

| CYCLE A                    | Autumn  | Spring   | Summer  |
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| <p>1<sup>st</sup> Half</p> | <p><b>HIS:</b><br/>Ancient Egypt<br/>The achievements of the Ancient Egyptians and an in-depth study of the civilisations.</p> <p><b>SC:</b><br/>Rocks Soils and Fossils<br/>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br/>describe in simple terms how fossils are formed when things that have lived are trapped within rock<br/>recognise that soils are made from rocks and organic matter.</p> <p><b>ART &amp; DT(Suggested Objectives)</b><br/>to create sketch books to record their observations and use them to review and revisit ideas<br/><br/>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]<br/><br/>about great artists, architects and designers in history.</p> <p><b>Computing :</b><br/>Authoring (see Separate planning)<br/><b>PE: (PE Planning Toolkit)</b><br/>Swimming<br/>Football<br/><b>LIT: (See Separate planning sheets)</b><br/>Adventure Stories (Year 3 – 5 weeks)<br/>Vocabulary Building ( Year 3 – 2 weeks)<br/><b>MATHS: (See Separate planning sheets)</b><br/>Blocks A- E</p> | <p><b>SC :</b><br/>Into Space (topic)<br/>Forces, Magnets<br/>compare how things move on different surfaces<br/>notice that some forces need contact between two objects, but magnetic forces can act at a distance<br/>observe how magnets attract or repel each other and attract some materials and not others<br/>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials<br/>describe magnets as having two poles<br/>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>ART &amp; DT(Suggested Objectives)</b><br/>to create sketch books to record their observations and use them to review and revisit ideas<br/><br/>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]<br/><br/>about great artists, architects and designers in history.</p> <p><b>Computing:</b><br/>Developing Communication (see Separate planning)<br/><b>LIT: (See Separate planning sheets)</b><br/>Story settings (Year 4 – 3 weeks)<br/>Explanations (Year 3 – 2 weeks)<br/>Vocabulary Building (Year 4 – 1 week)<br/><b>PE: (PE Planning Toolkit)</b><br/>Tennis/Badminton/Volleyball (choose 1)<br/>Gymnastics<br/><b>MATHS: (See Separate planning sheets)</b><br/>Blocks A- E</p> | <p><b>HIS &amp; GEOG (Including Local Study)</b><br/>Village Settlers<br/><b>HISTORY A</b> local history study<br/><b>EXAMPLES</b><br/>a depth study linked to one of the British areas of study listed above<br/>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)<br/>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.<br/><b>GEOG</b><br/>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies<br/><br/>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>SC :</b><br/>All living things and their habitats<br/>recognise that living things can be grouped in a variety of ways<br/>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br/>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>ART &amp; DT(Suggested Objectives)</b><br/>to create sketch books to record their observations and use them to review and revisit ideas<br/><br/>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]<br/><br/>about great artists, architects and designers in history.</p> <p><b>Computing:</b><br/>Accuracy Counts (see Separate planning)<br/><b>LIT: (See Separate planning sheets)</b><br/>Traditional Tales ( Year 3 – 3 weeks)<br/>Poetry - Haiku, Tanka and kennings (year 3 – 2 weeks)<br/>Discussion ( year 4 – 2 weeks)<br/><b>PE: (PE Planning Toolkit)</b><br/>Athletics<br/>Rounders<br/><b>MATHS: (See Separate planning sheets)</b><br/>Blocks A- E</p> |

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|----------------------|--|---|--|
| 2 <sup>nd</sup> Half | <p><b>HIS:</b><br/>Ancient Egypt<br/>The achievements of the Ancient Egyptians and an in-depth study of the civilisations</p> <p><b>SC:</b><br/><u>Rocks Soils and Fossils</u><br/>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br/>describe in simple terms how fossils are formed when things that have lived are trapped within rock<br/>recognise that soils are made from rocks and organic matter.</p> <p><b>ART &amp; DT (Suggested Objectives)</b><br/>to create sketch books to record their observations and use them to review and revisit ideas<br/><br/>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]<br/><br/>about great artists, architects and designers in history.</p> <p><b>Computing :</b><br/>Authoring (see Separate planning)<br/><b>PE: (PE Planning Toolkit)</b><br/>Swimming<br/>Rugby<br/><b>LIT: (See Separate planning sheets)</b><br/>Recounts (Year 3 – 2 weeks)<br/>Riddles (Year 4 – 1 week)<br/>Writing and Performing a play ( Year 4 – 2 weeks)<br/><b>MATHS: (See Separate planning sheets)</b><br/>Blocks A- E</p> | <p><b>SC :</b><br/>Into Space (topic)<br/><b>Electricity</b><br/>identify common appliances that run on electricity<br/>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br/>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 battery<br/>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br/>recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>ART &amp; DT(Suggested Objectives)</b><br/>to create sketch books to record their observations and use them to review and revisit ideas<br/><br/>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]<br/><br/>about great artists, architects and designers in history.</p> <p><b>Computing:</b><br/>Developing Communication (see Separate planning)<br/><b>LIT: (See Separate planning sheets)</b><br/>Report ( Year 3 – 3 weeks)<br/>Writing and performing a play (Year 3 – 2 weeks)<br/>Vocabulary Building ( Year 3 – 1 week)<br/><b>PE: (PE Planning Toolkit)</b><br/>Netball/Basketball (Choose 1)<br/>Dance<br/><b>MATHS: (See Separate planning sheets)</b><br/>Blocks A- E</p> | <p><b>SC :</b><br/>Animals and Living things (TOPIC)<br/><b>Main Objectives</b><br/> <ul style="list-style-type: none"> <li>Animals including humans</li> </ul> <b>Main Objectives</b><br/>           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<br/>           identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br/><br/>           describe the simple functions of the basic parts of the digestive system in humans<br/>           identify the different types of teeth in humans and their simple functions<br/>           construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>ART &amp; DT(Suggested Objectives)</b><br/>to create sketch books to record their observations and use them to review and revisit ideas<br/><br/>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]<br/><br/>about great artists, architects and designers in history.</p> <p><b>Computing:</b><br/>Accuracy Counts (see Separate planning)<br/><b>LIT: (See Separate planning sheets)</b><br/>Take one book project (year 4 – 2 weeks)<br/>Instructions (year 3 – 2 weeks)<br/>Take one poet appreciation ( Year 4 – 2 weeks)<br/><b>PE: (PE Planning Toolkit)</b><br/>OAA (Outside of school)<br/>Athletics<br/>Gymnastics<br/><b>MATHS: (See Separate planning sheets)</b><br/>Blocks A- E</p> |

| CYCLE B              | Autumn  | Spring  | Summer   |
|----------------------|---|---|--|
| 1 <sup>st</sup> Half | <p><b>HIST:</b><br/>Life in Britain in the Stone and Iron Ages</p> <p><b>SC:</b><br/>States of matter</p> <p><b>Computing :</b><br/>Bringing Images to Life</p> <p><b>PE:</b><br/>Swimming<br/>Hockey</p> <p><b>LIT:</b><br/>Traditional Tales Fables (Year 3 – 2 weeks)<br/>Narrative Poetry ( Year 4 – 2 weeks)<br/>Take one Book Project (Year 3 – 2 weeks)</p> <p><b>MATHS:</b><br/>Blocks A- E</p> | <p><b>HIST :</b><br/>What did the Romans do for us?</p> <p><b>SC :</b><br/>Sound</p> <p><b>Computing:</b><br/>Programming and Games</p> <p><b>LIT:</b><br/>A story/stories with a theme (Year 4 – 4 weeks)<br/>Vocabulary Building ( Year 3 – 1 week)</p> <p><b>PE:</b><br/>Tennis/Badminton/Volleyball (choose 1)<br/>Dance</p> <p><b>MATHS:</b><br/>Blocks A- E</p> | <p><b>GEOG:</b><br/>Weather around the World</p> <p><b>SC :</b><br/>Light and Shadows</p> <p><b>Computing:</b><br/>Keeping Informed</p> <p><b>LIT:</b><br/>Traditional Tales Myths (Quests) (Year 4 – 4 weeks)<br/>Explanation (year 4 – 2 weeks)<br/>Vocabulary Building (Year 4 – 1 week)</p> <p><b>PE:</b><br/>Cricket<br/>Athletics</p> <p><b>MATHS:</b><br/>Blocks A- E</p> |
| 2 <sup>nd</sup> Half | <p><b>HIST:</b><br/>Life in Britain in the Stone and Iron Ages</p> <p><b>SC:</b><br/>People in Action</p> <p><b>Computing :</b><br/>Bringing Images to Life</p> <p><b>PE:</b><br/>Swimming<br/>Rugby/Football</p> <p><b>LIT:</b><br/>Reports ( Year 4 – 4 weeks)<br/>Limericks ( Year 3 – 2 weeks)</p> <p><b>MATHS:</b><br/>Blocks A- E</p>   | <p><b>HIST :</b><br/>What did the Romans do for us?</p> <p><b>SC :</b><br/>Sound</p> <p><b>Computing:</b><br/>Programming and Games</p> <p><b>LIT:</b><br/>Persuasive letter writing (Year 3 – 3 weeks)<br/>Take one Poet (Year 3 – 2 weeks)</p> <p><b>PE:</b><br/>Netball/Basketball (choose 1)<br/>Dance</p> <p><b>MATHS:</b><br/>Blocks A- E</p>                   | <p><b>GEOG:</b><br/>Weather around the World</p> <p><b>SC :</b><br/>Plants</p> <p><b>Computing:</b><br/>Keeping Informed</p> <p><b>LIT:</b><br/>Take one Book Project (Year 4 – 2 weeks)<br/>Persuasion (Year 4 – 3 weeks)<br/>Vocabulary Building (Year 4 – 2 weeks)</p> <p><b>PE:</b><br/>Athletics<br/>Gymnastics</p> <p><b>MATHS:</b><br/>Blocks A- E</p>                    |