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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | **TERM 5** | **TERM 6** |
| **ENGLISH** | **George’s Marvellous Medicine**Wishing tale*Dialogue to convey character*Instructions*Recipes* | **The Polar Express**Journey tale*Settings***War Game**Recounts*Diary entries and letters home***The Cave of Curiosity**Poetry*Abstract nouns and figurative language* | **Beaver Towers-The Witch’s Revenge**Conquering the monster tale*Suspense***Fantastic Beasts and Where To Find Them**Non-Chronological Reports*Information text linked to animals in Beaver Towers* | Play Scripts*Setting out play scripts* | **The Nowhere Emporium**Finding Tale*Creating atmosphere*Discussion*Linked Science and global issues of conservation/sustainability* | **The Prince, the Cook and the Cunning King**Rags to riches tale*Characterisation***My Friend Walter**Persuasive writing*Persuasive letter to join Sir Walter Raleigh’s crew*Poetry*Poetry linked to rivers* |
| **MATHS** | **Numbers to 10,000***Reading, comparing, ordering, rounding and estimating numbers up to 10,000***Addition and Subtraction within 10,000***Adding and subtracting whole numbers to 10,000* | **Multiplication and division***Mental and written methods**Solving word problems* | **Multiplication and division continued***Written methods**Solving word problems***Graphs***Drawing and reading graphs***Fractions***Counting in hundredths, mixed numbers, equivalent fractions, adding and subtracting fractions* | **Time***Telling the time on a 24 hour clock, minutes, seconds and hours, time duration problems, changing years to weeks, months and days***Decimals***Writing, rounding, comparing and ordering decimals* | **Decimals continued***Writing, rounding, comparing and ordering decimals***Money***Writing amounts of money**Solving money problems***Mass, volume and length** *Measuring and converting between different units* | **Area of figures***Measuring area and surface area***Geometry***Comparing angles, classifying shapes and identifying symmetry***Position and movement***Describing position and movement***Roman Numerals***Writing Roman Numerals* |
| **RE** | **What do Christians believe God is like?** *Creation/Fall* | **What is the Trinity?***Incarnation* | **What kind of a world did Jesus want?***Gospel* | **Why do Christians still remember the events of Holy Week?** *Salvation* | **What does it mean to be a Hindu in Britain today?** *Hinduism* | **Why do some people think that life is a journey and what significant experiences mark this?** *Big Question* |
| **SCIENCE** | **Sound***Big Question: What is an echo?* | **States of Matter***Big Question: Does gas have weight?* | **Electricity***Big Question: What would happen if we did not have electricity?* | **Living things and their habitats***‘Humans have had a positive impact on habitats. Do you agree? Why?’**‘How can you group different living things?’* | **Animals including Humans***‘Which foods are best for us?’* |
| **COMPUTING** | **How do we use technology respectfully, safely and responsibly?***Online Safety* | **How is technology used to share information?***Collaborative Learning*  | **How do we purposefully use technology to create for an audience?***HTML*  | **How can technology be used to collect and present data?***Investigating Weather*  | **How can technology be used to give instructions?***Computational Thinking* | **How can technology be used to give instructions?***Programming: Further Coding with Scratch*  |
| **HISTORY** | **Daily Life in Ancient Rome** |  | **Anglo Saxons, Scots and Vikings***Anglo Saxon and Viking invasion and settlement in Britain. Anglo Saxon and Viking struggle for the Kingdom of England.* |  | **Tudors***The Tudors in Kent!**A study of Henry VIII, Anne Boleyn and local Tudor landmarks.* |  |
| **GEOGRAPHY** |  | **Spatial Sense***Globes and the tropics, scale, changes to our local area over time* |  | **Western Europe***Countries, capital cities, climate and trade. Comparison of London and Paris.* |  | **Rivers** |
| **ART** | **Light***Drawing light and dark, ground and underpainting, tints and shades.* |  | **Space** |  | **African Art** |  |
| **DESIGN AND TECHNOLOGY** |  | **Levers and Linkages***Pop up books* |  |  |  | **Electrical Circuits** |
| **MUSIC** | **Ocarinas** | **Glockenspiel** | **Stop!***Grime-writing lyrics* | **Singing***Lower Key Stage 2 Production* | **Blackbird***The Beatles and the development of pop music* | **Reflect, Rewind and Replay***Revision and deciding what to perform. Listen to Western Classical Music. The language of music.* |
| **PE** | **Swimming****Gymnastics****Fitness**  | **Dance****Badminton** | **Hockey****Football** | **Tennis****Handball** | **Rounders****Cricket** | **Athletics****Tag Rugby** |
| **FRENCH** | **Revise Year 3***Greeting and introducing**Counting to 31**Days of the week and months of the year**Talking about birthdays Colours**Countries**Likes and Dislikes**Body parts and clothing* | **At Home***Saying where they live**Identifying a variety of rooms and types of furniture**Saying what there is in the kitchen**Describing their daily routine* | **My Town***Asking how much something costs and saying prices**Talking about what is in their town**Giving directions**Saying names of shops**Saying the names of items you might buy in a shop* | **Describing People***Saying colours that are useful for describing hair and eyes**Describing physical features**Describing a person’s personality**Saying what they are wearing*Using “*il*” and “*elle*” with “*être*” and “*avoir*” | **The Body***Naming parts of the face**Saying basic verbs in the first person**Saying that something hurts**Naming fairy tale characters**Saying traditional fairy tale locations* | **Sport***Talking about the sports they play**Expressing likes**Detailed vocabulary for football and tennis matches**The use of the verb “savoir”* |
| **PSHE**  | **Relationships***Similarities and Differences**(diversity*) | **Relationships***Bullying* | **Health and Wellbeing***Emotions / Changing and Growing* | **Health and Wellbeing***Aspirations* | **First Aid** | **Living in the Wider World***Economic Awareness / Discrimination* |