

	Autumn 1 Stone Age to Iron Age	Autumn 2 Stone Age to Iron Age	Spring 1 Ancient Greece	Spring 2 Ancient Greece	Summer 1 Egyptians	Summer 2 Egyptians
Visits/Visitors/Experiences	Flag Fen		VR / Artefact box		Mr Egypt Y3—Mini-Olympics	
English	Narrative: Stone Age Boy by Satoshi Kitamura Outcome: Alternative ending Non-Fiction: Stone Age Sentinel -Newspaper report Outcome: Chronological report in a newspaper style, reporting on the development of tools from the Stone Age to the Iron Age. Poetry: I was born in the Stone Age Outcome: Write and perform a poem to describe Stone Age hunting	Narrative: Iron Man by Ted Hughes Outcome: Write a story based in the Stone Age, reflecting details of the time. Non-fiction: How to Wash a Woolly Mammoth by Michelle Robinson – Instructions Outcome: Write clear instructions for how to build a Roundhouse.	Narrative: How to Train Your Dragon by Cressida Cowell Outcome: Retell a story using authorial style in terms of language and sentence structure. Non-fiction: DK Ancient Greece Outcome Non chronological report Usborne- Inside Ancient Greece- Outcome: Persuasive Writing	Narrative: Greek Myths and Legends (Theseus and the Minotaur and Icarus and Daedalus) Outcome: Greek Myth Poetry: An ode to the Ancient Greeks- Collins Outcome: Write and perform a poem to retell one of the mythical tales, e.g. The Myth of the Minotaur.	Narrative: Varjak Paw by S F Said Outcome Adventure stories Write an adventure story based on a mummy curse! Non Fiction: Tutankhamun tomb opening newspaper extract Outcome Newspaper Article Newspaper article about the discovery of Tutankhamun’s tomb	Narrative: Egyptian Cinderella by Shirley Climo Outcome: Descriptions Howard Cater’s Adventure- diary recount/ letter in narrative Non-Fiction: How to Mummify a Body- Outcome: instructions Poetry: Visual literacy: Aladdin Market clip Outcome: free verse poem to describe and convey emotions inspired by a sunset over the Nile/ senses stirred by Aladdin’s market.
Mathematics	Place Value and Regrouping and Counting On and Back in Ones, Tens and Hundreds Estimating, Magnitude and Rounding and Measures– Comparisons, Estimating and Magnitude Mental Fluency – Addition Mental Fluency – Subtraction Fact Families and Applying the Inverse Written Addition	Written Subtraction Problem Solving—Worded Problems Statistics—Interpreting Bar Charts and Tables Angles, Right Angles and Estimation and Perpendicular and Parallel Lines, Vertical and Horizontal Lines 2-D Shape—Properties and Drawing Perimeter Including Problem Solving Using Written and Mental Methods	Multiplication—3, 4 and 8 Times Tables including Counting Division—1, 2, 3, 5, 4 and 8 Times Tables and Multiplication—Strategy, Associative and Distributive Laws Statistics— Pictograms and Scales Bar Charts Multiplication and Division Word Problems Fractions—Finding Fractions of Discrete and Continuous Quantities	Ordering and Comparing Fractions Adding and Subtracting Fractions with the Same Denominators Fractions—Problem Solving with Unit and Non-Unit Fractions Multiplication—Multiply Multiples of Ten Multiplication—Formal Written Multiplication	Division Problem Solving—Sharing and Grouping Division—Two and Three-Digit Numbers by One-Digit Numbers including Halving Multiplication, Division and Fractions— Scaling and Correspondence Problems Division—Long Division Time—Hours, Minutes, Seconds, Days, Weeks, Months, Years and Telling the Time Time– Duration	Securing the Four Operations with Whole Number including Problem Solving Securing the Four Operations with Whole Number including Problem Solving Place Value and Decimals—Ten Times Greater and Ten Times Smaller and Regrouping Place Value and Decimals—Estimation, Comparing and Rounding Measures—Measuring and Problem Solving 3-D Shape—Building and Identifying Properties.
Science	Rock and Soils Compare and group together different types of rocks on the basis of their appearance, uses and simple physical properties including permeability. Understand that fossils are formed when living things have been trapped within rock. Recognise that soils are made from rocks and organic matter.	Magnets and Forces Compare how far things move on different surfaces. Notice that some forces need Direct contact but magnetic forces can act at a distance. Investigate attraction and repulsion of magnets and materials. Describe magnets as having two poles and predict attraction / repulsion depending on which poles are facing.	Light Recognise that dark is the absence of light. Investigate the differences between natural and artificial light. Understand that light from the sun can be dangerous and that we can protect our eyes from this. Recognise that shadows are formed when the light from a source (natural or artificial) is blocked by a solid object. Investigate and find patterns in the way that the size of shadows change. Notice that light is reflected from certain surfaces.		Animals including humans: Identify that animals, including humans, cannot make their own food like plants. Humans get nutrition from what they eat. Examine what a balanced diet is using food groups. Examine why humans and some animals need a skeleton and muscles for support, movement & protection. Compare endoskeletons (internal) and exoskeleton (external) - insects.	Plants Identify and describe the functions of different parts of flowering plants. Examine what plants need to grow and survive, whether in an artificial or natural environment. Investigate transpiration. Explore the life cycle of flowering plants: ~pollination ~seed formation ~seed dispersal
Computing	Connecting computers Understanding of digital devices, with a focus on inputs, processes, and outputs.	Branching databases Create physical and on-screen branching databases	Desktop publishing Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.		Sequence in music Explore the concept of sequencing in programming through Scratch.	
Religious Education	LAS (Compulsory) God - Hinduism What do Hindus believe about God?	LAS (Compulsory) God - Islam What do Muslims believe about God?	God/Incarnation UC 2a.3 (Core and Digging Deeper) What is the Trinity?		Salvation UC 2a.5 (core) Who do Christians call the day Jesus died ‘Good Friday’?	LAS (Additional) Big Questions How do we know what it means to have a good life?
P.S.H.C.E/SRE	PSHCE theme: Developing confidence and responsibility and making the most of my abilities. RSE: Self- Esteem	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: Differences and Similarities	PSHCE theme: Developing a healthy safer lifestyle. RSE: Decision Making	PSHCE theme: Preparing to play an active role as citizens. RSE: Body Parts	PSHCE theme: Developing a healthy safer lifestyle. RSE: Safety	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: Safety
History	Changes in Britain from the Stone Age to the Iron Age Life in the Stone Age		Ancient Greece A study of life in Ancient Greece		The achievements of the earliest civilisations Ancient Egypt	
Geography	Why do some earthquakes cause more damage than others? (Earthquakes and their impact)		Beyond the Magic Kingdom: what is the Sunshine State really like? (Physical and human geography of a region in North America)		Why are jungles so wet and deserts so dry? (Weather, climate and biomes)	
Design & Technology	Researching, designing, making and evaluating roundhouses. Measuring, marking out, cutting and scoring. Produce a stable structure from annotated sketches		Use levers and linkages to create movements of a monster trap. Make a Greek salad using bridge and claw, draining, and shelling a hard boiled eggs.		Use appropriate techniques to, separate an egg, cream sugar and fat together and fold flour into a mixture to bake savoury products inclusive of a flavour	
Art	Drawing: Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels and other implements to create lines and marks, tone and texture to replicate Cave Art.		Painting: Using paint confidently (knowledge of the colour wheel) to create desired effects and textures when working on a range of scales (different brushstrokes to create texture). Artist study– Gustav Klimt - tree of life Art inspired by Greek God of Nature ‘Gaea’		Design/ Sculpture: Plan, design and make a clay model from observation or imagination linked to Egyptian topic. E.g. Death Mask, Sphinx. Using tools to create different effects and texture. Artist Study - Augusta Savage (Realism through Sculpture)	
Music	Create & Compose 3 Use simple musical notation to create rhythmic patterns.		Perform & Evaluate - Singing 3 Use voices with increasing confidence and control to sing songs with expression and dynamics.		Listening & Appraising 3 Listen to music from different cultures/ traditions . Identify instruments being used. Describe how it makes them feel	Perform & Evaluate -Instrumental 3 Play rhythms and melodies on tuned and untuned percussion instruments.
Physical Education	Real PE Unit 1 Personal Skills Gym: Rawmarsh SoW. Games: Val Sabin ‘Games in the Curriculum’ Unit 1 Invasion e.g. Football, Netball	Real PE Unit 2 Social Skills Dance: Topic Linked Val Sabin. Games: Val Sabin ‘Games in the Curriculum’ Unit 3 Net/Wall e.g. Badminton, Tennis	Real PE Unit 3 Cognitive Skills Games: Val Sabin ‘Games in the Curriculum’ Unit 2 Invasion: e.g. Tag Rugby	Real PE Unit 4 Creative Skills Dance: Topic linked Val Sabin Gym: Rawmarsh SoW.	Real PE Unit 5 Applying Physical Skills Swimming Athletics	Real PE Unit 6 Health and Fitness Outdoor Ad: Hunting the Griz Games: Val Sabin ‘Games in the Curriculum’ Unit 4 Striking and Fielding e.g. Cricket, Rounders
French	Pinpoint France and other French speaking countries on a map of the world. Ask and answer the question ‘How are you?’ in French. Say ‘Hello’ and ‘Goodbye’ in French. ask and answer the question ‘What is your name?’ in French. count to 10 in French. Say 10 colours in French.		Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able). □ Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and) / ‘mais’ (but).		Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. Understand that there are more determiners/ articles in French than in English. Use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be).	