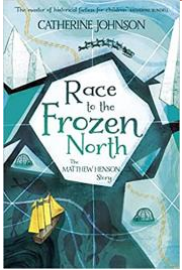


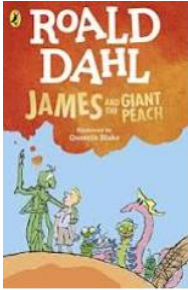


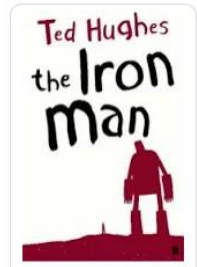






	Autumn Fire and Ice To begin this exciting year, the children will use the beautiful book, The Lost Words to inspire poetry and art. They will be taken on journeys across the world to the Arctic Circle and the Ring of Fire. We will investigate the physical geography of our world, including volcanoes and earthquakes and investigate climate change. In November, we will visit Science Oxford to take part in curriculum-related workshops and enjoy the fascinating theatre shows. Our key text will be The Last Bear 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 write adventure narratives and diary extracts. 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.		Spring Anglo Saxons The great Roman empire has withdrawn from Britain leaving her shores open for invasion.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 discovering the great treasures of Sutton-Hoo. Moving through history, we will learn about the Viking invasion and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Art and DT will be influenced by the Anglo-Saxons and Vikings. In English, we will be using The Magic Paintbrush to write our own traditional tales and James and the Giant Peach to create playscripts.		Summer Across stormy seas Using the stunning pictures in The Arrival, 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. In our topic work, we will consider the geographical similarities and differences between the UK and a Caribbean locality, linking the learning to Windrush and the book, ‘Coming to England’ by Floella Benjamin. In English the children will study The Iron Man and write their own sci-fi narratives, write letters from the perspective of a migrant arriving in Britain and science-related non-chronological reports.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visit	Visit to Science Oxford					
History/ Geog	Geography - Volcanoes,	History - Famous explorers and climate activists	History - Sutton Hoo	History - Sutton Hoo -	Geography – Case study of a non-European locality	Geography - Case study of a non-European locality

	Earthquakes and Climate Change		Influence of the Anglo- Saxons	Influence of the Anglo- Saxons		
Core texts	<p>The Last Bear</p>  	<p>The Last Bear</p> 	<p>The Magic Paintbrush</p> 	<p>James and the Giant Peach</p> 	<p>The Arrival</p>   	<p>The Arrival</p>  

English	<ul style="list-style-type: none"> Poetry The Lost Words Narrative – The Last Bear 	<ul style="list-style-type: none"> Diary Entry – The Last Bear Persuasive letter 	<ul style="list-style-type: none"> Fantasy narrative – The Magic Paintbrush Poetry 	<ul style="list-style-type: none"> Playscript – James and the Giant Peach Instructions 	<ul style="list-style-type: none"> Sci-Fi Narrative – The Iron Man Non-Fiction Letter 	<ul style="list-style-type: none"> Adventure Narrative – The Whale NCR – linked to Science
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	States of Matter	Sound	Living Things and their Habitats	Animals including Humans	RSE
Computing Year 3	Computing and network systems	Programming 1: Coding with Scratch	Data Handling	Online Safety	Creating Media	Computing systems – Journey inside a computer

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	Volcano Collage	Printmaking			Sketching	Sea – Painting/digital art
DT		Christmas Fair craft	Anglo Saxon Long Boats	Cooking		
RE Year 3	How do Hindus express their beliefs about God (part 1)	How do Hindus express their beliefs about God (part 2)	How and why do people worship?	What do our celebrations show about what we think is important in life?	How does what we believe influence the way we should treat the world?	How did Islam begin?
RE Year 4	What holds Muslim communities together?	Why are sacred texts and holy books so important?	Why is pilgrimage important to Hindus?	Why is pilgrimage important to Hindus?	Why do Christians celebrate important events in their lives?	Are places of worship really needed?
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	Ballads	Ten Pieces – In the Hall of the Mountain King	Whole Class instrumental lessons - Caribbean	Jazz	Pentatonic melodies	Traditional instruments and improvisation
Music Year 4	Body and Tuned Percussion - Rainforests	Ten Pieces – In the Hall of the Mountain King	Changes in pitch, tempo and dynamics- Rivers	Whole class instrumental - India	Samba and carnival sounds	Adapting and transposing motifs - Romans
French Year 3	Introducing France Simple greetings Introducing yourself	J'apprends le francais Les saisons	Les saisons Days of the week	Les fruits La chenille qui fait des trous	Les animaux	Le petit chaperon rouge
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	En famille	Le temps	Quelle est la date aujourd'hui?	En classe	Les vetements

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	Football 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 Looking after special people Finding a solution to a problem Helping people who feel different	Recognising emotions What is integrity? Celebrating difference Family and Friends To be welcoming	None of your business! Raisin challenge Emotional literacy	I am fantastic! Top talents Growth mindset Looking after my brain How can difference effect someone? Valuing difference	Growth mindset Keeping myself safe Recognising risks	Being my best Growing and Changing My changing body Healthy Eating
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	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

		Valuing difference Listening to views of others				
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