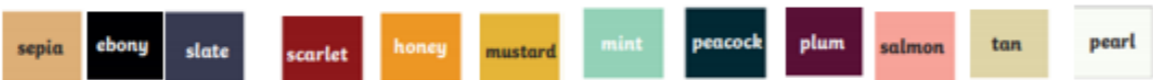



	Autumn	Spring	Summer
<b>English (Core Text)</b>	<b>Varjak Paw By SF Said</b>	<b>Carrie's War By Nina Bawden</b>	<b>The Abominables By Iva Ibbotson</b>
<b>Maths</b>	<b>Power Maths:</b> <ul style="list-style-type: none"> <li>Place value (numbers to 1000)</li> <li>Addition and Subtraction (to 3 digit and 2 digit numbers and 3 digit numbers) Multiplication and Division</li> </ul>	<b>Power Maths:</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Money</li> <li>Pictograms, Bar Charts, Tables</li> <li>Length</li> <li>Fractions</li> </ul>	<b>Power Maths:</b> <ul style="list-style-type: none"> <li>Fractions</li> <li>Time</li> <li>Angles and Properties of shapes</li> <li>Mass</li> <li>Capacity</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Human Body: Digestive System</li> <li>Healthy Diet</li> <li>Geology: Rocks and soils</li> <li>Weathering &amp; Erosion</li> </ul>	<ul style="list-style-type: none"> <li>Magnetism</li> <li>States of matter</li> <li>Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Friction</li> </ul>
	<b>Key Scientists:</b> Archimedes Aristotle Mary Anning		
<b>History</b>	<ul style="list-style-type: none"> <li>Retford (Retford Civic Tour)</li> <li>Stone Age to Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>World War 2 (Touching on WW1)</li> <li>Tudors</li> </ul>	<ul style="list-style-type: none"> <li>Romans and the Roman Empire</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Maps - Local Area &amp; Community – compare towns and villages locally</li> </ul>	<ul style="list-style-type: none"> <li>Europe &amp; Study of a Country/Region</li> </ul>	<ul style="list-style-type: none"> <li>Mountains</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging to a child?</li> <li>Christianity: Has Christmas lost its true meaning?</li> </ul>	<ul style="list-style-type: none"> <li>Christianity: Could Jesus heal people? Were these miracles or is there some other explanation?</li> <li>Humanism – modern miracles, advances in science</li> <li>Christianity: What is 'good' about Good Friday?</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism beliefs: How can Brahman be everywhere and in everything?</li> <li>Hinduism: Would visiting the River Ganges feel special to a non-Hindu? Pilgrimage to the River Ganges</li> </ul>
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>Prehistoric Art (Drawing, Painting &amp; Charcoal)</li> <li>Formal Elements - Texture &amp; Patterns</li> <li>Digital Art</li> </ul>	<ul style="list-style-type: none"> <li>Craft - Materials</li> <li>Painting - Tints &amp; Shades</li> <li>Craft &amp; Design - Puppets</li> </ul>	<ul style="list-style-type: none"> <li>Drawing - Observational Drawings</li> <li>Learning about Carl Giles - cartoons</li> </ul>
	<b>Key Artists to know about:</b> John Constable Salvador Dali		
	<b>Colour vocabulary:</b> 		

<b>Music</b>	<ul style="list-style-type: none"> <li>• Explore the effect of dynamics and timbre,</li> <li>• Composing class piece representing Earth.</li> <li>• Timbre refers to the type of sounds heard or instruments playing</li> <li>• Musical elements can be used together to compose music</li> <li>• Sing songs, majority in tune Choose, order, combine &amp; control sounds with awareness of their combined effects</li> <li>• use silence for effect</li> <li>• Musical elements (specifically dynamics, pitch, tempo, timbre) can be used together to compose music</li> </ul>	<ul style="list-style-type: none"> <li>• Recap the different instrument families. Look at the string family in detail: Violin, Viola, cello, Double Bass, harp.</li> <li>• Also, look at non –orchestral string instruments – Guitar, Ukulele, and banjo.</li> <li>• Discriminate between differences in pitch: high &amp; low in more detail</li> <li>• Dynamics – crescendo and diminuendo</li> <li>• Listen for specific instruments or families of instruments.</li> <li>• Maintain a simple tune (hum, sing) in a group where there is more than 1 part.</li> <li>• Writing short phrases of music, using rhythm notation and drawing on a one lined staff.</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Explore traditional Indian music Look at the percussion family in detail</li> <li>• Timpani, bass drum, gong, Xylophone, Marimba, Glockenspiel</li> <li>• Also, recap classroom percussion instruments.</li> <li>• Recognise piano and keyboard; know the difference between the two. Recognise short &amp; long sounds (duration)</li> <li>• Tempo: gradually slowing down &amp; getting faster</li> <li>• Awareness of what others in groups are singing or playing</li> <li>• Compose &amp; perform melodies</li> <li>• Recognise &amp; create repeated patterns with a range of instruments</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Mechanical Systems: Pneumatic Toys</li> </ul>	<ul style="list-style-type: none"> <li>• Food: Eating seasonally -</li> <li>• Textiles: – Cushions</li> </ul>	<ul style="list-style-type: none"> <li>• Structures: Constructing a Roman amphitheatre</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Communicating</li> <li>• Email</li> <li>• Technology and Text (cross-curricular)</li> <li>• Making Music</li> </ul>	<ul style="list-style-type: none"> <li>• Finding Out</li> <li>• Databases</li> <li>• Search engines and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Computing</li> <li>• Programming and debugging</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• OAA</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Rounders</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Families and Friendships</li> <li>• Safe Relationships</li> <li>• Respecting Ourselves and Others</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a Community</li> <li>• Media Literacy and Digital Resilience</li> <li>• Money and Work</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing</li> <li>• Growing and Changing</li> <li>• Keeping Safe</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>• Aprendo español (I am learning Spanish)</li> <li>• Los Saludos (Greetings)</li> <li>• Los Números – (<i>Numbers</i>)</li> <li>• Fonética – (<i>Phonics</i>)</li> <li>• Spanish Cultural lesson - Feliz Navidad (Christmas)</li> </ul>	<ul style="list-style-type: none"> <li>• Los Comandos de Clase – (<i>Classroom commands</i>)</li> <li>• Los números – (<i>Numbers</i>)</li> <li>• Los días de la semana (<i>The days of the week</i>)</li> <li>• Los meses (The months)</li> <li>• Me Presento – (<i>age</i>)</li> <li>• La fecha (The date)</li> </ul>	<ul style="list-style-type: none"> <li>• La Clase (The classroom)</li> <li>• Mi Familia (My family)</li> <li>• Spanish Cultural Lessons – La Tomatina</li> </ul>