

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic name</b>	<b>Streetwise</b>		<b>Our Wonderful World</b>		<b>Battles of Britain (The invaders Angles, Saxons &amp; Vikings)</b>	
<b>Cultural Capital</b>	High Street visit Place of worship - Hindu temple		Bristol Museum & Art Gallery		Anglo Saxon Workshop	
<b>English</b>	<b>GPS</b> <i>Belonging</i>  <b>Non Fiction</b> Wallace & Gromit	<b>Information</b> Our Town leaflet  <b>Imagery poetry</b> Landscapes, towns and cities	<b>Journey Narrative</b> <i>Leon and the place in between</i>  <b>Persuasive</b> Persuade Abdul Kazam to...	<b>Quest Narrative</b> <i>The boy who biked the world</i>  <b>Instructions</b> How to make a healthy snack	<b>Historical Writing</b> <i>Smashing Saxons</i>  <b>Narrative</b> <i>Beowulf</i>	<b>Historical writing Letter &amp; Newspaper</b> <i>Saxon Boy</i>
<b>Reading</b>	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ using dictionaries to check the meaning of words that they have read</li> <li>♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>♣ identifying themes and conventions in a wide range of books English - key stages 1 and 2 26 Statutory requirements</li> </ul>					

	<ul style="list-style-type: none"> <li>♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>♣ discussing words and phrases that capture the reader's interest and imagination</li> <li>♣ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> <li>♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>♣ asking questions to improve their understanding of a text</li> <li>♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>♣ predicting what might happen from details stated and implied</li> <li>♣ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>♣ identifying how language, structure, and presentation contribute to meaning</li> <li>♣ retrieve and record information from non-fiction</li> <li>♣ 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.</li> </ul>
<p><b>Writing - composition</b></p>	<p>Pupils should be taught to:</p> <p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> <li>♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>♣ discussing and recording ideas</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>♣ organising paragraphs around a theme</li> <li>♣ in narratives, creating settings, characters and plot</li> <li>♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>♣ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>♣ proof-read for spelling and punctuation errors</li> <li>♣ 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.</li> </ul>

<b>Handwriting</b>	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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].</li> </ul>				
<b>Grammar and Punctuation</b>	<p><u>Pupils should be taught to:</u></p> <p><u>Develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <ul style="list-style-type: none"> <li>♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>♣ using the present perfect form of verbs in contrast to the past tense</li> <li>♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>♣ using conjunctions, adverbs and prepositions to express time and cause</li> <li>♣ using fronted adverbials</li> <li>♣ learning the grammar for years 3 and 4 in English Appendix 2</li> <li>♣ indicate grammatical and other features by: <ul style="list-style-type: none"> <li>♣ using commas after fronted adverbials</li> <li>♣ indicating possession by using the possessive apostrophe with plural nouns</li> <li>♣ using and punctuating direct speech</li> </ul> </li> <li>♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>				
<b>Geography</b>	UK types of settlements, towns, counties, compass points, OS maps, grid refs, comparing urban landscapes.	Distribution of natural resources, hemispheres, latitude/longitude, tropics, continents, equator, arctic circles, time zones, economic activity & trade links.	Land use patterns and understand how some of these aspects have changed over time.		
<b>History</b>	Local area study				How did battles change Britain? Anglo Saxons Battle of Hastings
<b>Science</b>	Rocks	Fossils and soils	Light and Shadows	Electricity	Movement, skeleton, digestion

<b>RE</b>	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?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
<b>Music</b>	Genres of music Tempo Different instruments		Tuned instruments - ukulele		Composition & notation	
<b>Art</b>	Landscape art- exploring & painting		Drawing & Collage		Sculpturing	
<b>ICT</b>	Programming - Sequencing sounds	Media Theatres and Plays (English links)	Online Safety	Programming Events and actions in programs (ProBots)	Data Branching databases (maths & science links)	Creating Media - Desktop publishing
<b>DT</b>	Levers - cranes		Food technology - healthy food. Salads from around the world		Structures	
<b>School's Christian Values</b>	Service	Perseverance	Peace	Truthfulness	Responsibility	Thankfulness
<b>British Values</b>	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)	
<b>Mathematics</b>	<b>Number and Place Value</b>  <b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Measure</b> length, perimeter & area	<b>Fractions</b> Decimals	<b>Measure</b> Money Capacity Time	<b>Geometry</b>

**Mathematics**  
**Year 3**

**Number & Place Value**

- 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

**Addition and Subtraction**

- 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
- 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**

### **Number and Place Value**

- 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.

### **Addition and Subtraction**

- 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.

### **Multiplication and Division**

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- 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.

### **Fractions**

- 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 hundredth
- recognise and write decimal equivalents to  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$
- 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**

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- 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.