

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic name	Streetwise		World of Wonder		Battles of Britain	
English	GPS <i>Belonging</i> Non Fiction Wallace & Gromit	Information Our Town leaflet Imagery poetry Landscapes, towns and cities	Journey Narrative <i>Leon and the place in between</i> Persuasive Persuade Abdul Kazam to...	Quest Narrative <i>The boy who biked the world</i> Instructions How to mummify a cat.	Non-chronological reports (3) Narrative	Narrative Losing Tale <i>Farther</i> Instructions How to make...
Reading	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books English - key stages 1 and 2 26 Statutory requirements ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] <p><u>Understand what they read, in books they can read independently, by:</u></p>					

	<ul style="list-style-type: none"> ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<p>Writing - composition</p>	<p>Pupils should be taught to:</p> <p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Grammar and Punctuation	Pupils should be taught to: <u>Develop their understanding of the concepts set out in English Appendix 2 by:</u> <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by: <ul style="list-style-type: none"> ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 					
Geography	UK settlements, towns, counties, compass points, OS maps, grid refs, comparing urban landscapes.		What, when and where are the wonders of the world? Pyramids and the beliefs from the Ancient Egyptian era. Life after death.			
History	Local area study		Importance of the Nile. Other wonders of the world e.g. modern and technical.		How did battles change Britain? Anglo Saxons Battle of Hastings WW2-Battle of Britain	
Science	Rocks and soils	Fossils	Movement, skeleton, digestion		Light and Shadows	Electricity
RE	L2.8 What does it mean to be a Hindu in Britain today?		L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people? {2a.6 When Jesus left, what next?}	L2.5 Why are festivals important to religious communities? Eid focus - possibly an RE week.	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?

Music	Genres of music Tempo Different instruments		Tuned instruments		Composition & notation	
Art	Landscape art		Emotion art		Blitz pictures	
ICT	E-safety		Media		Data	
DT	Levers - cranes		Food technology - healthy food		Structures - air raid shelters	
School's Christian Values	Thankfulness	Perseverance	Peace	Truthfulness	Responsibility	Service
British Values	Democracy (system of government)	Tolerance (community)	Tolerance (of other cultures)	Individuality (likes and dislikes)	Rule of Law (wartime rules) Acceptance (evacuees, change of roles) Tolerance (of change)	
Mathematics	Number and Place Value Addition and Subtraction	Multiplication and Division	Measure length, perimeter & area	Fractions Decimals Measure Money	Measure Capacity Time	Geometry
Mathematics Year 3	<p>Number & Place Value</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 					

- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measures

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- interpret and present data using bar charts, pictograms and tables

	<ul style="list-style-type: none"> • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
Mathematics Year 4	<p>Number and Place Value</p> <ul style="list-style-type: none"> • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Fractions</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{2}, 1/4, 3/4$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measures

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.