

SUBJECT	THEMES/TOPICS						
English	<p><u>Narrative</u>: fairy tales/folk tales, Novel as a theme, Play scripts.</p> <p><u>Non-fiction</u>: Recounts, Diaries, Non-chronological report, Persuasive letters, explanation text, Recount: Biography, Discussion: for and against.</p> <p><u>Poetry</u>: Poems on a theme, poems with a structure e.g. shape, calligrams, rhyming couplets.</p>						
Science	<ol style="list-style-type: none"> Our Changing World: Plants - 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. The Power of Forces: Forces and Magnets - 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 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. How Does Your Garden Grow? Plants - 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. Rock Detectives Rocks - 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. Can You See Me? Light - Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. Amazing Bodies: Animals Including Humans: 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. 						
Mathematics		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Place value	Counting Multiplication tables (3x, 4x)	Place value Mental addition and subtraction	2D and 3D shape incl. sorting	Multiplication facts (statistics)	Place value (measures)	
Week 2	Place value and mental calculation	Written and mental multiplication	Fractions	Addition and subtraction (statistics)	Addition and subtraction (measures)	Mental calculation	
Week 3	2D shape Length incl. perimeter	Written and mental division	Fractions Division	Fractions	Multiplication and division (measures)	Fractions	
Week 4	Statistics Mental calculation	Time	Volume and capacity Mass	Position and direction	2D shape incl. sorting	Measures	
Week 5	Written addition	3D shape	Multiplication incl. 8x table	Time	Decimals Addition and subtraction (money)	Statistics	
Week 6	Written subtraction	Assess and review week	Multiplication (statistics, measures, money)	Assess and review week	3D shape incl. sorting	Assess and review week	
Computing	<p><i>In line with the National Curriculum Programme of Study</i></p> <p>3.1 We are programmers: Programming an animation - <i>Programming</i></p> <p>3.2 We are bug fixers: Finding and correcting bugs programs – <i>Computational Thinking</i></p> <p>3.3 We are presenters: Videoing performance - <i>Creativity</i></p> <p>3.4 We are network engineers: Exploring computer networks, including the internet – <i>Computer Networks</i></p>						

	<p>3.5 We are communicators: Communicating safely on the internet – <i>Communication/Collaboration</i></p> <p>3.6 We are opinion pollsters: Collecting and analysing data - <i>Productivity</i></p> <p>'Rising Stars: Switched on Computing' Scheme of Work</p>
D&T	<p>from the National Curriculum Programme of Study</p> <p>Canopic Jars</p> <p>Links: History, English, Art, ICT research.</p> <p>Cooking a variety of dishes in the Food lab FOOD</p> <p>Links: Literacy: Info texts, Science: Teeth & Healthy Eating, ICT: databases</p> <p>Puppets TEXTILES(suggest Summer Term)</p> <p>Links: Literacy: Instructional texts & writing, Performance poetry, Science: Materials , ICT: communicating info using text, labelling & classifying</p>
Humanities	<p>from the National Curriculum Programme of Study</p> <p>History</p> <ul style="list-style-type: none"> • The Bronze Age – Changes in Britain from the Stone Age to the Iron Age. Focus on Bronze Age religion, technology and travel including the building of Stonehenge. • The Ancient Egyptians – A study of the achievements of the earliest civilizations including an overview of when and where the first civilizations appeared and an in-depth study of Ancient Egypt. • The Roman Empire - A study of the Roman Empire and its impact on Britain including the power of the Roman army by AD 42 and British resistance including Boudica. <p>Geography</p> <ul style="list-style-type: none"> • Earthquakes and Volcanoes – Describe and understand the key aspects of earthquakes and volcanoes including location, cause, impact and one in-depth study of a significant earthquake/volcano. • UK locality study - A study of human and physical geography of a region of the UK.
Art	<p>Drawing - introduce a sketchbook as a notebook facility. Draw, being more aware of composition. <i>Suggested artists: Daniel Kinsky: Pears with water jug, Chair painting by Van Gogh, Egyptian Hieroglyphics</i></p> <p>Painting - explore their different properties. Select the most appropriate paint to work with. <i>Suggested artists: http://www.themosaicmaker.com/color.htm (explains colours and moods), Picasso- Blue stage</i></p> <p>Printing – create a printed picture in the style of an artist. Learn to create repeat patterns along lines then freehand. <i>Suggested artists: Katsushika Hokusai 'The Great Wave' and '36 views of Mount Fuji'</i></p> <p>Collage - represent objects in collage material. Reproduce original drawings in the style of an artist using appropriate collage material. <i>Suggested artists: Henri Matisse</i></p> <p>Textiles - make simple looms and practice weaving skills on a small or large scale. Begin to tie the threads on a loom or frame. Create pictures e.g. wool landscapes</p> <p>3D – use tools to create shape and texture in malleable materials e.g. Roman coil pots</p> <p>Digital Media – Present digital images e.g. using Power Point. Make effective use of filters within art software</p>
Music	<p>Musical Skills:</p> <ul style="list-style-type: none"> ▪ sing in tune. ▪ sing with and awareness of phrase and musical expression. ▪ sing confidently with an awareness of audience. ▪ listen with concentration to an extract of music. ▪ appraise an extract of music using some musical terminology. ▪ select appropriate sounds and resources. ▪ order and combine several layers of sound with awareness of the combined effect. ▪ evaluate and improve their own work and the work of others. ▪ perform and maintain a simple ostinato. ▪ perform with awareness of others. ▪ perform with a sense of occasion. <p>Themes, topics or genres and traditions:</p> <p>Playground Games, Move it! (Music for Dance), Animal Magic, Jungle Rhythms, Recorders</p>
French	<p>Throughout the year children will be learning to speak, read and write in French. Through this, they will also be delving into the culture of French speakers around the world.</p>

	<u>Autumn 1</u> Bonjour / Ça va?	<u>Autumn 2</u> Let's Count		
	<u>Spring 1</u> Colours	<u>Spring 2</u> In my pencil case		
	<u>Summer 1</u> Fruit & Veg	<u>Summer 2</u> Shapes		
P.E	*Be physically active for sustained periods of time *Understand how to lead healthy, active lives *Use running, jumping, throwing and catching in isolation and in combination *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending *Develop flexibility, strength, technique, control and balance * Perform dances using a range of movement patterns * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. *Swim competently, confidently and proficiently *Use a range of strokes effectively * Perform safe self-rescue in different water-based situations			
R.E	developed from LA SACRE Buddhism unit 1: The Buddha – Autumn 1 Christianity unit 6: Christmas & Advent – Autumn 2 Judaism unit 3: Jewish life – Spring 1 Judaism unit 4: Passover – Spring 2 Sikhism unit 1: Guru Nanak – Summer 1 Sikhism unit 2: The Sikh Gurus – Summer 2			
PSHCE	New Beginnings: (SEAL Year 3) Setting up a community – roles, responsibilities and rules. Similarities & Differences Getting on and Falling Out (SEAL Year 3 and 4) Going for Goals (SEAL Year 3 and 4) Relationships (SEAL Year 3 and 4) Drug Education (Health for Life) SRE (Lambeth SRE Curriculum and Health for Life) <ul style="list-style-type: none"> - Self Esteem: Identify positive things about themselves and their achievements. - Challenging Gender Stereotypes: Recognise and challenge gender stereotypes. - Differences: Male and female: To recognise that families are different and to challenge stereotypes about families. - Family Differences: To recognise that families are different and to challenge stereotypes about families. - Decision making: To be able to demonstrate simple decision making activities - Safety: To be able to use basic techniques to resist pressure Keeping Myself Safe Rules and Laws			
Natural Thinkers	Area of learning	Autumn Term	Winter Term	Spring/Summer Term
Covered over Years 3 and 4				

	Tools	<p>Skill: Whittling/drilling Product: fans</p> <p>Use vegetable peelers to scrape outside of sticks and flatten one end/use drills to cut hole and attach with another stick/rope or split pin.) Glue large leaves in patterns onto stick to create wings of the fan.</p> <p>Suggested links: DT/Art</p>	<p>Skill: Whittling/carving Product: 'bling' (jewellery) Tool(s): use pen knife/whittling knife to scrape outside of sticks and carve patterns/designs into them</p> <p>Skill: whittling/carving/sanding/knots Product: bows and arrows Tools: For bow – use whittling knife to cut down wood to desired circumference. (The thicker it is the harder to pull back). Use sandpaper to sand down bow.</p> <p>Suggested links: History, Literacy (Wolf Brother by Michelle Paver), DT/Art, Geography/PSHCE (exploring other cultures)</p>	<ul style="list-style-type: none"> • Tent pegs • Mallets • Timber framing • BBQ (fire) <p>Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)</p>
	Natural Investigations	<ul style="list-style-type: none"> • Conkers • Animal tracking • Life cycles • Slush puppies <p>Suggested links: Science</p>	<ul style="list-style-type: none"> • Animal tracking • Rocks and soils • Slush puppies • Christmas trees <p>Suggested links: Science; RE; Geography; History (rocks/archaeology)</p>	<ul style="list-style-type: none"> • Animal tracking • Shelter building (large shelters) <p>Suggested links: Science; DT; PSHCE (team building)</p>
	Eco	<ul style="list-style-type: none"> • Campaign - hedgehogs • Hedgehog house building • Bird feeders <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>	<ul style="list-style-type: none"> • Campaign – hibernating • Wormery <p>Suggested links: Science (animals/living things; DT; Literacy speaking/listening; letters to MP; leafleting)</p>	<p>Campaign – bees Build bee hive</p> <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>
	Living Things	<ul style="list-style-type: none"> • planting 	<ul style="list-style-type: none"> • planting 	<ul style="list-style-type: none"> • planting
	Natural Art/DT	<p>Ken and Barbie investigation – real estate design</p> <p>Suggested links: DT; Literacy (speaking/listening; persuasive writing)</p>	<ul style="list-style-type: none"> • Wood carving • Flower arranging – wreath making • Transient art – Neil Buchannan and Andy Goldsworthy <p>Suggested links: DT; Science; RE; Art</p>	<ul style="list-style-type: none"> • Egg blowing • Cave paintings <p>Suggested links: Art; History; Science (Life cycles)</p>