	Autumn Term Stones, Bones and Spears	Spring Term Incrediblen Egyptians	Summer Term Groovy Greeks
Values	Kindness, Equality, Friendship, Love	Hope, Thoughtfulness, Respect	Courage, Resilience, Individuality, Courtesy
Enrichment (Visits / visitors)	Roald Dahl Dress Up Day (13.9.19) Visit to Chiltern Open Air Museum (24.9.19)	Mr Egypt visitor (14.1.19) Visit to Highclere Castle (Date TBC) LKS2 Production (Date TBC)	Visit to The Look Out Centre (Date TBC) Greek Olympics
English	**Traditional tales – Fables** • Plan writing by discussing writing similar to understand and learn from its structure, vocabulary and grammar. • Plan writing by discussing and recording ideas • Organise paragraphs around a theme • Draft and write narratives: creating settings, characters and plot **Writing and performing a play** • Plan writing by discussing writing similar, to understand and learn from its structure, vocabulary and grammar. • Proof read for spelling and punctuation errors • Read aloud my own writing, to a group or the whole class, using appropriate intonation and control of the tone and volume of my voice so that the meaning is clear • Draft and write narratives: creating settings, characters and plot **Instructions – How to wash a woolly mammoth** • Draft and write non-narrative material	**Traditional tales – fairy tales** • Plan writing by discussing writing similar to understand and learn from its structure, vocabulary and grammar. • Plan writing by discussing and recording ideas • Organise paragraphs around a theme • Draft and write narratives: creating settings, characters and plot • Proof read for spelling and punctuation errors **Recount – Newspaper reports** • Draft and write non-narrative material • Proof read for spelling and punctuation errors **Structure – Limericks** • Read aloud writing using appropriate intonation and control of the tone • Draft and write by composing and rehearsing sentences orally	**Traditional tales – Myths** • Plan writing by discussing writing similar to understand and learn from its structure, vocabulary and grammar. • Plan writing by discussing and recording ideas • Organise paragraphs around a theme • Draft and write narratives: creating settings, characters and plot • Propose changes to grammar and vocabulary • Proof read for spelling and punctuation errors **Non-chronological reports** • Draft and write non-narrative material • Evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements • Proof read for spelling and punctuation errors **Take one poet – poetry appreciation Michael Rosen** • Read aloud writing using appropriate intonation and control of tone • Draft and write by composing and rehearsing sentences orally

	• Evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements • Propose changes to grammar and vocabulary **Vocabulary building – Performance poetry** • Draft and write by composing and rehearsing sentences orally • Read aloud writing using appropriate intonation and control of the tone • Perform poems from memory adapting expression and tone as appropriate		• Perform poems from memory adapting expression and tone as appropriate
Grammar Focus	• Use the forms of 'a' and 'an' • Express time, place, and cause using conjunctions, adverbs or prepositions • Use headings and sub-headings to aid presentation • Use inverted commas to punctuate direct speech • Beginning to use paragraphs • Use and understand the terms preposition, conjunction etc...	• Express time, place, and cause using conjunctions, adverbs or prepositions • I can use the present perfect form of verbs instead of simple past e.g. He has gone out to play contrasted with He went out to play • Use inverted commas to punctuate direct speech • Use present perfect form of verbs instead of the simple past tense • Beginning to use paragraphs • Use and understand the terms preposition, conjunction etc...	• Use headings and sub-headings to aid presentation • Use inverted commas to punctuate direct speech • Form nouns using a range of prefixes • I can identify word families based on common root words • Beginning to use paragraphs • Use and understand the terms preposition, conjunction etc...
Spelling Focus	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. To use the first 2 or 3 letters of a word to check its spelling in a dictionary.	To use the suffix –ly To use the prefixes un-, dis-, mis-, re- and pre- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of the word e.g. myth To spell correctly homophones and near homophones. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Maths	**Place Value** • Count from 0 in multiples of 4, 8, 50 and 100 • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) **Addition and Subtraction** • Add and subtract numbers mentally, including: ▪ a three-digit number and ones	**Place Value** • Find 10 or 100 more or less than a given number • Compare and order numbers up to 1000. • Solve number problems and practical problems **Addition and Subtraction**	**Multiplication and Division** • Use mental and formal written methods to solve division number sentences **Measurements: Mass and Capacity** • Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml) **Measurements: Length and Perimeter**

	▪ a three-digit number and tens ▪ a three-digit number and hundreds **Measurment: Time** • Tell and write the time from 12-hour and 24- hour clocks • Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight **Multiplication and Division** • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate number sentences for multiplication and division using the times tables I know **Measurment: Length and Perimeter** • I can measure, compare, add and subtract: lengths (m/cm/mm);	• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **Measurment: Money** • Add and subtract amounts of money to give change, using both £ and p in practical contexts **Multiplication and Division** • Use mental and formal written methods to solve multiplication number sentences **Fractions** • Count up and down in tenths • Recognise that tenths arise from dividing an object into 10 equal parts • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators **Properties of Shape** • Draw 2D shapes • Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and four a complete turn **Statistics** • Interpret and present data using bar charts, pictograms and tables	• Measure the perimeter of simple 2-D shapes **Fractions** • Recognise and show, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole **Addition and Subtraction** **Measurment: Time** **Properties of Shape** • Identify whether angles are greater than or less than a right angle. • Identify horizontal, vertical, perpendicular and parallel lines
Science	**Light** • Identify different sources of light • Describe what I they can see in the absence of light • Describe what happens when light hits a mirror • Describe how light from the sun can be dangerous and state what they need to protect their eyes • Describe how shadows are formed • Use the results of their investigations to describe how to change the shape and size of a shadow	**Animals** • Identify appropriate diets for different animals • Describe the main food groups • Describe the role of the skeleton in humans • Describe the role of muscles in humans • Plan their own healthy menu • Describe why different animals, including humans, have different diets • Compare animals with and without skeletons • Predict what would happen if a human didn't have a skeleton	**Continuation of Plants topic** **Forces and magnets** • Describe changes in moving objects e.g. cars going faster, slowing down, changing direction • Describe how objects move on different surfaces • Sort materials into magnetic and non-magnetic • Describe how pushes or pulls can be used to change the speed or movement of an object

	Rocks - Sort rocks and soils into groups based on their appearance - Identify fossils and the type of rock they are found in - Describe fossils they have observed - Describe how different types of soil form - Describe how fossils are formed - Give examples of living things that can be found in fossils - Compare the physical properties of different rocks - Record observations to show how some rocks change over time - Classify rocks using a hand lens or microscope to look at their structure - Explain how fossils tell them about prehistoric life - Explain how fossils show them that life on Earth has changed - Use evidence from investigations to compare different rocks and solids	**Plants** - Use scientific vocabulary to name the parts of a flower - Describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) - Describe how the structure of each part of the plant is linked to its function - Describe how plants can grow in different habitats look different to each other - Describe how water is transported through a plant - Describe the process of pollination in plants - Describe how seeds are produced - Describe how seeds are dispersed - Use evidence from their investigations to suggest the best conditions required by different plants for growth - Use evidence from their investigations to explain how seeds are dispersed	- Describe how some pushes and pulls need contact between objects - Describe how some pushes and pulls act at a distance - Carry out a simple test to measure the strength of a magnet - Identify the two poles of a magnet - Describe how magnets attract and repel - Use evidence from their investigations to compare how objects move on different surfaces - Use the results of investigations to identify and predict how magnets will behave - Use their observations of the world around them to describe how magnets are used and make suggestions for other uses of magnets
Computing	**We are programmers** Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence ... in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information. - I can create an algorithm for an animated scene in the form of a storyboard. - I can write a program in Scratch to create the animation. I can correct mistakes in my animation programs.	**We are communicators** 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. 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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of w - I can develop a basic understanding of how email works. - I can gain skills in using email.	**We are opinion pollsters** 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. 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. • I can understand some elements of survey design. • I can understand some ethical and legal aspects of online data collection. • I can use the web to facilitate data collection.

		• I can be aware of broader issues surrounding email, including 'netiquette' and online safety. • I can work collaboratively with a remote partner. I can experience video conferencing	• I can gain skills in using charts to analyse data. • I can gain skills in interpreting results.
History	**The Stone Age, Bronze Age and Iron Age** • use key words and phrases about The Stone Age to Iron Age • organise, summarise and present historical information • order key events in Stone Age to Iron Age • establish a point of view about the way people lived • use evidence to ask questions and find answers to questions about the Stone Age to Iron Age • suggest suitable sources of evidence for historical enquiries • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • give a broad overview of life in Britain from ancient until medieval times • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • understand the concept of change over time, representing this, along with evidence, on a timeline use dates and terms to describe events • use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology • use English, maths and computing skills to a good standard in order to communicate information about the past • organise my understanding of history in different ways to make sure it makes sense such as: Writing Drawing Painting and collage	**The Ancient Egyptians** • use key words and phrases about Ancient Egypt • organise, summarise and present historical information • establish a point of view • use evidence to ask questions and find answers to questions about the past • suggest suitable sources of evidence for historical enquiries • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • suggest causes and consequences of some of the main events and changes in history • compare some of the times studied with those of other areas of interest around the world • describe the social, ethnic, cultural or religious diversity of the Ancient Egyptians • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • place events, artefacts and historical figures on a time line using dates • use dates and terms to describe events • use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology • use English, maths and computing skills to a good standard in order to communicate information about the past • organise my understanding of history in different ways to make sure it makes sense such as: Writing Drawing Making a museum display	**The Ancient Greeks** • use key words and phrases about specific periods • organise, summarise and present historical information • establish a point of view • use evidence to ask questions and find answers to questions about the past • suggest suitable sources of evidence for historical enquiries • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • suggest causes and consequences of some of the main events and changes in history • compare some of the times studied with those of other areas of interest around the world • describe the social, ethnic, cultural or religious diversity of past society • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology • use English, maths and computing skills to a good standard in order to communicate information about the past • organise my understanding of history in different ways to make sure it makes sense such as: Writing Drawing Painting and collage Drama

	Drama Making models Making a museum display				
Geography			**Egypt** • ask and answer geographical questions about the human characteristics of Egypt. • explain own views about locations, giving reasons. • use maps, atlases, globes, and digital/computer mapping to locate countries and describe features. • use a range of resources to identify the key physical and human features of Egypt. • use an atlas confidently.		**Spain** • describe geographical similarities and differences between countries • ask and answer geographical questions about the physical and human characteristics of a location. • name and locate the countries of Europe and identify their main physical and human characteristics. **Ancient Greece** • use an atlas confidently. • ask and answer geographical questions about the physical and human characteristics of a location.
RE	**Does taking bread and wine show that someone is a Christian?** • Does participating in worship help people to feel closer to God and their faith community? • Is religion the most important influence and inspiration in everyone's life?	**Is light a good symbol for celebration?** • Is religion the most important thing in everyone's life? • Can the arts help communicate religious belief?	**Is a Jewish/Hindu child free to choose how to live?** • Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identity? • Does participating in worship help people feel closer to God or their faith community?	**Does Easter make sense without Passover?** • Do sacred texts have to be true to help people understand their religion? • Is religion the most important influence and inspiration in everyone's life?	**Does Jesus have authority for everyone?** • Is religion the most important influence and inspiration in everyone's life? • Do all religious beliefs influence people to behave well towards others?	**Can made-up stories tell the truth?** • Do sacred texts have to be true to help people understand their religion? • Do all religious beliefs influence people to behave well towards others?
Spanish	**Numbers 0-10** **Greetings, asking and saying how you are** **Classroom instructions**		**Revision of numbers 0-10** **Ask for and state age** **Colours**		**Names of fruit** **Food items** **Days of the week**	

	Ask for and give name Christmas lessons		Easter lessons		Months of the year	
PE	Games- 'Real PE' Through a range of sports and activities including netball, football, cross country, athletics and hockey, pupils will develop their skills in the following areas: • Physical- performing actions with control. • Social- working well with others.	Dance • From September 2019, Kaso dance scheme. Gym 'Val Sabin' Scheme of Work • Travelling using the feet and jumping. Hands and feet direction and planting.	Games- 'Real PE' Through a range of sports and activities including netball, football, cross country, athletics and hockey, pupils will develop their skills in the following areas: • Personal- taking control and leading. • Health & Fitness- explaining tactics and strategies.	Dance • From September 2019, Kaso dance scheme. Gym 'Val Sabin' Scheme of Work • Balancing related to shape and using apparatus.	Games- 'Real PE' Through a range of sports and activities including athletics, cricket and tennis, pupils will develop their skills in the following areas: • Cognitive- explaining team selection and formation. • Creative- recognising and responding to changes within games.	Dance • From September 2019, Kaso dance scheme. Gym 'Val Sabin' Scheme of Work • Rocking and rolling in to and out of a balance.
Art	**Light and Dark- The Starry Night** **NC:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. **Key Skills:** • I can make careful observational drawings understanding how using a variety of		**Portraits- Picasso** **NC:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. **Key Skills:**		**Creating a Greek Vase** **NC:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. **Key Skills:**	

	soft/hard pencils creates different effects • I can use a variety of 2D/3D materials • I can use different hardnesses of pencils to show line, tone and texture • I can annotate sketches to explain and elaborate ideas • I can sketch lightly • I can use shading to show light and shadow • I can use hatching and cross hatching to show tone and texture • I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • I can mix colours effectively Print • I can use layers of 2 or more colours • I can replicate patterns observed in natural or built environments • I can make printing blocks • I can make precise repeating patterns	• I can make careful observational drawings understanding how using a variety of soft/hard pencils creates different effects • I can use a variety of 2D/3D materials • I can use different hardnesses of pencils to show line, tone and texture • I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • I can mix colours effectively • I can use watercolour paints to produce washes for backgrounds then and add detail • I can experiment with creating mood with colour • I can select and arrange materials for a striking effect • I can ensure work is precise • I can use coiling, overlapping, tessellation, mosaic and montage • **To take inspiration from the greats (classic and modern)** • I can replicate some of the techniques used by notable artists, artisans and designers • I can create original pieces that are influenced by studies of others	• I can make careful observational drawings understanding how using a variety of soft/hard pencils creates different effects • I can use a variety of 2D/3D materials • I can use different hardnesses of pencils to show line, tone and texture • I can use clay tools, bind clay and manipulate the medium effectively • I can create and combine shapes to create recognisable forms • I can include texture that conveys feelings, expressions or movement • I can use clay and other mouldable materials • I can add materials to produce interesting detail
DT	**Structures** **Shell structures**	**Mechanical** **Systems**	**Textiles** **Prior learning**

Prior learning
• Experience of using different joining, cutting and finishing techniques with paper and card.
• A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.
Designing
• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.
Making
• Order the main stages of making.
• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
• Explain their choice of materials according to functional properties and aesthetic qualities.
• Use finishing techniques suitable for the product they are creating.
Evaluating
• Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
• Test and evaluate their own products against design criteria and the intended user and purpose.
Technical knowledge and understanding
• Develop and use knowledge of how to construct strong, stiff shell structures.
• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
  • Know and use technical vocabulary relevant to the project.
		Prior learning
		• Explored and used mechanisms such as flaps, sliders and levers.
		• Gained experience of basic cutting, joining and finishing techniques with paper and card.
		Designing
		• Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
		• Use annotated sketches and prototypes to develop, model and communicate ideas.
		Making
		• Order the main stages of making.
		• Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
		• Select from and use finishing techniques suitable for the product they are creating.
		Evaluating
		• Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
		• Evaluate their own products and ideas against criteria and user needs, as they design and make.
		Technical knowledge and understanding
		• Understand and use lever and linkage mechanisms.
		• Distinguish between fixed and loose pivots.
		  • Know and use technical vocabulary relevant to the project.
				2-D shape to 3-D product • Have joined fabric in simple ways by gluing and stitching.
				• Have used simple patterns and templates for marking out.
				• Have evaluated a range of textile products.
				Designing
				• Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
				• Produce annotated sketches, prototypes, final product sketches and pattern pieces.
				Making
				• Plan the main stages of making.
				• Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
				• Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.
				Evaluating
				• Investigate a range of 3-D textile products relevant to the project.
				• Test their product against the original design criteria and with the intended user.
				• Take into account others' views.
				• Understand how a key event/individual has influenced the development of the chosen product and/or fabric.
				Technical knowledge and understanding
				• Know how to strengthen, stiffen and reinforce existing fabrics.
				• Understand how to securely join two pieces of fabric together.
				• Understand the need for patterns and seam allowances.
				  • Know and use	

Music	**Work songs** Learning a work song with actions Adding percussion Ostinato Creative group work	**Ants and spiders** Introduction to rhythm notation Singing in parts Graphic scores	**Chinese New Year** Introduction to staff notation Pentantonic scales Group work (creative)	**Story telling** The Sorceror's Apprentice Creating a mood Peter and the Wolf Group work (creative)	**Revisiting staff notation** Songs Note bingo Performing a notated piece	**A Day Off!** A new song Creative group work Performing to an audience