



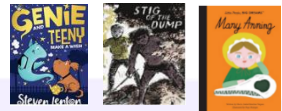







## AUTUMN TERM

Writing:	Maths:	Reading:	Science:
<p><b>Books we will be studying:</b></p>  <p><b>Genres of writing taught:</b></p> <ul style="list-style-type: none"> <li>• Familiar authors</li> <li>• Adventure/mystery stories</li> <li>• Diaries</li> <li>• Recounts</li> <li>• Biographies</li> </ul> <p><b>Skills we will be focusing on:</b>            Using noun phrases to add detail            Using a range of conjunctions            Using organisational and language features            Using fronted adverbials for time            Using time to move the action on            Using a range of verbs and adjectives for specific impact            Using first and third person            Using adverbs for modification            Understanding and using technical, topical language</p>	<p>We follow the White Rose Maths approach to Maths in school, using Power Maths workbooks to support pupils in applying taught knowledge.</p> <p>This term, pupils' learning will focus on:</p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• <b>Place value</b> (representing and partitioning numbers to 1000, finding 1/10/100 more/less, estimating, comparing, and ordering to 1000)</li> <li>• <b>Addition and subtraction</b> (number bonds to 10, add and subtract 1s/10s/100s, adding and subtracting crossing 10s and 100s, adding and subtracting no exchange, add/subtract 2-digit numbers, estimating and inverse)</li> <li>• <b>Multiplication and division</b> (using arrays, multiples of 2,5,10, sharing and grouping, multiply and divide by 3, 4 and 8. Consolidate times tables 2,3,4,5,8)</li> </ul>	<p><b>Books we will be enjoying:</b></p>  <p><b>Skills we will be focusing on:</b></p> <ul style="list-style-type: none"> <li>• <b>Word reading</b> (using root words to understand meaning, prefixes, and suffixes)</li> <li>• <b>Vocabulary</b> (to check the meaning of words and discuss words that have captured their interest)</li> <li>• <b>Explaining choice and viewpoint</b> (discuss features of a wide range of text types)</li> <li>• <b>Retrieval</b> (using the contents page and subheadings)</li> <li>• <b>Interpret and infer</b> (studying character's thoughts, feelings, and motivations)</li> <li>• <b>Predict</b> (justifying using evidence)</li> <li>• <b>Sequence/summarise</b> (summarising main points)</li> <li>• <b>Perform</b> (using appropriate tone)</li> </ul>	 <p><b>Animal nutrition and the skeletal system</b></p> <p>This biology project teaches pupils about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeletons.</p>

Geography:	History:	RE & PSHE:	PE:
 <p><b>One planet, our world</b></p> <p>During this project, pupils are taught to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and conduct fieldwork to discover how land is used in the locality.</p>	 <p><b>Through the Ages</b></p> <p>This project teaches pupils about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention, and technological advancement.</p>	<p><b>PSHE</b></p> <p>There are 2 topics we will be exploring from the 'Health and Wellbeing' and 'Relationships' strands this term:</p> <ul style="list-style-type: none"> <li>• <b>How can we be a good friend?</b> How friendships support wellbeing How to recognise loneliness and how to support each other How to build good friendships How to manage difficulties and resolve disputes</li> <li>• <b>What keeps us safe?</b> How to recognise hazards How to keep ourselves safe What to do in an emergency</li> </ul> <p><b>RE:</b></p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> <li>• Sharing and being generous</li> <li>• Caring for others, animals, and the environment</li> <li>• Creating unity and harmony</li> <li>• Participating and being willing to lead</li> </ul>	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> <li>• <b>Fundamentals</b> (balance, changing speed when running, jumping, hopping, landing, skipping)</li> <li>• <b>Ball skills</b> (tracking, throwing, catching, dribbling, sending a pass)</li> </ul> <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> <li>• <b>Gymnastics</b> (points and patches balances, jumps, rolls, sequencing alone and with a partner)</li> <li>• <b>Fitness</b> (speed, strength co-ordination, agility, balance, stamina)</li> </ul>
Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> <li>• <b>Connecting computers</b></li> <li>• <b>Stop-frame animation</b></li> </ul>	<p>During music lessons this term, pupils will be continuing to learn to play the recorder. This began in year 2 and continues until Christmas in year 3.</p>	 <p><b>Contrast and complement</b></p> <p>Pupils learn about colour theory, studying the colour wheel and colour mixing. They will explore tertiary, complementary, and analogous colours.</p>  <p><b>Prehistoric pots</b></p> <p>Pupils learn about Bell Beaker pottery, exploring different clay techniques, making, and decorating a Bell Beaker-style pot.</p>	 <p><b>Cook well, eat well</b></p> <p>This project teaches pupils about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. Pupils choose and make a taco filling according to specific design criteria.</p>


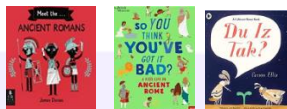


## SPRING TERM





Writing:	Maths:	Reading:	Science:
<p><b>Books we will be studying:</b></p>  <p><b>Genres of writing taught:</b></p> <ul style="list-style-type: none"> <li>Poetry – calligrams</li> <li>Stories which raise issues</li> <li>Letters</li> <li>Non-chronological reports</li> <li>Persuasive adverts</li> </ul> <p><b>Skills we will be focusing on:</b></p> <p>Generating verbs and adjectives for specific impact</p> <p>Generating effective noun phrases</p> <p>Subordination</p> <p>Use of commas</p> <p>Generate appropriate resolutions</p> <p>Paragraphs and linking phrases</p> <p>Using specific technical vocabulary in sentences</p> <p>Using language to match a specific purpose</p> <p>Using linking words</p>	<p>We follow the White Rose Maths approach to Maths in school, using Power Maths workbooks to support pupils in applying taught knowledge.</p> <p>This term, pupils' learning will focus on:</p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li><b>Multiplication and division</b> (multiplies of 10, reasoning, 2d x 1d no exchange, multiply with exchange, divide 2d by 1d with remainders,</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li><b>Length</b> in mm, cm, and m, comparing and adding lengths,</li> <li><b>Perimeter</b> – measuring and calculation</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Compare and order unit fractions, numerators, and denominators, comparing and ordering, equivalent fractions on number lines and bar models)</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li><b>Using scales</b> to measure mass in g/kg</li> <li><b>Volume and capacity</b> (measuring in ml/l, equivalents, adding)</li> </ul>	<p><b>Books we will be enjoying:</b></p>  <p><b>Skills we will be focusing on:</b></p> <ul style="list-style-type: none"> <li><b>Word reading</b> (using tone, intonation and volume when reading aloud, reading independently)</li> <li><b>Vocabulary</b> (identify how language choices help to build meaning)</li> <li><b>Explaining choice and viewpoint</b> (identify how language, structure and presentation contribute to meaning)</li> <li><b>Retrieval</b> (using skimming and scanning)</li> <li><b>Interpret and infer</b> (ask and answer inference questions)</li> <li><b>Predict</b> (using prior knowledge to inform predictions)</li> <li><b>Sequence/summarise</b> (identifying themes from a range of texts)</li> <li><b>Perform</b> (using appropriate tone and volume)</li> </ul>	 <p><b>Forces and magnets</b></p> <p>This physics project teaches pupils about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials.</p>

Geography:	History:	RE & PSHE:	PE:
 <p><b>Rocks, relics, and rumbles</b></p> <p>During this geography project, pupils are taught about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic, and seismic activity.</p>	<p><i>History is not taught within an explicit topic this term. Pupils will continue to retrieve their historical knowledge from last term via regular retrieval practice. They will also use some of their history skills in their Geography lessons.</i></p>	<p><b>PSHE</b></p> <p>There are 2 topics we will be exploring this half term from our 'Relationships' and 'Living in the wider world' strands:</p> <ul style="list-style-type: none"> <li>• <b>What are families like?</b> How families differ from each other How people in families should care for each other How to ask for help or advice</li> <li>• <b>What makes a community?</b> How we belong to different groups and communities What is meant by a diverse community How communities make everyone feel included How to be respectful</li> </ul> <p><b>RE:</b></p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> <li>• Being fair and just</li> <li>• Being accountable and living with integrity</li> <li>• Remembering roots</li> <li>• Being loyal and steadfast</li> </ul>	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> <li>• <b>Dodgeball</b> (throwing with accuracy, jumping, dodging, catching)</li> <li>• <b>Dance</b> (creating actions in response to a stimulus, using dynamics and choreography)</li> </ul> <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> <li>• <b>Yoga</b> (exploring breath and movement, flexibility, and strength)</li> <li>• <b>Football</b> (ball control, dribbling, passing, changing direction with the ball, tracking opponents)</li> </ul>
Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> <li>• <b>Sequencing sounds</b></li> <li>• <b>Branching databases</b></li> </ul>	<p>During music lessons this term, pupils will complete two units from Charanga.</p> <ul style="list-style-type: none"> <li>• <b>Three little birds</b></li> <li>• <b>The dragon song</b></li> </ul> <p>During each unit, pupils will be using their voices, recorders, glockenspiels, and keyboards. They will compose, improvise, and perform their pieces.</p>	 <p><b>Ammonite</b></p> <p>This project teaches pupils about artistic techniques used in sketching, sculpture, and printmaking.</p>  <p><b>People and Places</b></p> <p>Pupils will learn about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.</p>	 <p><b>Making it move</b></p> <p>This project teaches pupils about cam mechanisms. They experiment with different shaped cams before designing, making, and evaluating a child's automaton toy.</p>



## SUMMER TERM

Writing:	Maths:	Reading:	Science:
<p><b>Books we will be studying:</b></p>  <p><b>Genres of writing taught:</b></p> <ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Recount (diary)</li> <li>• Explanation</li> <li>• Informal persuasive letter</li> <li>• Poets and their poems</li> </ul> <p><b>Skills we will be focusing on:</b></p> <p>Complex sentences and subordination Using characters to describe a setting Linking openers Using topic sentences to introduce a paragraph Using pronouns to link ideas in a paragraph Using appropriate organisational features of a text Understanding how effective adjectives, verbs and adverbs form effective description Establish viewpoint and matching language Language for emotion Using similes to enhance description</p>	<p>We follow the White Rose Maths approach to Maths in school, using Power Maths workbooks to support pupils in applying taught knowledge.</p> <p>This term, pupils' learning will focus on:</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• <b>Reasoning with fractions</b> (adding, subtracting, unit and non-unit fractions)</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Money</b> (£, p, adding and subtracting amounts, finding change)</li> <li>• <b>Time</b> (Roman numerals, telling the time to the minute, converting past and to the hour, am/pm, years, months, and days, problem-solving with time)</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• <b>Shape</b> (comparing angles, right angles in shapes, measuring and drawing accurately, parallel, and perpendicular, recognise and describe 2D and 3D shapes, making 3D shapes)</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Pictograms</li> <li>• Bar charts</li> <li>• Collecting and representing data</li> <li>• Two-way tables</li> </ul>	<p><b>Books we will be enjoying:</b></p>  <p><b>Skills we will be focusing on:</b></p> <ul style="list-style-type: none"> <li>• <b>Word reading</b> (reading with meaning using cues, responding to punctuation)</li> <li>• <b>Vocabulary</b> (finding meaning of words using substitution)</li> <li>• <b>Explaining choice and viewpoint</b> (recognising authorial choice and its purpose)</li> <li>• <b>Retrieval</b> (applying retrieval skills to fiction and non-fiction)</li> <li>• <b>Interpret and infer</b> (make inferences about actions or events)</li> <li>• <b>Predict</b> (using details from the text to form new predictions)</li> <li>• <b>Sequence/summarise</b> (make simple notes from one source of writing)</li> <li>• <b>Perform</b> (using appropriate intonation, tone, volume, and action)</li> </ul>	 <p><b>Plant nutrition and reproduction</b></p> <p>During this biology project, pupils will learn about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.</p>  <p><b>Light and shadows</b></p> <p>This physics project teaches pupils about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.</p>

Geography:	History:	RE & PSHE:	PE:
<p><i>Geography is not taught within an explicit topic this term.</i></p> <p><i>Pupils will continue to retrieve their geographical knowledge from last term via regular retrieval practice.</i></p> <p><i>They will also use some of their geography skills in their History lessons.</i></p>	 <p><b>Emperors and Empires</b></p> <p>This project teaches pupils about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p>	<p><b>PSHE</b></p> <p>There are 2 topics we will be exploring this half term from our 'Health and Wellbeing' strand:</p> <ul style="list-style-type: none"> <li>• <b>Why should we eat well and look after our teeth?</b></li> </ul> <p>How to eat a healthy diet  How to maintain good oral hygiene  How people make choices about what to eat and drink  How to ask for advice about health and dental care</p> <ul style="list-style-type: none"> <li>• <b>Why should we keep active and sleep well?</b></li> </ul> <p>How regular physical activity benefits our bodies  How to be active on a daily basis  How lack of physical activity can affect wellbeing  How to seek support</p> <p><b>RE:</b></p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> <li>• Being open, honest, and truthful</li> <li>• Being attentive to the sacred as well as the precious</li> <li>• Being courageous and confident</li> <li>• Being hopeful and visionary</li> </ul>	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> <li>• <b>Outdoor and Adventurous Activities</b> (co-operation and teamwork, orientating using a map, developing trust)</li> <li>• <b>Tennis</b> (racket and ball control, forehand and two-handed backhand)</li> </ul> <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> <li>• <b>Cricket</b> (overarm bowling, batting technique, overarm bowling, mini cricket rules)</li> <li>• <b>Athletics</b> (springing, changeover in relay, jumping, throwing distance, performing skills )</li> </ul>
Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> <li>• <b>Desktop publishing</b></li> <li>• <b>Events and actions in programs</b></li> </ul>	<p>During music lessons this term, pupils will complete two units from Charanga.</p> <ul style="list-style-type: none"> <li>• <b>Bringing us together</b> - Pupils will be using their voices, recorders, glockenspiels, and keyboards. They will compose, improvise, and perform.</li> <li>• <b>Exploring sound</b> – pupils will compose, use graphic notation, and sound design.</li> </ul>	 <p><b>Beautiful botanicals</b></p> <p>During this project, pupils will create natural weavings, two-colour prints, and beautiful and detailed botanical paintings of fruit.</p>  <p><b>Mosaic masters</b></p> <p>Pupils will learn about the history of mosaics, focusing on the colours, patterns and themes found in Roman mosaic.</p>	 <p><b>Greenhouse</b></p> <p>Pupils will learn about the purpose, structure, and design features of greenhouses, and compare the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.</p>