

SUBJECT	THEMES/TOPICS
English Current Schemes Penpals No Nonsense Spelling Power of Reading Banded Books Cracking Comprehension	Reading Word Reading <ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words</li> <li>Read confidently and fluently both aloud and independently for pleasure and to find information and Comprehension</li> </ul> <ul style="list-style-type: none"> <li>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</li> <li>Using dictionaries to find meaning of words</li> <li>Be familiar with and retelling a range of stories, myths and legends and a range of forms of poetry, performing these aloud.</li> <li>Identify and discuss themes, words and phrases and ask questions about texts and make and justify inferences, predictions and summaries.</li> </ul> Writing Composition <ul style="list-style-type: none"> <li>Planning, drafting evaluating, proofreading and editing writing using dictionaries and thesauruses</li> <li>Organising writing using paragraphs and a range or organisational devices for non-fiction</li> <li>Developing longer narratives with developed settings, characters and plots</li> </ul> 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. EGPS Spelling <ul style="list-style-type: none"> <li>Know and apply a range of prefixes and suffixes correctly</li> <li>Use a dictionary to check spellings</li> <li>Use the possessive apostrophe accurately with plurals</li> <li>Spelling homophones and words that are often misspelt</li> </ul> (For further guidance see National Curriculum English Appendix 1 and 'No Nonsense Spelling' overviews) Grammar <ul style="list-style-type: none"> <li>Using a wide range of conjunctions to write sentences with more than one clause</li> <li>Using commas and punctuating speech</li> <li>Choosing and using appropriate verbs, verb tenses, nouns and pronouns, adverbs and prepositions to indicate time</li> </ul> (For further guidance see National Curriculum English Appendix 2 and 'No Nonsense Grammar' overviews) Handwriting <ul style="list-style-type: none"> <li>Joining letters using diagonal and horizontal strokes understanding which letters are best left unjoined</li> </ul> Increasing the legibility, consistency and quality of handwriting
Science Current Schemes Hamilton website Snap Science BBC Terrific 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</li> </ol>

	<p>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.</p> <p>6. <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.</p>						
<b>Mathematics</b> <b>Current Schemes</b> Lancashire Mathematics  White Rose Mathematics		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Week 1</b>	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
	<b>Week 2</b>	Place value - decimals	Mental division	Fractions and decimals	Place value	Fractions and decimals (measures)	Statistics
	<b>Week 3</b>	Written addition and subtraction	Written multiplication	Fractions, decimals and division	Written multiplication	Fractions and written division	Addition and subtraction (statistics)
	<b>Week 4</b>	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
	<b>Week 5</b>	2D shape	Statistics	Area	Addition and subtraction (statistics)	Position and area	Shape
	<b>Week 6</b>	Time	Assess and review week	Multiplication (statistics, measures, money)	Assess and review week	Multiplication facts incl. 12x table and time	Assess and review week
<b>Computing</b> <b>Rising Stars: Switched on Computing' Scheme of Work</b>	<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>						
<b>D&amp;T</b>	<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><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>						



Life)	- Assertiveness: To understand and be able to use assertiveness skills - Questions: Have questions answered. Where to go for further support. Good to Be Me (SEAL Year 3 and 4) Changes (SEAL Year 3 and 4) Economic Well Being Democracy			
<b>Natural Thinkers</b>  Covered over Years 3 and 4	<b>Area of learning</b>	<b>Autumn Term</b>	<b>Winter Term</b>	<b>Spring/Summer Term</b>
	<b>Tools</b>	<b>Skill:</b> Whittling/drilling <b>Product:</b> fans  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.  Suggested links: DT/Art	<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  <b>Skill:</b> whittling/carving/sanding/knots <b>Product:</b> bows and arrows <b>Tools: 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.  Suggested links: History, Literacy (Wolf Brother by Michelle Paver), DT/Art, Geography/PSHCE (exploring other cultures)	<ul style="list-style-type: none"> <li>• Tent pegs</li> <li>• Mallets</li> <li>• Timber framing</li> <li>• BBQ (fire)</li> </ul> Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)
	<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> Suggested links: Science	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Rocks and soils</li> <li>• Slush puppies</li> <li>• Christmas trees</li> </ul> Suggested links: Science; RE; Geography; History (rocks/archaeology)	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Shelter building (large shelters)</li> </ul> Suggested links: Science; DT; PSHCE (team building)
	<b>Eco</b>	<ul style="list-style-type: none"> <li>• Campaign - hedgehogs</li> <li>• Hedgehog house building</li> <li>• Bird feeders</li> </ul> Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)	<ul style="list-style-type: none"> <li>• Campaign – hibernating</li> <li>• Wormery</li> </ul> Suggested links: Science (animals/living things; DT; Literacy speaking/listening; letters to MP; leafleting)	Campaign – bees Build bee hive  Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)
	<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>	Ken and Barbie investigation – real estate design Suggested links: DT; Literacy (speaking/listening; persuasive writing)	<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> Suggested links: DT; Science; RE; Art	<ul style="list-style-type: none"> <li>• Egg blowing</li> <li>• Cave paintings</li> </ul> Suggested links: Art; History; Science (Life cycles)