

Subject	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (4 weeks)	Summer 2 (7 weeks)
English	Texts Matilda	Texts Matilda	Texts The Lion, The Witch and The Wardrobe Biography – Julie Caesar (CC)	Texts The Lion, The Witch and The Wardrobe	Texts How to Train your Dragon	Texts How to Train your Dragon
Mathematics	Number – Number and place value Number – Addition and subtraction Number – Fractions Geometry – Properties of shapes Statistics – Bar Charts	Number – Number and place value Number – Multiplication and division Number – Addition and subtraction Measurement – Time Geometry – Symmetry	Number – Number and place value (order and compare, rounding) Number – Multiplication and division Number – Fractions Measurement – Perimeter Geometry – Properties of shapes	Number – Addition and subtraction Number – Fractions Measurement – Money problems Measurement – Mass Measurement – Time/use of statistics Geometry – Properties of shapes	Number – Multiplication and division problems Number – Fractions Number – Addition and subtraction Measurement – Volume and capacity Statistics – Pictograms and tables	Number – Number and place value Number – Multiplication and division Geometry – Properties of shapes (2D and 3D) Statistics – Pictograms and tables
Science	Light Identify light sources & discuss the Sun. Establish that light is reflected off things that we see & that darkness is an absence of light. Make sundials. Look at the transparency of various materials & the shadows they form. Make enquiries about shadows.	Forces & Magnets Identify pushes & pulls as forces & explore how things move on different surfaces. Find out about attraction & repulsion by magnetic forces & which materials are magnetic. Look at compasses & uses of magnets. Carry out some enquiries using magnets.	Animals, including humans Find out about food groups & healthy balanced diets. Study the human digestive system & how food is transported around the body. Investigate skeletons & look closely at bones, joints & muscles & compare with animal skeletons. Discover effects of exercise.	Plants Study the parts of flowering plants & their functions, the conditions affecting plant growth & plants as living things. Investigate how water is transported in plants. Describe plant life cycles, in particular how seeds are formed, dispersed & germinate.	Plants Study the parts of flowering plants & their functions, the conditions affecting plant growth & plants as living things. Investigate how water is transported in plants. Describe plant life cycles, in particular how seeds are formed, dispersed & germinate.	Rocks What is under our feet? Pupils are always fascinated by rocks & they describe rocks & compare their properties after tackling exciting activities. Pupils hear how fossils are formed in sedimentary rocks. Discover soil facts & consider different soil types.
Topic Title	Ancient Mayans	UK	The Romans: Help! We're being invaded	Spain vs UK (similarities and differences)	The Vikings and Saxons	The Vikings and Saxons

History	NC13: a non-European society that provides contrasts with British history Ancient Civilisation – Mayans		NC6/7: the Roman Empire and its impact on Britain What impact did the Romans have upon Britain?		NC 8: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
Geography		NC4: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles UK locational knowledge – River Severn/counties/cities		NC5: physical geography: climate zones, biomes, vegetation belts, rivers, mountains, earthquakes and the water cycle. European geography– earthquakes and volcanoes		NC4: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Country Study – Central America
Art/D&T	South American Birds ART NC 1. to create sketch books to record their observations and use them to review and revisit ideas ART NC 2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Photography/Mayan Architecture ART NC 3. about great artists, architects and designers in history	Pattern stencils & fabric printing (William Morris) ART NC 3. about great artists, architects and designers in history DT NC 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Roman Clay Pots DT NC 3. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT NC 6. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Sewing Easter bags DT NC 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT NC 3. 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	Digital Designer ART NC 2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ART NC 3. about great artists, architects and designers in history	Stone Age/Photo Frames DT NC 1 – use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT NC 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Music	Three Little Birds: A Reggae Song by Bob Marley 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Ho, ho, ho!: A Christmas song 2. listen with attention to detail and recall sounds with increasing aural memory	Glockenspiel Stage 2: At Gluttonberry Festival 3. improvise and compose music for a range of purposes using the inter-related dimensions of music	Benjamin Britten – There was a monkey: A Friday Afternoons Song by Benjamin Britten 4. use and understand staff and other musical notations	Let your spirit fly: An R&B Song for Children 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Reflect, Rewind and Replay: Consolidate learning and perform – Year 3 6. develop an understanding of the history of music.

PE	<p>Outdoor and Adventurous NC: Take part in outdoor and adventurous activity challenges both individually and within a team</p> <ul style="list-style-type: none"> - Follow a map in a familiar context. - Use clues to follow a route. - Follow a route safely. 	<p>Dance NC: Perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> - Improvise freely and translate ideas from a stimulus into movement. - Share and create phrases with a partner and small group. - Repeat, remember and perform phrases. 	<p>Games NC: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. NC: Use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> - Throw and catch with control. - Aware of space and use it to support team-mates and to cause problems for the opposition. - Use rules fairly. 	<p>Games NC: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. NC: Use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> - Throw and catch with control. - Aware of space and use it to support team-mates and to cause problems for the opposition. - Use rules fairly. 	<p>Gymnastics NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> - Adapt sequences to suit different types of apparatus and criteria. - Explain how strength and suppleness affect performance. - Compare and contrast gymnastic sequences. 	<p>Athletics NC: Use running, jumping, throwing and catching in isolation and in combination NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> - Run at fast, medium and slow speeds; changing speed and direction. - Take part in a relay, remembering when to run and what to do.
PSHE	<p>Peer Pressure: It's Your Choice PSHE Core theme 1: Influences <u>MS</u> SEAL: Relationships & changes</p> <ul style="list-style-type: none"> • Writing nonsense 'rules' poems • Learning the Green Cross Code • Identifying role models 	<p>The Earth in Our Hands PSHE Core theme 3: Respect for the environment SM_C</p> <ul style="list-style-type: none"> • Crossword • Photosynthesis experiment • Research into renewable energy • Carbon footprint homework activity • Designing leaflets/posters 	<p>Chicken Soup Investigating the traditional chicken soup recipe. Why might this be considered healthy?</p> <ul style="list-style-type: none"> • Completing sheet 'Are You a Healthy Eater?' • Homework: children bring in one healthy recipe from home (template provided) • Make a class collection of healthy eating recipes 	<p>The Two Brothers PSHE Core theme 2: Developing relationships <u>MS</u> SEAL: Getting on and falling out</p> <p>Thinking about the groups you belong to: family, friends, religion, clubs</p> <ul style="list-style-type: none"> • Thinking out how being generous is often reciprocated • Writing top tips for being a good brother/sister/cousin or friend • Discussing the importance of water for farming • Discussing the impact of the Nile in farming in Ancient Egypt • Acting out the story of "Joseph and his coat of many colours" 	<p>Tongue PSHE Core theme 2: Managing emotions S_SC SEAL: Getting on and falling out</p> <p>Discussing the five senses, and how they help us to explore our world</p> <ul style="list-style-type: none"> • Discussing how other creatures use their senses differently; examples given include fish and insects • Exploring how negative comments make us feel • Converting "put downs" into positive comments • Writing tongue twisters. 	<p>Refugees: The Stranger PSHE Core theme 2: Equality & diversity SMSC SEAL: New beginnings</p> <p>Discussing how it feels to be in a country where you do not speak the native language</p> <ul style="list-style-type: none"> • Researching and creating a display about the country/region of origin of a pupil or teacher at school • Writing a short story entitled "A New Pupil Arrives at School" • Establishing a partnership with a school abroad
RE	<p>What do people believe about God? (Christian)</p>	<p>Exploring Key Leaders (Sikhs and Hindus)</p>	<p>What is it like to be a Hindu? (Hindus)</p>	<p>What do we celebrate and why? (Christian, Muslim, Sikh)</p>		

Languages					<p>Spanish</p> <p>1. listen attentively to spoken language and show understanding by joining in and responding</p> <p>2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Spanish</p> <p>3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4. speak in sentences, using familiar vocabulary, phrases and basic language structures</p>
Computing	<p>E-Safety</p> <p>Digital Researcher The use of the internet and online resources to gather information. May include the use of social media and collaborative ways of working. Should include an understanding of issues such as e-safety, copyright and validity and reliability of information gathered.</p> <p>Digital Presenter Combines the use of technology to deliver image-rich and visually appealing presentations with the presentation skills to engage an audience (physical and virtual). Can include online tools to make presentations more engaging, interactive, or reachable to a diverse audience. Presentations could use a range of media/sources e.g. images from Flickr, video clips from YouTube etc.</p>	<p>Digital Data Handler The use of technology to gather, present, manipulate and analyse information. Methods of data collection may include online surveys, sensing and data logging systems – information may be dynamic and presented in real time or stored for use at a later date.</p>	<p>E-Safety Recap</p> <p>Digital Programmer Understanding key programming / computer science terminology in the new Computing Curriculum. Writing computer programs or games, from simple control technology through graphical programming tools to text-based computer languages. Testing, debugging and modifying programs.</p>	<p>Digital Broadcaster The use of technology to produce either live 'radio' broadcasts or a recorded podcasts. Should include elements of scripting and techniques commonly used by professional broadcasters. Should also promote an understanding of associated legal issues such as copyright.</p> <p>(Berrybrook Radio Station)</p>	<p>Digital Publisher Includes the digital publication of e-books, EPUBs, digital magazines and the development of digital libraries. Electronic publishing is increasingly used for publications that readers might not be able to find in standard form. The learner may read the published content on a website, in an application on a tablet device, or in a PDF on a computer.</p>	<p>E-Safety Recap</p> <p>Digital Designer The use of technology (Computer Aided Design) in the creation, modification, analysis and optimization of a design. CAD output is often in the form of electronic files for print, machining, or other manufacturing operations. CAD software uses either vector based graphics or graphics showing the overall appearance of designed objects. The output of CAD must convey information, such as materials, processes, dimensions, and tolerances.</p>