

	Autumn Term September – December 2021		Spring Term January – April 2022		Summer Term May – July 2022	
<b>English</b> 	Fiction: Stories on a Theme: Feeling at Home Non-Fiction: Instructions and Explanations: Keeping Healthy Poetry: Poems on a Theme: Poetry from Art		Fiction: Fairy tales: Alternative Versions Non-Fiction: Biographies: Extraordinary Animals Poetry: Poetry: Shaping the World		Fiction: Fantasy: Amazing Adventures Non-Fiction: Explanations: Modern Technology Poetry: Poems by the same Poet: Valerie Bloom	
<b>Maths</b> 	<b>Year 3</b> Place Value 4 Operations	<b>Year 4</b> Place Value 4 Operations Area	<b>Year 3</b> Multiplication & Division Length & Perimeter Fractions Mass, Capacity & Temperature	<b>Year 4</b> Multiplication & Division Length & Perimeter Fractions Decimals	<b>Year 3</b> Decimals Money Time Shape Statistics	<b>Year 4</b> Decimals Money Time Shape Statistics Position & Direction
<b>History</b> 	<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>What was daily life like for the Ancient Greeks and how is this different to the present day?</li> <li>How have the Ancient Olympics developed and influenced the Modern Olympics?</li> <li>How important were the Greek Gods and Goddesses in everyday life?</li> </ul>		<b>Women Through History</b> <ul style="list-style-type: none"> <li>Who are some of the key women in British history?</li> <li>How did they impact society at the time?</li> <li>How did their actions influence today's society?</li> </ul>		<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>What was life like in Ancient Egypt and how is this different to the present day?</li> <li>What was the mummification process?</li> <li>Why did the Ancient Egyptians have so many gods?</li> </ul>	
<b>Geography</b> 	<b>UK Study</b> <ul style="list-style-type: none"> <li>How is the UK divided up?</li> <li>What are the main features of the UK?</li> <li>How and why has London grown over time?</li> </ul>		<b>Where in the World?</b> <ul style="list-style-type: none"> <li>How is the Earth divided up and why?</li> <li>What is longitude and latitude?</li> <li>Why are time zones important?</li> </ul>		<b>Mountains &amp; Rivers</b> <ul style="list-style-type: none"> <li>What are the key geographical features of rivers and mountains?</li> <li>Where are the biggest/longest mountains and rivers?</li> <li>How do mountains and rivers impact on human settlements?</li> </ul>	

<p><b>Science</b></p> 	<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases;</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C);</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Scientists &amp; Inventors</b></p> <ul style="list-style-type: none"> <li>• Rosalind Franklin</li> <li>• Nikola Tesla</li> <li>• Louis Pasteur</li> <li>• Zhang Heng</li> </ul>	<p><b>Living Things &amp; Their Habitats</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways;</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment;</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Animals inc Humans</b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans;</li> <li>• Identify the different types of teeth in humans and their simple functions;</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating;</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear;</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it;</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it;</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity;</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers;</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery;</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit;</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
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<p><b>Computing</b></p> 	<p><b>Creating media – Desktop publishing</b></p> <p><i>During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</i></p>	<p><b>Creating media – Animation</b></p> <p><i>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</i></p>	<p><b>Programming A – Sequence in music</b></p> <p><i>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</i></p>
<p><b>RE</b></p> 	<p><b>Theme: Divali</b>  <b>Key Question:</b> <i>Would celebrating Divali bring a feeling of belonging</i>  <b>Religion:</b> <i>Hinduism</i></p> <p><b>Theme: Christmas</b>  <b>Concept:</b> <i>Incarnation</i>  <b>Key Question:</b> <i>Has Christmas lost its true meaning?</i>  <b>Religion:</b> <i>Christianity</i></p>	<p><b>Theme: Jesus’ miracles</b>  <b>Concept:</b> <i>Incarnation</i>  <b>Key Question:</b> <i>Could Jesus heal people? Were these miracles or is there some other explanation?</i>  <b>Religion:</b> <i>Christianity</i></p> <p><b>Theme: Easter - Forgiveness</b>  <b>Concept:</b> <i>Salvation</i>  <b>Key Question:</b> <i>What is ‘good’ about Good Friday?</i>  <b>Religion:</b> <i>Christianity</i></p>	<p><b>Theme: Hindu Beliefs</b>  <b>Key Question:</b> <i>How can Brahman be everywhere and in everything?</i>  <b>Religion:</b> <i>Hinduism</i></p> <p><b>Theme: Pilgrimage to the River Ganges</b>  <b>Key Question:</b> <i>Would visiting the River Ganges feel special to a non-Hindu?</i>  <b>Religion:</b> <i>Hinduism</i></p>
<p><b>Art</b></p> 	<p><b>Greek Pottery</b></p> <p>Sculpture</p>	<p><b>Art with Flowers</b></p> <p>Painting Textiles</p>	<p><b>Landscape</b></p> <p>Painting</p>

<p><b>Design and Technology</b></p> 	<p><b>Food: Farm Shop Project (STEM)</b></p> <ul style="list-style-type: none"> <li>• Understand what makes a healthy balanced diet and what foods/drinks the body needs to be healthy and active.</li> <li>• Read and follow recipes that involves several processes, skills and techniques.</li> <li>• Consider how existing products and own finished products might be improved and how well they meet the need of the intended user.</li> <li>• Understand seasonality and the advantages of eating seasonal and locally produced food.</li> </ul>	<p><b>Mechanical: Mighty Mascots – pneumatics</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</li> <li>• Use knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</li> <li>• Consider how own finished products might be improved and how well they meet the need of the intended user.</li> <li>• Understand and use mechanical systems in products.</li> </ul>	<p><b>Electrical Systems: Night Lights – electrical systems</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</li> <li>• Use knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</li> <li>• Consider how existing products and own finished products might be improved and how well they meet the need of the intended user.</li> <li>• Understand and use electrical systems in products.</li> </ul>
<p><b>PE</b></p> 	<p>Football Hockey Dance</p>	<p>Gymnastics Swimming Netball</p>	<p>Cricket Tennis Outdoor Adventure</p>
<p><b>Music</b></p> 	<p><b>Learn an instrument</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Learn an instrument</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Learn an instrument</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

<p><b>PSHE</b></p> 	<p><b>Be Yourself</b></p> <p><i>Identify strengths and achievement, recognise different emotions they experience, explore how to express thoughts and feelings respectfully and how to be assertive when in uncomfortable situations, explore the influence of the media in how we view ourselves, analyse the reality of these messages, how to make things right when we make mistakes, both in person or online, and the importance of learning from these.</i></p> <p><b>Digital Well-being</b></p> <p><i>Screen time and getting a healthy balance between online and offline activities. Learn about: online relationships, inc. cyberbullying and online stranger danger, privacy issues in terms of passwords, personal information and the sharing or forwarding of images and videos, pressures and challenges that are often associated with social media.</i></p>	<p><b>It's My Body</b></p> <p><i>Making safer choices about bodies, sleep and exercise, diet, cleanliness and substances, learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</i></p> <p><b>VIPs</b></p> <p><i>Focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained and the qualities of a good friend, disputes and bullying and address strategies for coping with each of these.</i></p>	<p><b>Money Matters</b></p> <p><i>Discuss how we spend money, why people might need to borrow money and the consequences of this, begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending. Children will also consider what influences their spending and how we can keep track of what we spend.</i></p> <p><b>Think Positive</b></p> <p><i>Mental health, thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mind-set approach to learning.</i></p>
<p><b>French</b></p> 	<p><b>Getting to Know You</b></p> <p>All About Me</p>	<p><b>Food</b></p> <p>Family &amp; Friend</p>	<p><b>Our School</b></p> <p>Time</p>