

TERM Autumn 1		6 weeks + 4 days for Community Week			
TOPIC	Community Week – 1 week	CI Nocturnal Animals			
		<p><u>Geography skills:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			
ENGLISH	<p>Reading discussing words and phrases that capture the reader’s interest and imagination</p> <p>retrieve and record information from non-fiction</p>	<p>Writing/ Grammar GRAMMAR Writing to entertain – narrative The Owl Who was Afraid of the Dark Jill Tomlinson. Focus linked to punctuation: Introduce inverted commas (or speech marks) to punctuate direct speech. Writing to inform – Report about nocturnal animal. Headings and sub-headings to aid presentation</p> <p>Handwriting use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Planning/ drafting/ editing plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas draft and write by: • composing and rehearsing sentences orally (including dialogue), • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: • assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	<p>Spelling Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Practise prefix 'dis-' Apply prefix 'un-' Strategies for learning words: Words from statutory and personal spelling lists. Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Strategies for learning words: words from statutory and personal spelling lists Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>Punctuation Introduce inverted commas (or speech marks) to punctuate direct speech.</p>

MATHS	RE	SCIENCE	COMPUTING	PHSE	PE
<p>WRMH planning</p> <p>Number – Place Value</p> <p>Number – Addition and Subtraction</p>	<p>What do Christians believe God is like?</p>	<p>Animals, including humans (4 weeks)</p> <p>Scientific Skill – investigating</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>Word Processing</p> <ul style="list-style-type: none"> • import graphics and add text <p>Digital Literacy – Internet Research</p> <ul style="list-style-type: none"> • know that anyone can put anything on the internet • know that websites are written for different purposes • know that a search engine is a piece of software that is designed to search for information on the World Wide Web • use simple search tools to find information online e.g. child friendly Search Engine 	<p>New beginnings</p> <p>Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges</p> <p>Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others</p>	<p>Dance/gymnastics – P.E. coach</p> <p>Cross Country</p>

TERM Autumn 2		6 weeks + Christmas Week			
TOPIC	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><u>History skills:</u> <u>Chronological understanding:</u> Understands timeline can be divided into BC and AD. <u>Knowledge and understanding of past events, people and changes in the past:</u> <u>Use evidence to describe past:</u> <i>Houses and settlements</i> <i>Clothes, way of life and actions of people</i> <i>People's beliefs and attitudes</i></p>			Christmas Week	
ENGLISH	<p>Reading participate in discussion about both books that</p>	<p>Writing/ Grammar GRAMMAR Writing to entertain – narrative 3 weeks <i>Ug</i> Raymond Briggs</p>	<p>Planning/ drafting/ editing plan their writing by: • discussing writing similar to that which they are planning</p>	<p>Spelling Statutory words learnt last half term Strategies at the</p>	<p>Punctuation Use capital letters, full stops, question marks,</p>

	<p>are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Use adjectives to open sentences: The golden sun..... LINK WITH</p> <p>Use expanded noun phrases: so many people, plenty of food</p> <p>Writing to entertain – poetry 1 week Haiku/sonnet/quatrain</p> <p>Use list of three for description: He wore old shoes, a dark cloak and a red hat.</p> <p>14th December Class assembly – learning lines/practising assembly</p> <p>Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> ▪ discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (▪ in narratives, creating settings, characters and plot ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>point of writing: Have a go.</p> <p>Prefixes 'mis-' and 're-'</p> <p>Words from statutory and personal spelling lists: pair- testing</p> <p>Proofreading</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>exclamation marks, and commas in a list.</p> <p>Revisit: Introduce inverted commas (or speech marks) to punctuate direct speech.</p>
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<p>MATHS</p> <p>WRMH planning</p> <p>Number – Addition and Subtraction</p> <p>Number – x and Division</p>	<p>RE</p> <p>How does the Bible reveal God’s plan?</p> <p>Christmas: What might Jesus think about Christmas?</p>	<p>SCIENCE</p> <p>Rocks (4 weeks)</p> <p>Scientific Skill - Recording and reporting findings</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>COMPUTING</p> <p>WP/E-Safety</p> <ul style="list-style-type: none"> Begin to understand the S2 school online safety and devices rules know that they must behave appropriately on the internet (friendly, polite, not bully) know that a range of information can be shared through social media know that they must seek adult help if they are concerned about anything on the internet change the font style, size and colour import graphics and add text edit photos using a range of tools – crop, different effects, rotate begin to explain how some tasks are better done using ICT use appropriate computing vocabulary 	<p>PHSE</p> <p>Getting on and falling out</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand some basic facts about democracy and about some of the institutions that support it locally and nationally</p> <p>Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</p>	<p>PE</p> <p>Gymnastics</p> <p>Games</p>
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<p>TERM Spring 1</p>	<p>5 weeks</p>
<p>TOPIC –</p>	<p>The Roman Empire and its impact on Britain</p>

	<p><u>History skill:</u> <u>Chronological understanding:</u> <i>Uses timelines to place events in order.</i> <i>Understands timeline can be divided into BC and AD.</i></p> <p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p><u>Use evidence to describe past:</u> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Differences between lives of rich and poor</i></p> <p><u>Historical interpretation:</u> 2 version of the same event</p> <p><u>Geography skill:</u> Name and locate countries and cities of the UK, geographical regions.</p>
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ENGLISH	Reading)	Writing/ Grammar	Planning/ drafting/ editing	Spelling	Punctuation
	asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<p>GRAMMAR Writing to entertain - Narrative – Romulus and Remus/Roman Mysteries (mystery) Use long and short sentences; long sentences add description or information short sentences for emphasis</p> <p>Writing to inform – recount Boudicca Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Handwriting use the diagonal and horizontal strokes that are needed to join letters and</p>	plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas draft and write by: ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ▪ in narratives, creating settings, characters and plot evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing	From Year 2: suffixes '-ness' and '-ful' following a Consonant Prefixes 'sub-' and 'tele-' From Year 2: apostrophe for contraction Words from statutory and personal spelling lists: pair testing Words with the /ʃ/ sound spelt 'ch' (mostly French in	Introduce ellipsis Revisit: Use capital letters, full stops, question marks, exclamation marks, and commas in a list

		<p>understand which letters, when adjacent to one another, are best left unjoined</p>	<p>and suggesting improvements</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>origin) as well as 's', 'ss(ion/ure)': dictation</p> <p>Revise suffixes '-ness' and '-ful'</p> <p>Teach suffixes '-less' and '-ly'</p>	
<p>MATHS</p> <p>WRMH Planning</p> <p>Number – x and Division</p> <p>Measurement: Money</p> <p>Statistics</p> <p>WRMH planning</p>	<p>RE</p> <p>How does a synagogue help us to understand the Jewish faith?</p>	<p>SCIENCE</p> <p>Light (6 weeks)</p> <p>Scientific Skill : Questioning and enquiring Planning</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 	<p>COMPUTING</p> <p>Computer Science/IT</p> <ul style="list-style-type: none"> follow instructions to create a range of different digital outcomes e.g. animation, graph, poster, blog know that a program is written to carry out a specific task know that it is easier to solve a problem if it is broken down into smaller tasks know that programs do not always work properly when they are first written and can need to be debugged know that a sequence in a program is a list of instructions know that repetition is when a sequence of instructions is performed more than once know that selection is when different instructions are performed depending on what is needed know that input is 	<p>PHSE</p> <p>No to Bullying (including Online Bullying)</p> <p>Identify different types of relationships and, with support, show ways to maintain good relationships</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive</p>	<p>PE</p> <p>Dance</p> <p>Games</p>

			information given to a program <ul style="list-style-type: none"> • follow the steps in a simple algorithm • begin to evaluate their work and make improvements 	behaviours such as bullying and racism on individuals and communities With support, research, discuss and debate topical issues, problems and events	
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TERM Spring 2		4 weeks + Who are we week+ Easter Week			
TOPIC	CI Insects/Butterflies Geography skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		Who are we week		Easter Week
ENGLISH	Reading predicting what might happen from details stated and implied recognising some different forms of poetry [for example, free verse,	Writing/ Grammar GRAMMAR Writing to entertain Narrative (Fables) <i>Aesop's Fables?</i> Use of adverbs: Tom ran <u>quickly</u> down the hill. Use adverbs to open sentences: Suddenly, Angrily, Sadly Use adverbials; eventually, just then, although, meanwhile 1 week poetry – insect riddle/shape/list	Planning/ drafting/ editing plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • in narratives, creating settings, 	Spelling Strategies at the point of writing: Have a go Elements from the previous half term that require practice Prefixes 'super-' and 'auto-' Prefixes 'super-' and 'auto-'	Punctuation Use capital letters, full stops, question marks, exclamation marks, and commas in a list – link to Grammar objective: Secure use of types of sentence: statement,

	narrative poetry	<p>Use repetition: he walked and walked and walked A green dragon, a fiery dragon.</p> <p>Handwriting use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>characters and plot</p> <ul style="list-style-type: none"> ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Homophone Strategies for learning words: words from statutory and personal spelling lists</p>	<p>question, exclamation, command.</p>
MATHS	RE	SCIENCE	COMPUTING	PHSE	PE
<p>WRMH planning</p> <p>Measurement: length and perimeter</p> <p>Number – Fractions</p>	<p>What are important times for Jews?</p> <p>Easter: What happened during Holy Week?</p>	<p>Finish light topic</p> <p>Plants (4 weeks) Scientific Skill: identifying, grouping and classifying</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers 	<p>Computer Science/E-Safety</p> <ul style="list-style-type: none"> • know that a program is written to carry out a specific task • know that computer programs can control physical systems • know that computers can be used to simulate real world activities e.g. driving simulator, business games • begin to evaluate their work and make improvements • know that a range of information can be shared through social media • know that they must think before they post anything on the internet • know that they must seek adult help if they are concerned about anything on the internet • know that phishing and online scams try to trick people into giving away personal details • begin to understand how to create safe usernames and passwords • understand who is 'trustworthy' online – adding/playing with 'friends' – real friends 	<p>Good to Be Me SAFEGUARDING</p> <p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way</p> <p>Express simple ideas, with support, about how to develop healthy lifestyles</p> <p>Identify, with support, some factors that affect how people think and feel</p>	<p>Gymnastics</p> <p>Games</p>

		play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Start light topic – link plants?	vs online friends Review moderate evaluate • begin to evaluate their work and make improvements		
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TERM Summer 1		5 weeks + Healthy Living Week			
TOPIC	CI Inventions		Healthy Living Week		
	<p><u>History skills:</u> Knowledge and understanding of past events, people and changes in the past Uses evidence to describe past. Use timelines to place events in order.</p> <p><u>Organisation and communication</u> Presents findings about past using speaking, writing, ICT and drawing skills</p>				
ENGLISH	<p>Reading</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p>Writing/ Grammar</p> <p>3 weeks Narrative based on <i>Wallace and Gromit</i> (humour) Introduce relative clause sentences: use of who (relative clause) There was a little old woman who lived in a cottage</p> <p>Writing to inform – Biography inventor or explanation how invention works? Introduction to paragraphs as a way to group related material</p> <p>Handwriting</p>	<p>Planning/ drafting/ editing</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub- 	<p>Spelling</p> <p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>From Year 2: Apostrophes for contractions</p> <p>Rare GPCs (/I/ sound)</p> <p>Words from statutory and personal spelling lists</p>	<p>Punctuation</p> <p>Consolidate: Use capital letters, full stops, question marks, exclamation marks, and commas in a list.</p> <p>Introduce inverted commas (or speech marks) to punctuate direct speech.</p>

		Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	headings] <ul style="list-style-type: none"> • evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 		
<p>MATHS</p> <p>WRMH planning</p> <p>Number – fractions</p> <p>Measurement: Time</p>	<p>RE</p> <p>Why do Christians share communion?</p> <p>How did the church begin?</p>	<p>SCIENCE</p> <p>Forces and magnets (6 weeks)</p> <p>Scientific Skill – Observing and measuring</p> <p>Pattern seeking</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as 	<p>COMPUTING</p> <p>Computer science/E-Safety</p> <ul style="list-style-type: none"> • know that it is easier to solve a problem if it is broken down into smaller tasks • know that programs do not always work properly when they are first written and can need to be debugged • know that a sequence in a program is a list of instructions • know that repetition is when a sequence of instructions is performed more than once • know that selection is when different instructions are performed depending on what is needed • know that a variable is a piece of data in a program that changes as the program is running • know that input is information given to a program • know that output is something produced by a program • follow the steps in a simple algorithm • know when a computer 	<p>PHSE</p> <p>Keeping Healthy (Drugs and Alcohol, smoking, keeping myself safe)</p> <p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being</p> <p>With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations</p>	<p>PE</p> <p>Swimming</p> <p>Athletics</p>

		having 2 poles	program runs correctly or when it has a bug		
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TERM Summer 2		7 weeks			
TOPIC	<p style="text-align: center;">London CI Great Fire of London</p> <p><u>History skill:</u> Uses evidence to describe past: <i>Houses and settlements</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>Differences between lives of rich and poor</i> <i>Find out how they've changed during a time period.</i></p> <p><u>Historical enquiry</u> Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'how did people? What did people do for?' Suggest sources of evidence to use to help answer questions.</p> <p><u>Geography skill:</u> Use maps, atlases, globes and digital/computer mapping to locate cities and describe features studied.</p>				
ENGLISH	<p>Reading</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Revisit previous reading objectives – to be</p>	<p>Writing/ Grammar</p> <p>GRAMMAR –</p> <p>Recount – ch’s reflections (Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] and London visit</p>	<p>Planning/ drafting/ editing</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: ▪ composing and rehearsing sentences orally, progressively 	<p>Spelling</p> <p>Strategies at the point of writing: Have a go</p> <p>Spellings learnt in the last half term</p> <p>The /ʌ/ sound spelt ‘ou’</p> <p>The /ʌ/ sound spelt ‘ou’:</p> <p>Homophones (including</p>	<p>Punctuation</p> <p>Embed:</p> <p>Use capital letters, full stops, question marks, exclamation marks, and commas in a list.</p>

	<p>identified based on assessment.</p>	<p>Use other subordinating conjunctions: when, while, where, which, because, so that, if, to, until</p> <p>Writing to inform – report about London</p> <p>Writing to persuade – visit London</p> <p>Grammar focus to be identified from previous learning for these pieces of writing.</p> <p>Handwriting use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p><i>heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</i></p> <p>Words from statutory and personal spelling lists</p>	
<p>MATHS</p> <p>WRMH planning</p> <p>Geometry – Properties of Shapes</p> <p>Measurement: Mass and Capacity</p>	<p>RE</p> <p>How did Jesus change lives?</p>	<p>SCIENCE</p> <p>Revision Topics</p> <p>Scientific Skill – Research and conclusion</p>	<p>COMPUTING</p> <p>WP</p> <ul style="list-style-type: none"> use bold and underline icons use the cursor (arrow) keys for simple on screen editing use the scroll bars to view different parts of the document justify/ align text understand the use of folders and be able to create and name new folders <p>Review moderate evaluate</p> <ul style="list-style-type: none"> describe their work and explain 	<p>PHSE</p> <p>Changes and Going for Goals</p> <p>Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money</p> <p>Understand, with support, that resources can be allocated in different ways and that</p>	<p>PE</p> <p>Swimming</p> <p>Athletics/ Games</p>

			<p>how and why they have used ICT begin to evaluate their work and make improvements</p> <ul style="list-style-type: none"> • collect data (<i>with support</i> enter data into a spreadsheet and create simple graphs.) 	<p>these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore, with support, how the media present information</p>	
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