

SUBJECT	TOPICS/THEMES						
<p>English Current Schemes</p> <p>CLPE Banded Books</p> <p>Cracking Comprehension</p> <p>CLPE Power of Reading</p> <p>No Nonsense Spelling</p> <p>No Nonsense Grammar</p> <p>Penpals</p>	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words Read confidently and fluently both aloud and independently for pleasure and to find information. <p>Comprehension</p> <ul style="list-style-type: none"> Reading, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books structured in different ways, for a range of purposes and retrieving and recording information Using dictionaries to find meaning of words Be familiar with and retelling a range of stories, myths and legends and a range of poems <p>Identify and discuss themes, words and phrases and ask questions about texts and make and justify inferences, predictions and summaries.</p> <p>Writing</p> <p>Composition</p> <ul style="list-style-type: none"> Planning, drafting evaluating, proofreading and editing writing Organising writing using paragraphs and headings Developing narratives, settings, characters and plots <p>Through 'Power of Reading' texts and broader curriculum areas children will develop writing in a range of genres including narratives, reports, information texts, recounts, instructions and poems.</p> <p>EGPS</p> <p>Spelling</p> <ul style="list-style-type: none"> Know and apply a range of prefixes and suffixes correctly Use a dictionary to check spellings Use the possessive apostrophe accurately Spelling homophones and words that are often misspelt <p>(For further guidance see National Curriculum English Appendix 1 and 'No Nonsense Spelling' overviews)</p> <p>Grammar</p> <ul style="list-style-type: none"> Using a wide range of conjunctions to write sentences with more than one clause Using commas and punctuating speech Choosing and using appropriate verbs, nouns and pronouns, adverbs and prepositions <p>(For further guidance see National Curriculum English Appendix 2 and 'No Nonsense Grammar' overviews)</p> <p>Handwriting</p> <ul style="list-style-type: none"> Joining letters using diagonal and horizontal strokes understanding which letters are best left unjoined Increasing the legibility, consistency and quality of handwriting 						
<p>Mathematics Current Schemes</p> <p>Lancashire Mathematics</p> <p>White Rose Mathematics</p>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Week 1</p>	Number and Place value	Counting, multiplication and sorting	Number and Place value	Length and Mass/weight	Number and Place value and statistics	Time	
<p>Week 2</p>	Number and Place value	Statistics	Mass/weight	Addition and subtraction	Addition and subtraction	Multiplication and division	
<p>Week 3</p>	Length and Mass/weight	Fractions Capacity and volume	2-D and 3-D Shape	Fractions	Capacity and volume and temperature	Statistics including finding the difference	
<p>Week 4</p>	Addition and subtraction	Money	Counting and money	Position and direction	Fractions	Measurement	
<p>Week 5</p>	Addition and subtraction	Time	Multiplication	Time	Position and direction Time	Sorting	
<p>Week 6</p>	2-D and 3-D shape	Assess and review week	Division	Assess and review week	2-D and 3-D shape	Assess and review week	
<p>Science Current</p>	<p>1. Good Choices: Animals, including humans -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>						

<p>Schemes Hamilton website</p> <p>Snap Science</p> <p>BBC Terrific Science</p>	<p>2. Apprentice Gardener: Plants - Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>3. Animals Including Humans: Living things and their habitats - Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>4. What Is In Your Habitat? Living things and their habitats - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>5. Shaping Up: Uses of everyday materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>6. How Can We Sort This Food? Living things and their habitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>7. Growing Up Animals, including humans - Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>
<p>Computing</p> <p>Rising Stars: Switched on Computing' Scheme of Work</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>D&T</p>	<p><u>Canopic Jars</u> Links: History, English, Art, ICT research. <u>Cooking a variety of dishes in the Food lab FOOD</u> Links: Literacy: Info texts, Science: Teeth & Healthy Eating, ICT: databases <u>Finger Puppets TEXTILES</u>(suggest Summer Term) Links: Literacy: Instructional texts & writing, Performance poetry, Science: Materials, ICT: communicating info using text, labelling & classifying</p>
<p>Humanities</p>	<p><u>History</u></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><u>Geography</u></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.
<p>Art</p>	<p><u>Drawing</u> 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><u>Painting</u> - 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><u>Printing</u> – 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><u>Collage</u> - 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><u>Textiles</u> - 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><u>3D</u> – use tools to create shape and texture in malleable materials e.g. Canopic jars</p> <p><u>Digital Media</u> – Present digital images e.g. using Power Point. Make effective use of filters within art software</p>
<p>Music</p>	<p>Musical Skills:</p> <ul style="list-style-type: none"> ▪ sing in tune and with an awareness of phrase and musical expression. ▪ sing confidently with an awareness of audience. ▪ listen with concentration to an extract of music.

	<ul style="list-style-type: none"> ▪ 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 and with a sense of occasion. <p>Themes, topics or genres and traditions: 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> <p>Autumn 1 Bonjour / Ça va?</p> <p>Spring 1 Colours</p> <p>Summer 1 Fruit & Veg</p> <p>Autumn 2 Let's Count</p> <p>Spring 2 In my pencil case</p> <p>Summer 2 Shapes</p>			
P.E	<ul style="list-style-type: none"> *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 Local Authority SACRE document	<p>Buddhism unit 1: The Buddha – Autumn 1</p> <p>Christianity unit 6: Christmas & Advent – Autumn 2</p> <p>Judaism unit 3: Jewish life – Spring 1</p> <p>Judaism unit 4: Passover – Spring 2</p> <p>Sikhism unit 1: Guru Nanak – Summer 1</p> <p>Sikhism unit 2: The Sikh Gurus – Summer 2</p>			
PSHCE SRE (Lambeth SRE Curriculum and Health for Life)	<p>New Beginnings: (SEAL Year 3) Setting up a community – roles, responsibilities and rules. Similarities & Differences</p> <p>Getting on and Falling Out (SEAL Year 3 and 4)</p> <p>Going for Goals (SEAL Year 3 and 4)</p> <p>Relationships (SEAL Year 3 and 4)</p> <p>Drug Education (Health for Life)</p> <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 <p>Keeping Myself Safe</p> <p>Rules and Laws</p>			
Natural Thinkers	Area of learning	Autumn Term	Winter Term	Spring/Summer Term

	<p>Tools</p> <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>
<p>Natural Investigations</p>	<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>
<p>Eco</p>	<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>
<p>Living Things</p>	<ul style="list-style-type: none"> • planting 	<ul style="list-style-type: none"> • planting 	<ul style="list-style-type: none"> • planting
<p>Natural Art/DT</p>	<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>