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| **Topic** | **Egyptians**  | **Water** | **Stone Age to Iron Age** |
| **Term** | **Autumn** | **Spring** | **Summer** |
| **English** | Stories in familiar settings FablesExplanationsInformation textsSyllabic poems  | Narrative Newspaper reportsList and kenning poetryPlay scriptsPersuasive language  | Diary entriesStories about Past Times (historical)Balanced ArgumentsNon 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 vibratingSc4/4.1b     recognise that vibrations from sounds travel through a medium to the earSc4/4.1c    find patterns between the pitch of a sound and features of the object that produced itSc4/4.1d    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 increasesInvestigationsSc4/1.1    asking relevant questions and using different types of scientific enquiries to answer themSc4/1.2    setting up simple practical enquiries, comparative and fair testsSc4/1.3    making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersSc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering questionsSc4/1.5    recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesSc4/1.6    reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsSc4/1.7    using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsSc4/1.8    identifying differences, similarities or changes related to simple scientific ideas and processesSc4/1.9    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 electricitySc4/4.2b    construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzersSc4/4.2c    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 batterySc4/4.2d    recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuitSc4/4.2e    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 humansSc4/2.2b    identify the different types of teeth in humans and their simple functionsSc4/2.2c    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 collaborationCo2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentCo2/1.6 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 partsCo2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsCo2/1.7    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 partsCo2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and outputCo2/1.6 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 Yr3PE2/1.2a    swim competently, confidently and proficiently over a distance of at least 25 metresPE2/1.2b    use a range of strokes effectivelyPE2/1.2c    perform safe self-rescue in different water-based situations.NetballPE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingDancePE2/1.1d    perform dances using a range of movement patterns  | Swimming Yr3PE2/1.2a    swim competently, confidently and proficiently over a distance of at least 25 metresPE2/1.2b    use a range of strokes effectivelyPE2/1.2c    perform safe self-rescue in different water-based situations.FootballPE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingGymPE2/1.1c    develop flexibility, strength, technique, control and balance | AthleticsPE2/1.1c    develop flexibility, strength, technique, control and balanceOutdoor Challenge (Wat Tyler)PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a teamCricketPE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **History** | EgyptiansHi2/2.3    Ancient CivilizationsPupils 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 AgeHi2/1.1    Pre-Roman BritainPupils should be taught about changes in Britain from the Stone Age to the Iron Age |
| **Geography** | N/A | Ge2/1.4    Geographical Skills and FieldworkGe2/1.4a    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedGe2/1.3a    describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleGe2/1.3b    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 waterGe2/1.1    Locational KnowledgeGe2/1.1a    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 wordsFL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structuresFL2/1.3a read carefully and show understanding of words, phrases and simple writingFL2/1.4c 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 respondingFL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpFL2/1.3b appreciate stories, songs, poems and rhymes in the languageFL2/1.4b 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 phrasesFL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryFL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly |
| **R.E** | Judaism (Trip Synagogue)MosesThe Jewish home  | Islam Holy Places In IslamThe Qur’anThe Five Pillars of Faith | Sacred Writings in different religions Christianity The BibleIslam The Qur’anJudaism - The Sefer Torah Sikhism - The Guru Granth Sahib |
| **Art & Design** | PaintingObservational DrawingPyrmaidsAr2/1.1    to create sketch books to record their observations and use them to review and revisit ideas  | Water Artists- Painting, Charcoal, PencilAr2/1.1    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. | ClaySketching 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 boxesPneumatic systemsMaterialsDT2/1.1b    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 structuresDT2/1.4b    understand and use mechanical systems in their productsDT2/1.4c    understand and use electrical systems in their productsDT2/1.4d    apply their understanding of computing to programme, monitor and control their products. | Pulleys – recreating StonehengeMechanisms **DT2/1.2    Make**DT2/1.2a    select from and use a wider range of tools and equipment to perform practical tasks accuratelyDT2/1.2b    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 ConcertMu2/1.1    play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionMu2/1.5    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 notationsMu2/1.6    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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