English

Autumn Term

The Dragon Machine
Genre: voyage and return journey
Teaching focus: sentence punctuation, adverbials of place and time, expanded noun phrases, patterned language

Jack and the Dreamsack
Genre: fantasy
Teaching focus: sentence punctuation, adverbials of place and time, expanded noun phrases, patterned language

The Beasties
Genre: familiar setting
Teaching focus: descriptive language, grouping related ideas into a paragraph

City Jungle
Genre: poetry
Teaching focus: adjectives choices and expanded noun phrases, creating mood and atmosphere, structure and organisation

How Santa Really Works
Genre: explanation
Teaching focus: paragraph content, organisation, technical vocabulary, present tense

Spring Term

Stonehenge
Genre: chronological history
Teaching focus: technical vocabulary, complex sentences, difference between facts and opinion, grouping related ideas to make generalisations

The Tiny Seed
Genre: information/instructions
Teaching focus: paragraph content, organisation, technical vocabulary, present tense, generalisations

Beatrice's Dream
Genre: recount from other cultures
Teaching focus: paragraphing, character differences, compare and contrast, creating mood and atmosphere, sentence variation

Summer Term

The Day the Crayons Quit
Genre: letter writing
Teaching focus: tense, varied sentence structure, conjunctions, adverbials, character feelings and actions

Leon and the Place Between
Genre: descriptive setting
Teaching focus: paragraphing, punctuating speech, creating mood and atmosphere, sentence variation

Fractured Fairy Tales
Genre: fairy tale
Teaching focus: descriptive language of setting, character and plot development to explain a moral

Mathematics

Autumn Term

Number sense and place value
Compare and order Hundreds, tens and ones up to 500
Use >,<,= to express comparisons
Place numbers in a range on a number line.
Understand that ten 10s make a 100. Develop an understanding of the additive and multiplicative structures of 100 (50,25,20)

Addition and subtraction
Number bonds within 20, represent with Cuisenaire, finding missing number.
Use known addition facts to calculate complements to 100 using bar models, part/part whole models...
Subtract by partitioning 76-8= 76 –4-4 counting back and use counting forward when more efficient.
Express equivalences with operations on both sides, e.g. 13+4=18-1, 13+4=17+0
Counting on and back 10 more/less, 100 more/less

Multiplication and division
2s, 4s and 8s, 3s and 6s x tables facts
Multiply multiple of 10 by 1-digit. Count in multiples. Use manipulatives to represent tables and grouping on a number lines.
Solve correspondence problems (find all possibilities from two lists of choices)
Division through grouping and using x table facts.
Solve one-step and two-step problems using scaled bar charts, pictograms and tables

Statistics and Problem Solving
Solving missing number problems, comparing values using >,<,=
Interpret and present data using bar charts, pictograms.
Including, how many more', 'How many fewer'.
Solve one step and two step problems including scaling.
Solving missing number problems, comparing values using >,<,=

Properties of 2D and 3D shapes
Describe angles as a turn and as property of shapes, identify right angles, greater than right angle or less than right angle
Construct 2D and 3D shapes from modelling materials

Spring Term

Number sense and measures
Represent, read, write, compare numbers to 750 then to 1000
Place numbers in a range on a number line and within a range given in a table.
Rounding to nearest 10
Use >,<,= to express comparisons
Compare and measure mass in kg and g
Present and interpret data in bar charts

Addition and subtraction
Continue building on decimal place value (e.g. mm and cm) and money
Add three digit numbers using columnar methods
Solve problems with m/cm/mm and kg/g, justifying operation
Indicate range answer would fall in given ranges in a table or on a number line

Decimal fractions and proper fractions (including calculating fractions)
Count up and down in tenths, represent as a whole divided into 10 equal parts
Compare fractions with the same denominator and different unit fractions
Add and subtract fractions with the same denominator up to 1 whole
Place numbers with one decimal place on a number line

Consolidation of calculation skills,
Including but not limited to: Solving missing number problems, comparing values using >,<,= and rounding to nearest 10

Multiplication and division
2s, 4s and 8s, 3s and 6s x tables facts
Multiply TO x O using efficient methods
Apply multiplication and division to fractions of amounts, staying with in x2,5,10,4,8,3,6 tables

Properties of 2D and 3D shapes
Angles as a turn and property of shape (visualise angles as a swinging door or hands on a clock face)
Describe lines as parallel or perpendicular (building on seeing right angles)

Summer Term

Number sense and measures (including time, Roman numerals and statistics)
Read time to the nearest minute on 12-hour clocks: analogue clocks, Roman numerals
Know days in each month, year, leap year
Solve problems about time presented in tables

Addition and subtraction (including measures, time and statistics)
Calculate time intervals using a time line, first within an hour. Use only times with minutes in multiples of 10, then times with minutes in multiples of 5. Then calculate intervals that bridge into a new hour.
Solve problems about time presented in tables
Present data and problem solve using bar charts, tables and pictograms including measurements of perimeter as data source
Solve problems with m/cm/mm and kg/g and money

Equivalent fractions (including calculating with fractions)
Use diagrams to show families of equivalent fractions with denominators up to tenths
Place numbers with one decimal place on a number line
Write fifths as equivalent to tenths and then as a decimal
Add and subtract fractions with the same denominator up to 1 whole

Consolidation of calculation skills
Including but not limited to: Using >,<,= to represent comparisons and use those signs in missing number problems, rounding to nearest 10

Multiplication and division
Consolidate short algorithm for multiplication
Scaling problems using multiplication to scale up and division to scale down (represent as a fraction, e.g. 1/5 means divide by 5)

Thematic

Autumn Term	Spring Term	Summer Term
Into The Darkness **Science – classifying reflectivity, opaqueness, transparency and translucency as a property of materials.** Explain that dark is the absence of light. Find patterns in the ways that shadows change size. Design and Technology – making a camera obscura **Festival of Lights** **RE** – Hinduism and Diwali. Explain the symbolism of light overcoming dark in human narratives and meaning of "incarnation" (apply knowledge of incarnation in Christmas story from Y2). Art – wax resist fireworks **Map it Out** **Geography** – using atlases to find information about European physical and human geography. Locate European countries and capital cities. Explain why most capital cities are located on major rivers.	**The Tribe** **History** – Stone Age. Explain how Stone Age families were structured and how the rise agriculture changed social organisation and influenced belief systems. Geography – explain the pattern of settlement, land use and daily activity around Star Carr (Mesolithic site), Skara Brae (Neolithic) and Stonehenge. Examine aerial photographs of Stonehenge and patches found during drought to locate archaeological remains. Art – mixing natural pigments to make cave paintings **History** – Bronze Age to Iron Age. Explain why the White Horse at Uffington is evidence of the Bronze Age we can still see. Study of Old Sarum hill fort near Stonehenge as an example of Iron Age life. How was life in Old Sarum different from the lives of the people who built Stonehenge? Explain how Battersea shield is an example of Iron Age skilled crafts. **Let It Grow** **Science** – functions of parts of a flower. Investigate the way water and nutrients are transported within a plant. Do all plants need to live in soil? **Mix It Up** **Art** – mixing primary colours, making shades of colours, using paintbrushes Science-explain how white light is made up of all colours of the visible spectrum.	**Science Rocks** **Science** – a study of how rocks are formed classify of rocks by their properties (igneous, sedimentary, metamorphic). Name layers of the Earth. Explain how different types of fossils are created: cast, trace and mould. **The Highest Heights** **Art** – landscape paintings of mountains, including the Snowdon, Scafell, Ben Nevis, the Matterhorn, and Mount Fuji. Study style of Hokusai and Group of Seven Geography – use maps and atlases to locate Snowdown, Scafell, Ben Nevis (name them as highest peaks in each UK country), locate the Alps, the Rockies, the Andes and the Rocky Mountains Explain how movement of tectonic plates of the Earth's crust creates mountains (apply knowledge of Earth's layers from Science Rocks)

	Autumn Term	Spring Term	Summer Term
Visits/	Indian Workshop Day – Bollywood dance Year 3 Christmas concert	Science off the page– rock workshop visit to school Year 3 swimming	Legoland – LEGO Atlas workshop
Computing	**e-Safety -** Protect personal information, Use safety features of websites, know how to report **Programming -** Introduction to 2code and logical thinking **Multimedia -** Paint program to alter an image, creating e-book **Technology in our lives -** WWW as part of Internet, different search engines **,** using filters for search results, image copyright	**e-Safety -** Downloading files and games, **g**ood choices about time online, post positive comments online **Programming -** Introduction to Scratch, programming a game **Handling Data -** Generate questions, **i**nputting data and presenting in different ways, using datalogger to collect data **Multimedia -** Creating art in the style of a famous artist, create a piece of music, green screening travelling to different worlds	**e-Safety -** Secure passwords, protect personal information **Programming** - Build and program robots using Scratch **Handling Data -** Branching database to investigate and share information , use 2Investigate to create a simple database **Technology in our lives** - Use search tools, save and retrieve work online and local device **Multimedia -** Use Photostory to publish a story
PE	**Social and Personal focus** **Dynamic balance with agility** - jumping and landing on one and both feet with 180° turns (Maths link with two quarter and half-turns) **Co-ordination** –floor movement, hopscotch and skip in a variety of directions **Games** – gymnastics, multi-skills, basketball	**Cognitive and Creative focus** **Dynamic balance** - marching forward and backward with heel to toe landings **Co-ordination** –handling equipment, throwing and catching with alternate hands **Games** – dance, badminton and tag rugby or basketball	**Health and Physical focus** **Swimming** - floating and swimming challenges related to speed, distance and personal survival **Games** - athletics, cricket and orienteering (applying map reading skills learned in Explorers Thematic unit)
PSHE	**Being Me In My World –** I can recognise my worth and identify positive things about myself and my achievements. I can face new challenges positively, make responsible choices and ask for help when I need it. I can recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions. **Celebrating Difference -** I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	**Dreams and Goals** - I can evaluate my own learning process and identify how it can be better next time (metacognitive thinking). I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest. **Healthy Me -** I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	**Relationships** I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices. **Changing Me -** I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.

	Autumn Term	Spring Term	Summer Term
RE	**Hinduism – Pilgrimage to the River Ganges** Why do Hindus see the River Ganges as religiously important? How can other people appreciate the religious importance of the Ganges to Hindus? **Christianity – Christmas** What is the religious meaning of Christmas? How does this compare to the way we celebrate Christmas as a cultural holiday?	**Christianity – Jesus' miracle** What is a "miracle"? What are some of the miracles Jesus performed? Why does the Bible tell of the miracles Jesus performed? **Christianity – Easter Beliefs** **Explain the main events of the Easter story.** What is 'good' about Good Friday? Explain how this represents hope for Christians.	**Sikhism – Sharing and Community** Explain why Sikhs view everyone as equal. Why do Sikhs value sharing? How is this similar to other religions?
Music	**Exploring Keyboards** – Children learn how to operate the basic functions of the keyboards and play simple melodies including Beethoven's Ode To Joy and Twinkle, Twinkle Little Star. They begin to explore how to use fingers correctly to cover the notes needed on the keyboard and how to read from simple music notation. Children are introduced to the octave as a basic grouping in musical notation. **Play It Again I** – In this unit children develop their ability to create simple rhythmic patterns and perform them rhythmically using notation as a support.	**Indian Classical Music –** Children learn about the instruments used in Indian Classical Music. They explore raga and drones through improvisation. Playing stringed instruments, they learn that tighter string vibrate at higher frequencies, producing a higher pitch **Animal Magic –** This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements, and words.	**The Class Orchestra** – This unit develops children's ability to create, combine, and perform rhythmic and melodic material as part of a class performance of a song. **Dragon Scales –** This unit develops children's ability to recognise and use pentatonic scales and create short melodies and accompaniments.