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| **Topic** | **Egyptians** | | **Water** | | **Stone Age to Iron Age** | |
| **Term** | **Autumn** | | **Spring** | | **Summer** | |
| **English** | Stories in familiar settings  Fables  Explanations  Information texts  Syllabic poems | | Narrative  Newspaper reports  List and kenning poetry  Play scripts  Persuasive language | | Diary entries  Stories about Past Times (historical)  Balanced Arguments  Non chronological reports | |
| **Maths** | White Rose | | White Rose | | White Rose | |
| **Science** | **Sc4/4.1    Sound**  Sc4/4.1a    identify how sounds are made, associating some of them with something vibrating  Sc4/4.1b     recognise that vibrations from sounds travel through a medium to the ear  Sc4/4.1c    find patterns between the pitch of a sound and features of the object that produced it  Sc4/4.1d    find patterns between the volume of a sound and the strength of the vibrations that produced it.  Sc4/4.1e    recognise that sounds get fainter as the distance from the sound source increases  Investigations  Sc4/1.1    asking relevant questions and using different types of scientific enquiries to answer them  Sc4/1.2    setting up simple practical enquiries, comparative and fair tests  Sc4/1.3    making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Sc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  Sc4/1.5    recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Sc4/1.6    reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Sc4/1.7    using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  Sc4/1.8    identifying differences, similarities or changes related to simple scientific ideas and processes  Sc4/1.9    using straightforward scientific evidence to answer questions or to support their findings | | **Sc4/2.1    All Living Things**  Sc4/2.1a    recognise that living things can be grouped in a variety of ways  Sc4/2.1b     explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Sc4/2.1c    recognise that environments can change and that this can sometimes pose dangers to living things.  **Sc4/3.1    States of Matter**  Sc4/3.1a    compare and group materials together, according to whether they are solids, liquids or gases  Sc4/3.1b    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)  Sc4/3.1c    identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | **Sc4/4.2    Electricity**  Sc4/4.2a    identify common appliances that run on electricity  Sc4/4.2b    construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Sc4/4.2c    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  Sc4/4.2d    recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  Sc4/4.2e    recognise some common conductors and insulators, and associate metals with being good conductors  **Sc4/2.2    Animals including humans**  Sc4/2.2a    describe the simple functions of the basic parts of the digestive system in humans  Sc4/2.2b    identify the different types of teeth in humans and their simple functions  Sc4/2.2c    construct and interpret a variety of food chains, identifying producers, predators and prey. | |
| **Computing** | Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration  Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | | Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Co2/1.7    use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | |
| **P.E** | Swimming Yr3  PE2/1.2a    swim competently, confidently and proficiently over a distance of at least 25 metres  PE2/1.2b    use a range of strokes effectively  PE2/1.2c    perform safe self-rescue in different water-based situations.  Netball  PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  Dance  PE2/1.1d    perform dances using a range of movement patterns | | Swimming Yr3  PE2/1.2a    swim competently, confidently and proficiently over a distance of at least 25 metres  PE2/1.2b    use a range of strokes effectively  PE2/1.2c    perform safe self-rescue in different water-based situations.  Football  PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  Gym  PE2/1.1c    develop flexibility, strength, technique, control and balance | | Athletics  PE2/1.1c    develop flexibility, strength, technique, control and balance  Outdoor Challenge (Wat Tyler)  PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a team  Cricket  PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| **History** | Egyptians  Hi2/2.3    Ancient Civilizations  Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt; | | N/A | | Stone Age to Iron Age  Hi2/1.1    Pre-Roman Britain  Pupils should be taught about changes in Britain from the Stone Age to the Iron Age | |
| **Geography** | N/A | | Ge2/1.4    Geographical Skills and Fieldwork  Ge2/1.4a    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Ge2/1.3a    describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  Ge2/1.3b    describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Ge2/1.1    Locational Knowledge  Ge2/1.1a    locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | | N/A | |
| **Languages** | FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures  FL2/1.3a read carefully and show understanding of words, phrases and simple writing  FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding  FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  FL2/1.3b appreciate stories, songs, poems and rhymes in the language  FL2/1.4b describe people, places, things and actions orally\* and in writing | | FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly | |
| **R.E** | Judaism (Trip Synagogue)  Moses  The Jewish home | | Islam  Holy Places In Islam  The Qur’an  The Five Pillars of Faith | | Sacred Writings in different religions  Christianity The Bible  Islam The Qur’an  Judaism - The Sefer Torah  Sikhism - The Guru Granth Sahib | |
| **Art & Design** | Painting  Observational Drawing  Pyrmaids  Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas | | Water Artists- Painting, Charcoal, Pencil  Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas  Ar2/1.3    about great artists, architects and designers in history. | | Clay  Sketching skills  Textiles  Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | |
| **Design Technology** | Mummy boxes  Pneumatic systems  Materials  DT2/1.1b    generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **DT2/1.2    Make**  DT2/1.2a    select from and use a wider range of tools and equipment to perform practical tasks accurately | | Computing  **DT2/1.4    Technological Knowledge**  DT2/1.4a    apply their understanding of how to strengthen, stiffen and reinforce more complex structures  DT2/1.4b    understand and use mechanical systems in their products  DT2/1.4c    understand and use electrical systems in their products  DT2/1.4d    apply their understanding of computing to programme, monitor and control their products. | | Pulleys – recreating Stonehenge  Mechanisms  **DT2/1.2    Make**  DT2/1.2a    select from and use a wider range of tools and equipment to perform practical tasks accurately  DT2/1.2b    select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | |
| **Music** | Carol Concert  Mu2/1.1    play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Mu2/1.5    appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | Mu2/1.2    improvise and compose music for a range of purposes using the interrelated dimensions of music | | Mu2/1.4    use and understand staff and other musical notations  Mu2/1.6    develop an understanding of the history of music.  Mu2/1.3    listen with attention to detail and recall sounds with increasing aural memory | |
| **Other:** |  |  |  |  |  |  |
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