

SUBJECT	THEMES/TOPICS
<p>English Current Schemes Penpals No Nonsense Spelling Power of Reading Banded Books Cracking Comprehension</p>	<p>Reading Word Reading</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes 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 and <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 forms of poetry, performing these aloud. • Identify and discuss themes, words and phrases and ask questions about texts and make and justify inferences, predictions and summaries. <p>Writing Composition</p> <ul style="list-style-type: none"> • Planning, drafting evaluating, proofreading and editing writing using dictionaries and thesauruses • Organising writing using paragraphs and a range of organisational devices for non-fiction • Developing longer narratives with developed 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 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 with plurals • 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, verb tenses, nouns and pronouns, adverbs and prepositions to indicate time <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 <p>Increasing the legibility, consistency and quality of handwriting</p>
<p>Science Current Schemes Hamilton website Snap Science BBC Terrific Science</p>	<ol style="list-style-type: none"> 1. Where Does All That Food Go? 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. 2. Human Impact: 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. 3. In A State: 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. 4. Good Vibrations: 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

	<p>source increases.</p> <p>5. Switched On - 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.</p> <p>6. Who Am I? 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>						
Mathematics Current Schemes Lancashire Mathematics White Rose 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 Rising Stars: Switched on Computing' Scheme of Work	<p>4.1 We are software developers: Developing a simple education – <i>Programming</i></p> <p>4.2 We are toy designers: Prototyping an interactive toy – <i>Computational Thinking</i></p> <p>4.3 We are musicians: Producing digital music - <i>Creativity</i></p> <p>4.4 We are HTML editors: Editing and Writing HTML – <i>Computer Networks</i></p> <p>4.5 We are co-authors: Producing a wiki - <i>Communication/Collaboration</i></p> <p>4.6 We are meteorologists: Presenting the weather – <i>Productivity</i></p>						
D&T	<p>Lighting it up: CONSTRUCTION (recommend Spring term)</p> <p>Links: Literacy: Explanation texts, Info texts, Science: Circuits & conductors, ICT: collecting and presenting information, controlling devices</p> <p>Storybooks / Chairs SHEET MATERIALS (Recommend Summer term)</p> <p>Links: Literacy: Stories from other cultures reading stories/poetry from the same culture, writing own stories, ICT – combine text & graphics, developing images using repeating patterns, controlling devices</p>						
Humanities	<p>History</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots – 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. • Queen Victoria and the Victorians – 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. • Windrush – An exploration of the history, geography and impact of the SS Windrush coming to Britain, with links to Black History Month. <p>Geography</p> <ul style="list-style-type: none"> • Climate zones – Describe and understand world climate zones including location, physical geography and 						

	<p>position and significance of Hemispheres, Equator and Tropics.</p> <ul style="list-style-type: none"> • Natural resources and Sustainability – Understand the distribution of natural resources focusing on energy. Understand impacts of energy use and sustainability. 						
Art	<p>Drawing – 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>Painting - 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>Printing - use the computer to reproduce their design explore the use do press print and block printing. <i>Suggested artists: William Morris</i></p> <p>Collage - 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>Textiles – 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>3D – Use clay tools and include a base for modelling. Create papier mache shapes.</p> <p>Digital Media – Present recorded images using PowerPoint, Photo story. Use brushes and filters to experiment with texture.</p>						
Music	<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 ▪ 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 						
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> <table border="0"> <tr> <td><u>Autumn 1</u> Bonjour / Ça va?</td> <td><u>Autumn 2</u> Let's Count</td> </tr> <tr> <td><u>Spring 1</u> Colours / In my pencil case</td> <td><u>Spring 2</u> Fruit & Veg / Shapes</td> </tr> <tr> <td><u>Summer 1</u> Dates - Numbers, days and months</td> <td><u>Summer 2</u> The Body / Animals</td> </tr> </table>	<u>Autumn 1</u> Bonjour / Ça va?	<u>Autumn 2</u> Let's Count	<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
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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>Hinduism unit 1: Diwali</p> <p>Hinduism unit 2: Living life as a Hindu</p> <p>Islam unit 5: Prophet Mohammed</p> <p>Islam unit 6: The 5 pillars</p> <p>Christianity unit 7: Local parish church</p> <p>Christianity unit 8: Second place of worship</p>						

PSHCE

SRE (Lambeth SRE Curriculum and Health for Life)

AUTUMN TERM SMSC Value: Celebrate Diversity

PSHCE Curriculum

Core 1:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
8. to identify different influences on health and wellbeing
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
5. how to respect equality and diversity in relationships

Core 2:

Links with Anti-Bullying Week

3. how to recognise risky or negative relationships including all forms of bullying and abuse
5. how to respect equality and diversity in relationships
4. how to respond to risky or negative relationships and ask for help

Core 3:

1. respect for self and others and the importance of responsible behaviours and actions

Refer to 'suggested learning opportunities for key stage 2 in core 1&2 – Clapham Manor PSHCE Curriculum.

P4C

P4C Across the Curriculum

- Encouraging active listening and turn taking.
- Making links with real life other than own experience.
- Concept stretching.
- Introducing the language of critical and creative thinking.

P4C linked with Anti-Bullying Week.

Mindfulness

Ideas below are suggestions not compulsory – use meditations that work for your context Teacher guided mindfulness to support pupils acquiring skills (see flipchart in ss/ mindfulness for support)

Stop, Breathe, Think – kids version and adult version to build resilience in developing mindfulness

<https://www.youtube.com/channel/UckB9zEEqnP9kMlf5VChd99Q>

SEAL (Circle Time)

'Say No to Bullying'

'New Beginnings'

Use of SEAL resources on staff shared ss/ curriculum/ PSHCE/ SEAL Resources/ Y3&4 for circle time and shared learning sessions.

SPRING TERM SMSC Value:

PSHCE Curriculum

Core 2:

Links with 'Safer Internet Day'

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships

Core 3:

1. respect for self and others and the importance of responsible behaviours and actions
2. rights and responsibilities as members of families, other groups and ultimately as citizens
3. different groups and communities
4. respect diversity and equality and how to be a productive member of a diverse community
5. the importance of respecting and protecting the environment

Links with Re-generation Nation – pupil leadership on this raise awareness

Online Safety Focus:

22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) Needs assess cohort – if appropriate teach responsible use of mobile technology outside of school.

25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Refer to ‘suggested learning opportunities for key stage 2 in core 1&2 – Clapham Manor PSHCE Curriculum.

P4C

P4C Across the Curriculum

- Looking more closely at concepts.
- Identifying different aspects of a concept and moving away from relating back to stimulus.
- Setting own class 4C focus and reviewing progress.

P4C linked with Safer Internet Day/ Online Safety

P4C in Assemblies

Mindfulness

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Stop, Breathe, Think – kids version and adult version to build resilience in developing mindfulness

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SEAL (Circle Time)

‘Good to Be Me’

‘Getting on and Falling Out’

Use of SEAL resources on staff shared ss/ curriculum/ PSHCE/ SEAL Resources/ Y3&4 for circle time and shared learning sessions.

SUMMER TERM SMSC Value:

PSHCE Curriculum

Core 1:

- Explicit focus on the teaching of RSE (through the ‘Living and Growing’ scheme of work) and Drug Education
12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
 17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
 18. how their body will, and their emotions may, change as they approach and move through puberty
 20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM)

constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

Core 3:

Focus on Enterprise/ global citizenship – links with Venn Street Market/ Summer Fair

6. where money comes from, keeping it safe and the importance of managing it effectively

7. the part that money plays in people's lives

8. a basic understanding of enterprise

Online Safety Focus:

22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) Needs assess cohort – if appropriate teach responsible use of mobile technology outside of school.

25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

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P4C

P4C Across the Curriculum

- Understanding collaborative thinking during an enquiry.
- Looking at building blocks.
- Evaluating enquiry as a class looking at 4C's
- Listening with care and respect.
- Trying to understand someone else's viewpoint.
- Looking for examples to support an idea.
- Identifying assumptions.
- Suggesting criteria

P4C linked with Online Safety

P4C in Assemblies

Mindfulness

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<https://www.youtube.com/channel/UckB9zEEqnP9kMlf5VChd99Q>

SEAL (Circle Time

'Changes'

'Relationships'

Use of SEAL resources on staff shared ss/ curriculum/ PSHCE/ SEAL Resources/ Y3&4 for circle time and shared learning sessions.

<p>Natural Thinkers</p> <p>Covered over Years 3 and 4</p>	<p>Area of learning</p>	<p>Autumn Term</p>	<p>Winter Term</p>	<p>Spring/Summer Term</p>
	<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>