

	Autumn Term	Spring Term	Summer Term
Question	Is giving up ever the best option?	If we can dream it, can we do it?	Can looking after the world help us to look after each other?
Characteristic	Perseverance	Perception	Respect
Quotation	Strength doesn't come from what you can do it comes from overcoming the things you once thought you couldn't.	Dreams don't work unless you do.	We are living on this planet as if we have another one to go to.
English Text	The Dragon Machine By Helen Ward	George's Marvellous Medicine By Roald Dahl	The Enchanted Wood By Enid Blyton
Maths	Number: Place Value (numbers to 1000) Calculations: Addition and Subtraction (to 1000) Calculation: Multiplication and Division Calculations: Subtraction with regrouping Geometry: Shapes and Patterns Measure: Time	Using models, addition and subtraction Calculation: Multiplication and Division Measurement: Money Measurement: Length and Height Measurement: Mass and Volume Measurement: Time Fractions	Graphs (bar, pictographs) Revision/interventions - SAT preparation Fractions – comparing/ ordering and adding Graphs and data handling Mental calculations Calculations: Using models for addition/ subtraction / multiplication and division
Science	Electricity -Static electricity -Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch) -Conductive and nonconductive materials -Safety rules for electricity Life Cycles -Birth, growth, reproduction, death -Reproduction in plants & animals *Seed to seed with a plant *Egg to egg with chicken *Frog *Butterfly metamorphosis	Matter -Basic concept of atoms -Names and common examples of three states of matter: Solid (for example, wood, rocks) Liquid (for example, water) Gas (for example, steam) -Water as an example of changing states of matter of a single substance Properties of matter Units of measurement: Length: centimetre, metre Volume: millilitre, litre Temperature: degrees Celsius Materials -Recognise & name a variety of widely used materials -Explain why materials are chosen for specific tasks -Become aware some materials are natural or man made Science Biographies -Thomas Edison (invented an electric light bulb) -Edward Jenner (found a way to stop smallpox) -The Curie Family including Marie Curie (discovered radiation & two new elements)	Ecology Habitats -Living things live in environments to which they are particularly suited. -Specific habitats and what lives there, for example: Forest, Meadow and plains, underground, Desert, Water -The food chain -Plants: nutrients, water, soil, air, sunlight Environmental change and habitat destruction -Environments are constantly changing, and this can sometimes pose dangers to specific habitats, e.g. Effects of population and development, Rainforest clearing, pollution, litter Seasonal Cycles -Four seasons & earth's orbit around the sun -Seasons & life processes *Spring: sprouting, sap flow in plants, mating & hatching *Summer: growth *Autumn: ripening, migration *Winter: plant dormancy, animal hibernation Taking care of the Earth -Importance of conservation – logging & reforestation -Recognise practical measures for conserving energy & resources – turning off lights & taps etc. -Understand some materials can be recycled, e.g. aluminium, glass & paper -Pollution & ways to reduce Animals & Living Things Insects -Insects can be helpful & harmful -Distinguishing characteristics: Exoskeleton, chitin, six legs, 3 body parts – head, thorax, abdomen -Life cycles: Metamorphosis -Social insects: Ants – colonies, honeybees – workers, drones, queen
Art & Design	Printing -Print by pressing, rolling, rubbing & stamping - Use a variety of materials, objects techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. -Explore print making in the environment (e.g. wallpapers, fabrics etc) - Design patterns of increasing complexity and repetition. -Explore how artists & designers have used colour, shapes & lines to create patterns. Types of Art: Murals -The Last Supper, Crivelli's Garden, The Pool of Bethesda - Local Retford Murals – Clarks and Sheep Market Drawing	Kinds of pictures: Portraits & Self Portraits -Mona Lisa, Edward VI as a child, Equestrian portrait of Charles I, Self-portrait in a Flat cap, Self-portrait at an easel, Van Gogh – Self-Portrait History of Art: Art Of Ancient Egypt -The Great Sphinx, Queen Nefertiti, Mummy Cases, The Rosetta Stone Elements of Art: Colour -Primary colours, mixing primary colours, secondary colours -Know the positions of primary & secondary colours in relation to each other on the colour wheel -Discuss the use of colour in: Monet – The Beach at Trouville, McNeil Whistler – Arrangement in Grey & Black No 1 Painting	Elements of Art Shape -Recognise basic geometric shapes in natural & manmade objects & artworks including Picasso, Da Vinci's Vitruvian Man, Calder's Standing Mobile, Hockney's The Road to York through Sledmore Texture -Describe qualities of texture: The King's Gold Belt Buckle, Durer's Young Hare, Vermeer's The music lesson - Create textured collages from a variety of media. -Manipulate clay for a variety of purposes, inc simple coil pots and models. -Build a textured relief tile. Collage

	<ul style="list-style-type: none"> -Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. -Understand the basic use of a sketchbook and work out ideas for drawings. -Draw for a sustained period of time from the figure and real objects, including single and groups objects. <p>Colour Vocabulary</p>	<ul style="list-style-type: none"> -Mix primary colours to make secondary colours and shades. -Add white to make tints -Add black to make tones -Link colours to natural & manmade objects -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Name different types of paint and their properties. -Work on a range of scales e.g. large brush on large paper etc. -Mix and match colours using artefacts and objects. <p>Digital Art</p> <ul style="list-style-type: none"> -Use paint programs to draw pictures -Edit my work using cut, copy, paste & erase -Describe my work using the key words: line, tone, colour, texture, shape -Experiment with the visual elements: line, shape, pattern and colour. <p>Colour Vocabulary</p>	<ul style="list-style-type: none"> -Use shapes, textures, colours & patterns in my collage. -Mix paper & other materials with different textures & appearances. -Say how other artists have used texture, colour, pattern & shape in collage. <p>Colour Vocabulary</p>
<p>Computing</p>	<p>Communicating</p> <p>Autumn 1- Using text and images</p> <ul style="list-style-type: none"> -Text, images and sound may be changed to suit a purpose. -Video is composed of a series of still images. -Text, images and sound may be sourced from a variety of places including the internet. -Use digital effects to change the appearance of text, sound and image to suit a purpose eg font, alignment and formatting. -Know how to save copy and paste images from the internet with support from an adult. <p>Autumn 2 – Stop Frame Animation</p> <ul style="list-style-type: none"> -Take a photograph. Video record a sound using a digital device. -Still images can be combined to make a stop frame animation. -Create a simple stop frame animation. -Sequence, delete and crop images with adult help -Transfer digital resources between devices. -Explore digital content on the internet. <p>Possible resources: PowerPoint Photostory Puppetpals Morfo</p> <p>ESafety: Content</p> <ul style="list-style-type: none"> -Begin to evaluate web sites by giving opinions about preferred sites. -Know that anyone can create a web site and it is sometimes difficult to know if information is true. 	<p>Finding Out</p> <p>Spring 1 – Using the Internet</p> <ul style="list-style-type: none"> -Both traditional and digital methods can be used to find useful information. -Web pages can be viewed using a web browser that lets us look at web pages and navigate around them sites can be bookmarks as favourites. -Use simple navigation tools including hyperlinks, menus, index, and forward and back buttons e.tc to explore pre-selected digital information sources purposefully. -Select programs and apps, navigate screens and menus. -Use a search engine. -Know that companies use the internet to encourage people to buy things. <p>Spring 2- Dataloggers</p> <ul style="list-style-type: none"> -Everyday devices like automatic doors, car park barriers, street lights etc can be controlled by simple sensors. -Our senses allow us to find out what is happening in the world and some machines can do the same. -A computer can be used to view a visual representation of external conditions like sound levels and temperature. -Complete a table eg a simple spreadsheet and then create a graph to answer a question. -Search a database. -Use a database to produce bar charts. -Begin to identify and talk about how everyday devices with sensors work. - Compare photographs they have taken which show change eg clouds on different days. -View data and on screen measurements eg sound levels, temperature, precipitation collected in school and beyond through sensors and websites and apps. <p>Possible resources: 2count 2graph 2question 2investigate Web based databases eg Amazon, Argos, M&S, BBC weather, audio networks Apps – weather, commercial companies Data loggers</p> <p>ESafety: Contact</p> <ul style="list-style-type: none"> -Know that online communication is not always confidential and that it can be monitored. 	<p>Computing</p> <p>Summer 1- Editing Images</p> <ul style="list-style-type: none"> -Software and apps can be used to create and edit images. -Digital devices aid the drawing of more complex shapes and designs. -Use an art package on a digital device to create an image. -Select purposefully and use a variety of tools in a painting package eg the straight line, geometric shapes and flood fill tools. -Open a digital image from a file and add effects. <p>Summer 2 – Digital Simulations</p> <ul style="list-style-type: none"> -Digital simulation allows users to explore options and make choices. -Create and debug a simple program to control an on screen object. -Explore the effect of changing the variables in simulations. <p>Possible resources: 2 Create a story PowerPoint Daisy dinosaur 2DIY</p> <p>ESafety: Conduct</p> <ul style="list-style-type: none"> -Learn to respect the work of others that is stored on a shared drive of a network or presented online
<p>Design & Technology</p>	<p>Design – Make - Evaluate (Aspect of D&T: Mechanisms)</p> <ul style="list-style-type: none"> -Generate initial ideas and simple design criteria through talking and using own experiences. (Design) -Develop and communicate ideas through drawings and prototypes. (Design) -Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing (Making) 	<p>Design – Make – Evaluate (Aspect of D&T: Food)</p> <p>Cooking & Nutrition: Meal for Grandma</p>	<p>Design – Make – Evaluate (Aspect of D&T: Textiles)</p> <ul style="list-style-type: none"> -Design a functional & appealing product for a chosen user and purpose based on a simple design criteria (Design) -Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, prototypes and information. (Design)

	<ul style="list-style-type: none"> -Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. (Making) -Explore and evaluate a range of products with wheels and axels. (Evaluate) -Evaluate their ideas throughout and their products against original criteria (Evaluate) <p>Wheels & Axles</p> <ul style="list-style-type: none"> -Explore and use wheels, axles and axle holders. -Distinguish between fixed and freely moving axles. -Know and use technical vocab relevant to the project. -Push/pull toys, shopping trolley, Viking boats 		<ul style="list-style-type: none"> -Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. (Making) -Select from and use textiles according to their characteristics. (Making) -Explore and evaluate a range of existing textile products relevant to the project being undertaken. (Evaluate) -Evaluate their ideas throughout and their final products against original design criteria (Evaluate) <p>Templates & Joining</p> <ul style="list-style-type: none"> -Understand how simple 3D textile products are made, using a template to create 2 identical shapes. -Understand how to join fabrics using different techniques e.g. stitch, glue etc. -Explore different finishing techniques e.g. painting, fabric crayons, buttons etc. -Know and use technical vocab relevant to the project. -Glove puppet, simple bag, clothes for teddy etc.
Geography	<p>Geography of the British Isles</p> <p>Regions of the UK – cultural symbols, famous people, cultural differences</p> <p>Climate</p>		<p>Spatial Sense</p> <ul style="list-style-type: none"> -Locate self on maps & globes in relation to different place you are studying <p>School Setting</p> <ul style="list-style-type: none"> -Aerial photos / Basic maps & keys
History	<p>The Vikings</p>	<p>Inspirational People of History (Little People, Big Dreams)</p> <ul style="list-style-type: none"> -Mary Seacole -Edith Cavell 	<p>World History: Ancient Egypt:</p> <ul style="list-style-type: none"> -African continent, climate, Nile, pharaohs, key features of the culture, e.g. Mummies, archaeology, archaeologist, fertile
Music	<p>Vocal</p> <ul style="list-style-type: none"> -Sing unaccompanied, accompanied & in unison <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise a steady beat, move to a beat, play a steady beat, recognise accents -Move responsively to music -Recognise short & long sounds -Discriminate between fast & slow -Discriminate between obvious differences in pitch: high & low -Discriminate between loud & soft <p>Musical terms & concepts</p> <ul style="list-style-type: none"> -Know that a composer is someone who writes music -Become familiar with Mozart as a composer. Listen to Allegro from A Little Night Music <p>Works of music: Music traditions</p> <ul style="list-style-type: none"> -Jazz <p>Songs</p> <ul style="list-style-type: none"> -When the saints go marching in -There's a hole in my bucket -Ten green bottles -Skip to my Lou -She'll be coming round the mountain 	<p>Percussion</p> <p>Elements of music</p> <ul style="list-style-type: none"> -Understand that melody can move up & down -Hum the melody whilst listening to music -Echo short rhythms & melodic patterns -Play simple rhythms & melodies <p>Instruments: Orchestra</p> <ul style="list-style-type: none"> -Become familiar with the families of instruments in the orchestra: strings, bass, woodwind, percussion. -Know the leader of the orchestra is called the conductor -Listen to Peter & the Wolf <p>Works of music: Music can tell a story - Ballet</p> <ul style="list-style-type: none"> -Understand that ballet combines music & movement, often to tell a story -Listen to The Nutcracker <p>Songs</p> <ul style="list-style-type: none"> -Run rabbit run -Polly put the kettle on -Michael row your boat ashore -Michael Finnegan -The grand old Duke of York 	<p>Tuned Instruments</p> <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise like & unlike phrases -Recognise that music has timbre & tone colour <p>Works of music: Music can tell a story - Opera</p> <ul style="list-style-type: none"> -Understand that opera combines music, singing & acting -Listen to selections from Humperdinck's Hansel & Gretel: Brother, come dance with me, I am a little sandman, Children's prayer <p>Works of music: Music can tell a story - Instrumental</p> <ul style="list-style-type: none"> -Listen to Paul Dukas, The Scorer's Apprentice <p>Songs</p> <ul style="list-style-type: none"> -Drunken sailor -For he's a jolly good fellow -Frere Jacques -I had a little nut tree
	<p>Listening & Applying Knowledge & Understanding</p> <ul style="list-style-type: none"> -Listen carefully & recall short rhythmic & melodic patterns -Use my knowledge of dynamics, timbre & pitch to organise my music -Know how sounds can be made & changed to suit a situation -Make my own signs & symbols to make, & record my music -Know that music can be played or listened to for a variety of purposes <p>Composing</p> <ul style="list-style-type: none"> -Carefully choose sounds to achieve an effect -Order my sounds to create an effect -Create short musical patterns -Create short rhythmic phrases -Show control when playing musical instruments so that they sound as they should -Use changes in pitch to communicate ideas <p>Notation: crochet, minim, semi-breve</p>		

PE	Invasion Games Dance: Gunpowder Plot	Gymnastics Dance - Circus	Athletics Multi-Skills
RE	Jewish Celebrations and stories Celebrations: Eid & Christmas	The Torah and Jewish Stories Easter	Visiting a synagogue Jesus and his followers
PSHE / SRE	Health and wellbeing. What are healthy choices: different feelings and ways of managing them. Families are important for children growing up because they can give love, security and stability. Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia) Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts How important friendships are in making us feel happy and secure, and how people choose and make friends. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Relationships. Behaviour; bodies and feelings can be hurt Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying Groups and communities; families and school The conventions of courtesy and manners. Respecting similarities and differences in others; sharing views and ideas	Living in the wider world. Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency Looking after the local environment That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Becoming a critical consumer; <i>Choices about spending and saving</i> Understanding the important role money plays in our lives; <i>Where money comes from</i> <i>How money developed</i>
Enrichment & Experiences	Butterfly House (life cycles)	Potions, Mess & Mixture Day	Brackenhurst/Sherwood Pines/Sherwood Forest

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