|  | **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 WIND IN THE WILLOWS** | **CLOUD BUSTING** | **THE FIREWORK MAKER’S DAUGHTER** | **HOW TO TRAIN A DRAGON** | **THE EXPLORER** | **THE SUITCASE KID** |
| Reading into Writing | Fox by Margaret Wild: To Entertain: Fable Narrative/Picture Book (3 weeks):  \*Publish  Macbeth (Orchard Classics): To Entertain: Retelling of a Narrative (2 weeks) \* Link to History  Song of the River by Joy Cowley: Reading focus (1 week) \*Link to Geography | Malala’s Magic Pencil: To Persuade: Persuasive text with paragraphs (2 weeks) \*Link to PDW  \*Publish  You wouldn’t want to be married to Henry VIII: To Express: Diary entry from Catherine Parr (3 weeks)  Cloud Busting :To Express: Performance Poetry (2 weeks) | FArTHER: To Express: 1st person narrative (sequel) (4 weeks in total) \*Linked to History  \*Publish  DK Find Out – World War II: To Inform : Non-chronological report with paragraphs  (3 weeks)  \*Publish | What a waste: rubbish, recycling, and protecting our planet: To Explain: Explanation Text (3 weeks) \*Publish  How to train a dragon: To Entertain: Playscript (2 weeks) | Earth Shattering Earthquakes by Anita Ganeri: To Instruct: Developed 5 part Instructions: How to survive an earthquake (3 weeks)  \*Link to Geography  \*Publish  The Explorer: To Entertain Narrative: Adventure stories (3 weeks) | The Roman News: To Inform: Newspaper report (4 weeks)  \*Publish  On the Move: Michael Rosen: To Express: Performance Poetry/Writing Poetry (2 weeks)  The Works: Key Stage 2 Poetry: Performance Poetry (1 Week) |
| Maths | **Unit 1 Place Value (A) – 8 days**  Place 3- and 4- digit numbers on a line  Place value in 4-digit numbers  Place value additions: 4-digit numbers  **Unit 2 Addition and Subtraction (A) – 11 days**  Partitioning and column addition  Mental subtraction including counting up  Mental addition and subtraction  Subtraction: frog with 3-digit numbers  **Unit 3 Measures and Data – 13 days**  Tell time to nearest minute: am/pm  Calculate time intervals; 24 hour clock  Units of time, record data and interpret  Rehearse 24 hour clock; time intervals  Units of time; draw line graphs | **Unit 4 Place Value (B) – 7 days**  Deepen understanding of place value  Add/subtract powers of 10, numbers > 1000  Use place value in calculations  **Unit 5 Addition and Subtraction (B) – 9 days**  Mentally add/subtract near multiples  Mentally add/subtract 1-digit numbers  Written subtraction  **Unit 6 Multiplication and Division – 12 days**  Double and halve 2- and 3-digit numbers  Multiplication and division facts  Grid multiplication using tables facts  Division using efficient chunking  Larger divisions with remainders | **Unit 2 Fractions – 6 days**  Unit and non-unit fractions of amounts  Equivalent fractions; simplest form; +/-  **Unit 3 Multiplication and Division (A) – 6 days**  Times tables: multiplication/division facts  Times tables revision factors and multiples  **Unit 4 Shape (A) – 8 days**  Draw circles, study polygons e.g. triangles  Identify and explore 3-D shapes  Co-ordinates: draw polygons  **Unit 5 Decimals and Fractions – 10 days**  Introduction to one place decimals  Consolidate one-place decimal numbers  Rehearse equivalence: fractions/decimals  Decimals: multiply/divide by 10/100; +/- 0.1 | **Unit 6 Addition and Subtraction – 10 days**  Adding money using column addition  Count up to find change and differences  Column addition: 3 or more 2-digit numbers  Subtraction strategies; written methods  **Unit 7 Multiplication and Division (B) – 8 days**  Multiply multiples of 10 and 100  Grid multiplication: vertical layout  Division: chunking with remainders  **Unit 8 Shape (B) – 6 days**  Line of symmetry: identify and construct  Angle types; properties of polygons | **Unit 3 Place Value – 7 days**  Place and round 4-digit numbers on lines  Negative numbers in temperature  Count in 25s/1000s; Roman numerals  **Unit 4 Addition and Subtraction (A) – 8 days**  Column addition including money  Expanded and compact column subtraction  Column subtraction, 3- and 4-digit numbers  **Unit 5 Measures and Data (A) – 5 days**  Measure in m, cm, mm; convert units  Use SI units; bar charts  **Unit 6 Decimals and Fractions (A) – 7 days**  Introduction: 1- and 2-place decimals  Decimal/fraction equivalents; 10/100ths  Block 3 - decimal numbers | **Unit 7 Multiplication and Division – 12 days**  Factors, multiples, mental multiplication  Scaling and correspondence problems  Efficient chunking with remainders  Multiplication problems; formal methods  Revise problems; all four operations  **Unit 8 Measures and Data (B) – 5 days**  Find the area of rectilinear shapes  Perimeters of rectilinear shapes; area  **Unit 9 Addition and Subtraction (B) – 7 days**  Appropriate strategies to add/subtract  Column add/subtract with 3- and 4-digit numbers  Choose methods for addition/subtraction problems  **Unit 10 Decimals and Fractions (B) – 6 days**  Add/subtract 0.1s and 0.01s; measures problems  Equivalent fractions; fraction problems |
| Science | States of matter | Electricity | Animals (including humans | Living things and their habitats | Sound | Sound |
| History | Early Civilisations | The Maya | World War Two (outbreak, life during, Coventry)  **Coventry Cathedral** | The Battle of Britain and the impact locally | Invaders and Settlers: Romans | Invaders and Settlers: Romans |
| Geography | Rivers  Four figure grid references | Rivers  Four figure grid references | Indian village  Trade links  Topography | Indian village  Trade links  Topography | Counties of the UK. Earthquakes  Tropics of Cancer and Capricorn | Counties of the UK. Earthquakes  Tropics of Cancer and Capricorn |
| Art | Pop Art – David Hockney and Pauline Boty  Collage  Proportion | Pop Art – David Hockney and Pauline Boty  Collage  Proportion | Baroque – Rembrandt, | Sustain painting  Paper mache | Impressionism – Monet  Tonal value of water colours | Impressionism – Monet  Tonal value of water colours |
| DT | Measure mark out cut and shape components  Butt, mitre and dovetail joint to make a Tudor house | Measure mark out cut and shape components  Butt, mitre and dovetail joint to make a Tudor house | Make Indian dishes | Electrical circuits to make a light up village/Andersen shelter | Herringbone, cross and blanket stich | Herringbone, cross and blanket stich |
| Music | Clarinet/Tenor Horn: Sing and Play in a group with more than one part  Complex melodic notation Simple rhythmic notation | Clarinet/Tenor Horn: Sing and Play in a group with more than one part  Complex melodic notation Simple rhythmic notation | Clarinet/Tenor Horn: Sing and Play in a group with more than one part  Complex melodic notation Simple rhythmic notation  Baroque composers – Bach | Clarinet/Tenor Horn: Sing and Play in a group with more than one part  Complex melodic notation Simple rhythmic notation  Baroque composers – Vivaldi | Clarinet/Tenor Horn: Sing and Play in a group with more than one part  Complex melodic notation Simple rhythmic notation  Impressionist composers – Debussy | Clarinet/Tenor Horn: Sing and Play in a group with more than one part  Complex melodic notation Simple rhythmic notation  Impressionist composers –Rebecca Clarke. |
| PE | **Basketball**  To develop an understanding of the rules of basketball.  To dribble legally in basketball.  To pass effectively in basketball.  To shoot accurately in basketball.  To work as a team to attack and defend in basketball. | **Tag-Rugby/Dodgeball**  To develop an understanding of the basic rules of dodgeball.  To use spatial-awareness to dodge oncoming balls.  To throw a dodgeball accurately.  To catch a dodgeball effectively and knowing when is the right time to attempt a catch.  To work as a team to eliminate the opposing players. | **Gymnastics**  To develop pupil’s knowledge of gymnastic balances.  To develop pupil’s ability to hold a balance.  To develop pupil’s ability to travel in a variety of ways.  To develop pupil’s knowledge of mirror/match, unison and canon movements.  To develop pupil’s understanding of how to position their bodies to make a strong platform for a balance. | **Dance-Waltz**  To respond in the correct manner to commands (eg: freeze or left foot balance).  To use spatial and bodily awareness when moving.  To repeat simple sequences of movement and mimic movements of others.  To use bodies to display the different shapes or movements of animals.  To produce a dance based on a stimulus such as a word or object. | **Kwik-Cricket**  To understand the basic rules of Kwik Cricket.  To develop co-ordination and pupils ability to ‘field’ effectively.  To hold and use a cricket bat effectively.  To throw, catch and bowl using a cricket ball.  To block and stop the ball from passing you when fielding.  To communicate effectively with your team-mates when batting.  To recognise and use cricket terminology  ***Whitemore Lakes –residential*** | **Athletics**  To develop pupil’s to hurdle effectively.  To develop pupil’s knowledge of how to use their body to maximise performance.  To develop pupil’s to triple-jump effectively.  To develop pupil’s run the 800m correctly, knowing when to sprint and when to conserve energy.  To develop pupil’s explosive strength in shot-putting.  To develop pupil’s confidence to launch a javelin, with increasing distance. |
| Computing | **Computing systems and networks: The internet**  To describe how networks physically connect to other networks  To recognise how networked devices make up the internet  To outline how websites can be shared via the World Wide Web (WWW)  To describe how content can be added and accessed on the World Wide Web (WWW)  To recognise how the content of the WWW is created by people  To evaluate the consequences of unreliable content | **Creating media: Audio Editing**  To identify that sound can be digitally recorded  To use a digital device to record sound  To explain that a digital recording is stored as a file  To explain that audio can be changed through editing  To show that different types of audio can be combined and played together  To evaluate editing choices made | **Programming: Repetition in shapes**  To identify that accuracy in programming is important  To create a program in a text-based language  To explain what ‘repeat’ means  To modify a count-controlled loop to produce a given outcome  To decompose a task into small steps  To create a program that uses count-controlled loops to produce a given outcome | **Data and information: Data logging**  To explain that data gathered over time can be used to answer questions  To use a digital device to collect data automatically  To explain that a data logger collects ‘data points’ from sensors over time  To use data collected over a long duration to find information  To identify the data needed to answer questions  To use collected data to answer questions | **Creating media: Photo editing**  To explain that digital images can be changed  To change the composition of an image  To describe how images can be changed for different uses  To make good choices when selecting different tools  To recognise that not all images are real  To evaluate how changes can improve an image | **Programming: Repetition in games**  To develop the use of count-controlled loops in a different programming environment  To explain that in programming there are infinite loops and count controlled loops  To develop a design that includes two or more loops which run at the same time  To modify an infinite loop in a given program  To design a project that includes repetition  To create a project that includes repetition |
| PDW | Managing distractions  Cyberbullying | Stereotyping | Oral hygiene  ***Pantomime Visit.*** | Vaccination and immunization  Express opinions respectively | ***Whitemore Lakes –residential (2 nights)***  Peer and media pressure (sexting)  Age ratings | Resolve differences  Marriage |
| RE | **Dispositions**  Being modest and listening to others  Being imaginative and self-critical  Appreciating beauty | Hanukkah – Judaism (18th to 26.12.2021)  **Dispositions**  Being merciful and forgiving  Being regardful of suffering | **Dispositions**  Expressing joy  Being Thankful | Easter – Christianity  Vaisakhi – Sikihism (14.04.22)  **Dispositions**  Being curious and valuing knowledge  Being reflective and self-critical (Christian stories with morals and teachings) | Eid (ul Fitr) – May 2022 – Islam  **Dispositions**  Living by rules  Being temperate, exercising self-discipline and serene contentment | Eid (ul adha) – July 2022 – Islam  **Dispositions**  Cultivating inclusion identity and belonging (similarities and differences between religions) |
| French | Greetings  Facts about France  Recall phonemes from Year 3  French numbers 0 – 31 | World War I  Number 0 – 31  Months of the Year | Seasons  My birthday is (months and numbers)  New phonemes and words | Introduce self  Describe personality  Adjectival agreement | Family | Food |