	Autumn term		Spring term		Summer term	
Texts studied:	Belonging by Jeanie Baker	Pirates: Piratology Pirates and Pistols Top ten worst pirates	Pirates: Piratology Jake Carpenter: Cabin Boy Treasure Island Pirates and Pistols Top ten worst pirates	Tales of Ancient Egypt by Michael Rosen Ancient Egypt- Tales of Gods and Pharaohs By Marcie Williams The Plot on the Pyramid by Terry Deary There's a Pharoah in our bath By Jeremey Strong	Stone Age news The Stone Boy Ug -Boy Genius of the Stone Age The Firework maker's daughter Mouse, Snake, Bird, Wolf	Playscripts
Writing genres include:	Poetry	Fact File	Adventure Story Postcard	Description Non Chronological Report	Persuasive	Playscript

Maths	**Number and Place Value**
	
	 • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
	 • recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
	 • compare and order numbers up to 1000
	 • identify, represent and estimate numbers using different representations
	 • read and write numbers up to 1000 in numerals and in words
	 • solve number problems and practical problems involving these ideas.
	
	 Addition and Subtraction
	
	 • add and subtract numbers mentally, including:
	
	     • a three-digit number and ones
	     • a three-digit number and tens
	     • a three-digit number and hundreds
	
	 • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	 • estimate the answer to a calculation and use inverse operations to check answers					

- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions (including decimals and percentages)

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $^5/_7 + {}^1/_7 = {}^6/_7$]
- compare and order unit fractions, and fractions with the same denominator
- solve problems that involve all of the above.

Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry - properties of space

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn

- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Science					
	Moving and Growing (Animals including Humans) **How can Usain Bolt move so quickly?** • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Teeth and Eating (animals including humans)** **What happens to the food we eat?** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.	**Helping plants grow well** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Volcanoes/Rocks and Soils** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. **Magnets and Frictions (Science Week)** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. •

				• the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	
History			**Ancient Egypt** **Depth C** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	**Stone Age to Iron Age** **Skim C** • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	
Geography	**United Kingdom** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • locate the world's countries, using maps to focus on Europe				

P.E.	**Multi-skills** • use running, jumping, throwing and catching in isolation and in combination **Circuits / parachutes** • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	**Dance** • perform dances using a range of movement patterns **Gymnastics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics	**Swimming** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. **Dance/Gymnastics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics • perform dances using a range of movement patterns	**Swimming** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. **Football/netball/Rugby** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Athletics (multiskills)** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Cricket/tennis / golf** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Art **D.T.**	**Graffiti- Banksey** about great artists, architects and designers in history.	**Christmas art**	**Pirate portraits** **Clay modelling- teeth** • 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] **Pop up books** • use research and develop design criteria to inform the design of innovative, functional, appealing	**Hieroglyphics** **Paper making** **Clay pots** • 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	**Cave and rock art** **Investigate ancient cave art in France, Spain, North America.** • to create sketch books to record their observations and use them to review and revisit ideas

			products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			
COMPUTING	**2.4 WORD PROCESSING WE ARE RESEARCHERS-** TEETH EATING MOVING AND GROWING ENG DESIGN PSHCE HIS GEOG **3.4 WE ARE NETWORK ENGINEERS** DT GEOG SC **THINKMYSELF WEB SITE** Pupils should be taught: **2.4** 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. Be discerning in evaluating digital content use technology safely, respectfully and responsibly;	**5.4 E-SAFETY WE ARE WEB DESIGNERS** PSHCE ENG Pupils should be taught: **5.4** -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 -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively, Appreciate how search results are selected and ranked and be discerning in evaluating digital content	**5.6 WE ARE ARCHITECTS** MA SC ART DESIGN DT **4.1 WE ARE SOFTWARE DEVELOPERS-CODING** MA **3.2 WE ARE BUG FIXES-** ENG MA SC Pupils should be taught: **4.1** Design, write and debug programs that accomplish specific goals, Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **3.2-** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**3.1 WE ARE PROGRAMMERS-** ANIMATION-MARVEL OR SCRATCH ART DESIGN ENG MUSIC **5.3 WE ARE ARTISTS-** ANCIENT EGYPT ART DESIGN MATH HIS GEOG Pupils should be taught: **3.1-** Design, write and debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors	**4.2 WE ARE TOYMAKERS** (INPUT/OUTPUT)MORE ABLE TO USE SCRATCH DT MUSIC LANGUAGE ENG CODING.org Pupils should be taught: **4.2** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **coding** Use sequence, selection, and repetition in programs Use logical reasoning to explain how some simple	**WE ARE STATICIANS-** SPREADSHEETS MA ENG HIS **3.6 WE ARE OPINION POLLSTERS** ENG MA PSHCE Pupils should be taught: -appreciate how results are selected and ranked, and be discerning in evaluating digital content -select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **3.6** 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

	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **3.4-** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, SCIENCE Data loggers to be used in class Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use search technologies effectively. Use search technologies effectively.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals **5.6**-use search technologies effectively, appreciate how results are selected and ranked, evaluating digital content -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.	in algorithms and programs. **-** Select, use and combine a variety of software to design and create **5.3** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	algorithms work and to detect and correct errors in algorithms and programs.	content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web.for communication
Music	**Music afternoons- 1 every half term** **Recorders** **Class Orchestra** **Serious Jocking** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.			**Drumming** **Signing** **Boom whackers** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.		

SMSC	**S**	SEALS: New Beginnings School council caps elections Responsibility Cap applications	SEALS: Getting on and falling out Anti Bullying Olds folks tea Christmas nativity production Ewanriggs Got talent Remembrance Day Firework safety Christmas choir performance	SEALS: Going for goals Easter fayre	SEALS: Good to be me Rock Challenge	SEALS: Relationship Residential trips	SEALS: Changes Sports day Summer performance
	M	Feelings and relationships (Assembly & PCSO Visit) Different relationships Friendship Playground behaviour Bullying Cybersafety		Money (Assembly) Can we afford it? Where money comes from Money differences Where money goes Savings accounts <div align=center>Value for money</div>		Choices (Assembly) Making choices Expressing opinions Hobbies and sport Choosing a career Choosing a present <div align=center>Using money wisely</div>	
	S	Church visit - Nativity RE Immersion Day – Sacred Texts and Stories (AT1 – Learning about religion & AT2 – Learning from religion) Lower School – Hinduism, Islam and Judaism		Church visit - Easter RE Immersion Day – Responsibility and Duty (AT1 & AT2) Lower School – Hinduism, Islam and Judaism		Church visit – presentation assembly RE Immersion Day – Gods/Deities/Important figures (AT1 & AT2) Lower School – Hinduism, Islam and Judaism	
		10 week block – Traditions and Festivals(AT1 & AT2) Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism			10 week block – Traditions and Festivals(AT1 & AT2) Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism		
	C	<div align=center>Immersion day: British values</div> - Democracy - Rule of law - Individual liberty - Mutual respect - Tolerance of others Royal family and national anthem British Values Immersion afternoon (Upper School and Lower School) Democracy, Rule of Law and Individual Liberty			Residential international visit British Values Immersion afternoon (Upper School and Lower School) Royal Family		

Children work in a 10 week cycle of Cooking, Religious Education and PSHCE