

SUBJECT	THEMES/TOPICS						
English	<p><u>Narrative</u>: Historical stories, stories set in imaginary worlds. Stories from different cultures, Stories which raise issues or dilemmas</p> <p><u>Non-fiction</u>: Recounts, newspapers/magazines, information text, explanation texts, persuasive texts.</p> <p><u>Poems</u>: Creating images, exploring form.</p>						
Science	<ol style="list-style-type: none"> <li><b>Where Does All That Food Go?</b> Animals Including Humans - 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. Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</li> <li><b>Human Impact:</b> Living Things and Their Habitats - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li><b>In A State:</b> States of Matter - Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li><b>Good Vibrations:</b> 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.</li> <li><b>Switched On</b> - Electricity - identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li><b>Who Am I?</b> Living Things and Their Habitats - Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that living things can be grouped in a variety of ways.</li> </ol>						
Mathematics		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1	Place value	Mental multiplication incl. 6x and 9x tables	Place value Roman numerals Counting incl. negative numbers	Mental multiplication and written division incl. 7x and 11x tables	Counting and sequences (statistics)	Place value
	Week 2	Place value - decimals	Mental division	Fractions and decimals	Place value	Fractions and decimals (measures)	Statistics
	Week 3	Written addition and subtraction	Written multiplication	Fractions, decimals and division	Written multiplication	Fractions and written division	Addition and subtraction (statistics)
	Week 4	Written addition and subtraction (problems and inverse)	Length incl. perimeter	Position and direction	2D shape and position	Measures Volume/capacity and mass	Multiplication and division
	Week 5	2D shape	Statistics	Area	Addition and subtraction (statistics)	Position and area	Shape
	Week 6	Time	Assess and review week	Multiplication (statistics, measures, money)	Assess and review week	Multiplication facts incl. 12x table and time	Assess and review week
Computing	<p><i>Developed from the National Curriculum Programmes of Study</i></p> <p><b>4.1 We are software developers:</b> Developing a simple education – <i>Programming</i></p>						

	<p><b>4.2 We are toy designers:</b> Prototyping an interactive toy – <i>Computational Thinking</i></p> <p><b>4.3 We are musicians:</b> Producing digital music - <i>Creativity</i></p> <p><b>4.4 We are HTML editors:</b> Editing and Writing HTML – <i>Computer Networks</i></p> <p><b>4.5 We are co-authors:</b> Producing a wiki - <i>Communication/Collaboration</i></p> <p><b>4.6 We are meteorologists:</b> Presenting the weather – <i>Productivity</i></p> <p><b>'Rising Stars: Switched on Computing' Scheme of Work</b></p>
<b>D&amp;T</b>	<p><i>Developed from the National Curriculum Programmes of Study</i></p> <p><b>Lighting it up: CONSTRUCTION</b> (recommend Spring term)</p> <p>Links: Literacy: Explanation texts, Info texts, Science: Circuits &amp; conductors, ICT: collecting and presenting information, controlling devices</p> <p><b>Storybooks / Chairs SHEET MATERIALS</b> (Recommend Summer term)</p> <p>Links: Literacy: Stories from other cultures reading stories/poetry from the same culture, writing own stories, ICT – combine text &amp; graphics, developing images using repeating patterns, controlling devices</p>
<b>Humanities</b>	<p><i>Developed from the National Curriculum Programmes of Study</i></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• <b>Britain's settlement by Anglo-Saxons and Scots</b> – including Roman withdrawal from Britain, Anglo-Saxon invasion and settlements and their impact on village life and place names. RE link with Christian conversion e.g. Canterbury.</li> <li>• <b>Queen Victoria and the Victorians</b> – A study of an aspect of British history beyond 1066. The changes in society and industry in the Victorian era including life for Victorian children.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Climate zones</b> – Describe and understand world climate zones including location, physical geography and position and significance of Hemispheres, Equator and Tropics.</li> <li>• <b>Natural resources and Sustainability</b> – Understand the distribution of natural resources focusing on energy. Understand impacts of energy use and sustainability.</li> </ul>
<b>Art</b>	<p><b>Drawing</b> – Draw people in profile and be aware of scale. Experiment with shading to create a 3D effect. Explore pattern and texture on vases. <i>Suggested artists: Lowry, Vermeer</i></p> <p><b>Painting</b> - create atmosphere and movement in paintings through choice of colour and texture of paint. Use the work of artists to gain ideas. <i>Suggested artists: Kurt Jackson</i></p> <p><b>Printing</b> - use the computer to reproduce their design explore the use do press print and block printing. <i>Suggested artists: William Morris</i></p> <p><b>Collage</b> - recreate designs from other times and cultures using a variety of materials. Represent natural found objects like shells, tree bark, water, using a variety of materials <i>Suggested artists: Where the Forest Meets the sea By Jeanie Baker</i></p> <p><b>Textiles</b> – paint on to cotton with fabric paint. Outline the pattern with stitches to enhance the design. Use a more complex design with batik.</p> <p><b>3D</b> – Use clay tools and include a base for modelling. Create papier mache shapes.</p> <p><b>Digital Media</b> – Present recorded images using PowerPoint, Photo story. Use brushes and filters to experiment with texture.</p>
<b>Music</b>	<p><b>Musical Skills:</b></p> <ul style="list-style-type: none"> <li>▪ sing in tune</li> <li>▪ sing with and awareness of phrase and musical expression</li> <li>▪ sing confidently with an awareness of audience</li> <li>▪ listen with concentration to an extract of music</li> <li>▪ appraise an extract of music using some musical terminology</li> <li>▪ select appropriate sounds and resources</li> <li>▪ order and combine several layers of sound with awareness of the combined effect</li> <li>▪ evaluate and improve their own work and the work of others</li> <li>▪ perform and maintain a simple ostinato</li> <li>▪ perform with awareness of others</li> <li>▪ perform with a sense of occasion</li> </ul> <p><b>Themes, topics or genres and traditions:</b></p> <p>Recorders, The Tudors, Dragon Scales (East Asian Music), The Wild West, The Blues</p>
<b>French</b>	<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> <p><u>Autumn 1</u> <span style="float: right;"><u>Autumn 2</u></span></p> <p>Bonjour / Ça va? <span style="float: right;">Let's Count</span></p>

	<u>Spring 1</u> Colours / In my pencil case	<u>Spring 2</u> Fruit & Veg / Shapes		
	<u>Summer 1</u> Dates - Numbers, days and months	<u>Summer 2</u> The Body / Animals		
<b>P.E</b>	*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			
<b>R.E</b>	from LA SACRE Hinduism unit 1: Diwali Hinduism unit 2: Living life as a Hindu Islam unit 5: Prophet Mohammed Islam unit 6: The 5 pillars Christianity unit 7: Local parish church Christianity unit 8: Second place of worship			
<b>PSHCE</b>	New Beginnings: (SEAL Year 4): Setting up a community – roles, responsibilities and rules. Similarities & Differences Say No to Bullying (SEAL Year 3 and 4) Keeping Myself Healthy (Health for Life) SRE (Lambeth SRE Curriculum and Health for Life) <ul style="list-style-type: none"> <li>- Growing and changing: To understand the human life cycle and how the body changes</li> <li>- What is puberty: To learn about the physical changes associated with puberty.</li> <li>- Body Changes and reproduction: To identify some basic facts about puberty, reproduction and pregnancy.</li> <li>- Thinking, feeling, doing – changing relationships: To learn strategies to deal with feelings.</li> <li>- Assertiveness: To understand and be able to use assertiveness skills</li> <li>- Questions: Have questions answered. Where to go for further support.</li> </ul> Good to Be Me (SEAL Year 3 and 4) Changes (SEAL Year 3 and 4) Economic Well Being Democracy			
<b>Natural Thinkers</b>	<b>Area of learning</b>	<b>Autumn Term</b>	<b>Winter Term</b>	<b>Spring/Summer Term</b>
<b>Covered over Years 3 and 4</b>				

	<b>Tools</b>	<p><b>Skill:</b> Whittling/drilling <b>Product:</b> fans</p> <p>Use <b>vegetable peelers</b> to scrape outside of sticks and flatten one end/use <b>drills</b> 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><b>Skill:</b> Whittling/carving <b>Product:</b> 'bling' (jewellery) <b>Tool(s):</b> use <b>pen knife/whittling knife</b> to scrape outside of sticks and carve patterns/designs into them</p> <p><b>Skill:</b> whittling/carving/sanding/knots <b>Product:</b> bows and arrows <b>Tools:</b> <b>For bow</b> – use whittling knife to cut down wood to desired circumference. (The thicker it is the harder to pull back). Use <b>sandpaper</b> 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"> <li>• Tent pegs</li> <li>• Mallets</li> <li>• Timber framing</li> <li>• BBQ (fire)</li> </ul> <p>Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)</p>
	<b>Natural Investigations</b>	<ul style="list-style-type: none"> <li>• Conkers</li> <li>• Animal tracking</li> <li>• Life cycles</li> <li>• Slush puppies</li> </ul> <p>Suggested links: Science</p>	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Rocks and soils</li> <li>• Slush puppies</li> <li>• Christmas trees</li> </ul> <p>Suggested links: Science; RE; Geography; History (rocks/archaeology)</p>	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Shelter building (large shelters)</li> </ul> <p>Suggested links: Science; DT; PSHCE (team building)</p>
	<b>Eco</b>	<ul style="list-style-type: none"> <li>• Campaign - hedgehogs</li> <li>• Hedgehog house building</li> <li>• Bird feeders</li> </ul> <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>	<ul style="list-style-type: none"> <li>• Campaign – hibernating</li> <li>• Wormery</li> </ul> <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>
	<b>Living Things</b>	<ul style="list-style-type: none"> <li>• planting</li> </ul>	<ul style="list-style-type: none"> <li>• planting</li> </ul>	<ul style="list-style-type: none"> <li>• planting</li> </ul>
	<b>Natural Art/DT</b>	<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"> <li>• Wood carving</li> <li>• Flower arranging – wreath making</li> <li>• Transient art – Neil Buchanan and Andy Goldsworthy</li> </ul> <p>Suggested links: DT; Science; RE; Art</p>	<ul style="list-style-type: none"> <li>• Egg blowing</li> <li>• Cave paintings</li> </ul> <p>Suggested links: Art; History; Science (Life cycles)</p>