|  | **Autumn 1(7)** | **Autumn 2(7)** | **Spring 1(7)** | **Spring 2****(5)** | **Summer 1****(6)** | **Summer 2(7)** |
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| **CLASS NOVEL** | **THE WORLD ACCORDING TO HUMPHREY** | **HARRY POTTER** | **FORTUNATELY THE MILK** | **THE IRON MAN** | **THE CREAKERS** | **THE LION, THE WITCH AND THE WARDROBE** |
| **English** | **Leon and the place between: To Entertain: Setting Description (3 weeks) \*Publish****How to wash a woolly mammoth: To instruct: 5 Part instructions (2 weeks)** **\*Link to History****Poetry: Crazy Mayonnaisy Mummy: Performance Poetry****(1 week)****\*To recite and perform a poem.** | **Stone Age Boy: To Entertain: Third person narrative (3 weeks)****\*Link to History****\*Publish****DK find out : Volcanoes: To Inform: Non-Chronological report with paragraphs (2 weeks)****\*Link to Geography****The Pebble in my pocket – Reading/Basic Skills focus (2 weeks)****\*Link to Geography** | **The Egyptian Echo : Newspaper Histories: To Inform: Newspaper about King Tut’s discovery (3 weeks)** **\*Publish****\*Link to History****Marcy and the Riddle of the Sphinx: To Entertain: Narrative: Myths and Legends (2 weeks)****\*Link to History****Poetry: Bright Bursts of colour: Performance poetry/free verse/rhythm and rhyme (2 weeks)** | **Kids Travel Guide to Paris and France: To Persuade: Advertising: sectioned persuasive text (2 weeks) \*Link to Geography****\*Publish****Flotsam: To Entertain: Playscript sequel called Jetsam \*Linked to Science** **(3 weeks)** | **Everest: the Remarkable Story of Edmund Hillary and Tenzing Norgay : To inform: Letter to home from Everest recalling events (3 weeks)****\*Publish****The Creakers : To Entertain: Developed Narrative with focus on paragraphing (3 weeks)** | **How to make a better world: For every kid that wants to make a difference: To Persuade: Letter to residents of Sutton Coldfield (2 weeks)\*Link to Geography****\*Publish****History detective investigates Stone Age to Iron Age: To Inform: Explanation text(2 weeks)****Part 1 - The Promise/The Invisible: Reading focus: To explore the use of a picture book to tell a story alongside the text. (1 week)****Part 2 - The Present (Visual Literacy): To Entertain: Narrative: retelling a story (Picture book with text)\*Link to PDW (2 weeks)** |
| **Maths** | **Unit 1 Place Value – 10 days**Place 2-digit and 3-digit numbers on linesUnderstand PV in 3-digit numbersPlace value in money: add/subtract**Unit 2 Addition and Subtraction (A) – 10 days**Number facts and inverse operationsUsing number facts to add/subtractAdd/subtract: efficient mental strategiesPartitioning to add**Unit 3 Multiplication and Division (A) – 10 days**Revision of 2x, 5x and 10x tables: multiply and divideMultiplication/division facts: 3x and 4xDivision using facts and remaindersDouble numbers <51; halve even numbers <101 | **Unit 4 Measures – 10 days**Measure length (m/cm) and convert unitsMeasure weights (kg/g); use bar chartsMeasure capacities (ml/l); use bar chartsMeasure perimeters; use bar charts**Unit 5 Addition and Subtraction (B) – 10 days**Using place value to add/subtractMental calculation – complements to 100Mental subtraction – counting up**Unit 6 Multiplication and Division (B) – 7 days**Mental strategies for multiply and divideTimes tables: multiplication/division | **Unit 2 Place Value – 8 days**Partition 3-digit numbers, place on a lineUnderstand x 100 and divide 100 as inverses**Unit 3 Addition and Subtraction (A) – 7 days**Mental addition of 2-digit numbersExpanded addition; 3-digit numbers - 1Expanded addition; 3-digit numbers – 2**Unit 4 Fractions – 8 days**Concept of a fraction; halvingFinding ½, ¼, ¾, 1/3, 2/3 of amountsDevelop the concept of fractions**Unit 5 Time and Data – 5 days**Tell time to 5 minutes: Roman numeralsTime events; units of time; pictograms | **Unit 6 Place Value and Money – 7 days**Understand Place Value in money; multiply/divide by 10Represent 3-digit numbers in different waysPlace value in money; add/subtract amounts**Unit 7 Addition and Subtraction (B) – 8 days**Use different strategies to subtractCounting up subtraction with numbers >100Strategies to subtract from numbers >100 **Unit 8 Fractions (B) – 5 days**Finding fractions of amountsFind unit/non-unit fractions using division**Unit 9 Time – 7 days**Tell the time to the nearest minuteCalculate/compare time intervalsUnits of time: calculate intervals | **Unit 3 Place Value – 3 days**Place value in 4-digit numbers**Unit 4 Addition and Subtraction (A) – 11 days**Mentally add/subtract 1-digit numbers3-digit expanded and compact additionRevise expanded and column addition**Unit 5 Multiplication and Division (A) – 9 days**Counting in equal steps; sequencesRevise multiplication and division factsPartition to double, halve and multiply**Unit 6 Shape (A) – 6 days**Line symmetry; name/sort 2-D shapesIdentify, describe and sort 3-D shapes | **Unit 7 Addition and Subtraction (B) – 10 days**Add/subtract multiples of 10; near multiplesSubtract large numbers using counting upEfficient strategies for mental addition/subtraction**Unit 8 Multiplication and Division (B) – 8 days**Solve scaling problemsDivide numbers just beyond times tablesGain fluency using multiplication and division**Unit 9 Shape (B) – 4 days**Right angles as turns; angles in 2-D shapes**Unit 10 Fractions – 7 days**Fractions of amountsFractions as operators and as numbersAdd/subtract same denominator fractions |
| **Science** | Rocks | Animals (including humans)NutritionSkeletal systemVertebrates v invertebratesWhy humans need a skeleton | Forces and magnets |  Light |  Plants |  Plants |
| **History** | Stone Age | Stone Age | Ancient Egyptians | Ancient Egyptians | Bronze Age to the Iron Age ***Stonehenge*** | Bronze Age to the Iron Age  |
| **Geography** | Mountain ranges (focus on Alps) including glacial featuresHemispheres***Herefordshire Beacon*** | How volcanoes are formed, studying Mount VesuviusTopography | Paris – human and physical features | Seas of UKLocate world countries (North and South America and Russia) | Extreme weather – hurricanes, tornadoes, cyclones | Local environmental issues |
| **Art** | Book illustrationsCharcoalScale | Post impressionism – Van GoghChalkSketch book | Post impressionism – Van GoghChalkSketch book | Andy Warhol – Photography | Cubism – Picasso |  Yayoi Kusama |
| **DT** | Measure mark out, cut and shape material | Understand food is grown and reared Measure mark out, cut and shape material | Pulley or lever system  |  Pulley or lever system | Make healthy pasta dish | Short, long and cross stitch to create a ‘Huichol’ Mexica Wool Art  |
| **Music** | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation | Recorder with simple rhythmic notation and simple melodic notation Expressionist composer – Schoenberg.  | Recorder with simple rhythmic notation and simple melodic notationExpressionist composer – Schoenberg.  |
| **PE** | **Handball**Under-arm/over-arm throwsCatching techniques for high and low throwsMove with ball within rules of gamePass and receive ballShoot for goal with powerful throwsDevelop self-awareness to use space for advantage | **Dance – Commercial dance/Haka**Respond in the correct manner to a commandUse spatial and bodily awareness when movingRepeat simple sequences of movementUse body to display shapes or movements of animalsProduce a dance based on a stimulus (word or object) | **Gymnastics**Balance effectively using different points of contactHold balances with increasing control/durationUse all limbs together to complement balanceAssess success of balance (quality of body position)Develop methods of travel on floor and using apparatus | **Netball**Pass netball in different waysPass netball with increased accuracy and controlReceive netball Develop ability to receive netball with control in different areas of the netball courtDevelop ability to send and receive netball whilst travelling | **Tri-golf**Develop ability to strike ball with accuracy along the ground using a putterDevelop ability to use a chipper to lift the ball over objectsDevelop handling of a golf clubUse correct body positioning to swing and strike a ball with accuracyUnderstand the basic rules of golf  | **Athletics** Run at speed using arms and upper body to increase paceDevelop knowledge of how to use body to maximise performanceUnderstand how to hurdle effectivelyUse a range of jump types to increase distance coveredThrow an object as far as possible using the chest push/pass |
| **Computing** | **Computing systems and networks:** **Connecting computers** To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network  | **Creating media: Stop-frame animation**To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation  | **Programming: Sequencing sounds**To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description  | **Data and information: Branching databases**To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database  | **Creating media: Desktop publishing**To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing  | **Programming: Events and actions in progress**To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge  |
| **PDW**  | Manage feelingsEmpathy | Online safety\*Look at ‘Troll Stinks’ (cyberbullying)Healthy relationships | Mental well-being***Pantomime Visit.******Whitemore Lakes – day visit.***  | Cause and effectDemocracy | Healthy dietsLaw***Camping on the School Field (1 night)*** | Discrimination |
| **RE** | **Dispositions**Sharing and Being generousCaring for others animals and the environmentCreating Unity and HarmonyParticipating and willing to lead (holy books)Being Fair and JustBeing Accountable and Living with IntegrityRemembering RootsBeing loyal and steadfast (religious signs and symbols)Being open honest and truthfulBeing silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)Being courageous and ConfidentBeing hopeful and visionary | **Festivals/Events**Christingle - Christianity**Dispositions**Sharing and Being generousCaring for others animals and the environmentCreating Unity and HarmonyParticipating and willing to lead (holy books)Being Fair and JustBeing Accountable and Living with IntegrityRemembering RootsBeing loyal and steadfast (religious signs and symbols)Being open honest and truthfulBeing silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)Being courageous and ConfidentBeing hopeful and visionary | **Festivals/Events**Lent – Christianity (02.03.22 to 14.04.22)**Dispositions**Sharing and Being generousCaring for others animals and the environmentCreating Unity and HarmonyParticipating and willing to lead (holy books)Being Fair and JustBeing Accountable and Living with IntegrityRemembering RootsBeing loyal and steadfast (religious signs and symbols)Being open honest and truthfulBeing silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)Being courageous and ConfidentBeing hopeful and visionary | **Festivals/Events**Ramadan – Islam (01.04.22 to 01.05.22)**Dispositions**Sharing and Being generousCaring for others animals and the environmentCreating Unity and HarmonyParticipating and willing to lead (holy books)Being Fair and JustBeing Accountable and Living with IntegrityRemembering RootsBeing loyal and steadfast (religious signs and symbols)Being open honest and truthfulBeing silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)Being courageous and ConfidentBeing hopeful and visionary | **Festivals/Events**Passover – Judaism (15.04.22 to 23.04.22)**Dispositions**Sharing and Being generousCaring for others animals and the environmentCreating Unity and HarmonyParticipating and willing to lead (holy books)Being Fair and JustBeing Accountable and Living with IntegrityRemembering RootsBeing loyal and steadfast (religious signs and symbols)Being open honest and truthfulBeing silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)Being courageous and ConfidentBeing hopeful and visionary | **Dispositions**Sharing and Being generousCaring for others animals and the environmentCreating Unity and HarmonyParticipating and willing to lead (holy books)Being Fair and JustBeing Accountable and Living with IntegrityRemembering RootsBeing loyal and steadfast (religious signs and symbols)Being open honest and truthfulBeing silent and attentive to, cultivating and a sense for the sacred and transcendent (exploring the difference between faith and religion)Being courageous and ConfidentBeing hopeful and visionary |
| **French** | France – location and landmarksGreetingsAgeSimilarities and differences to UK | Where I live (including country names)Simple opinions - cognatesName, age, townChristmas | Review phonemesFrench FoodMasculine and Feminine NounsOpinions (about food)Pancake Day | Food Money – Numbers 1 to 10Menus | Days of the WeekLa chenille (The Hungry Caterpillar) - story in FrenchStory performance | French/English dictionaryWrite own storyBastille Day |