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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **Stone Age** | **Oceans and Rivers** | **Animals** |
| **Writing** | **Text: How to wash a wooly mammoth** InstructionsSetting descriptionPoetry - clerihews | **Stig of the Dump**Character descriptionsDiary entriesNon chronological report | **Escape from Pompeii**Adventure story - MythsRecountPersuasive writing - poster | **Text: Oliver and the Seawigs**Poetry - LimericksLetter writing formal and informalNarrative writing | **Text: Varjack Paw/The Owl who was Afraid of the dark**Narrative writing | **Aesop’s Fables**FablesPoetry – Free verseLeaflet |
| **FBV** | Democracy-School Council |  | Individual Liberty |  | Respect and tolerance | Rule of Law |
| **Reading** | Retrieval | Retrieval/ Vocabulary | Inference/ Vocabulary  | Prediction/Fact and opinion | Summarising | Explanation/ Inference  |
| **Spelling** | *Review work from Year 1 and 2 – especially focusing on rules for adding suffixes: plural nouns and verbs and Adding -ed, ing, er and est.*Adding suffixes beginning with vowel letters to words of more than one syllable – er, en, ed, ing.Spelling:Busy/business, address, decide, describe, different, interest, difficult | Prefixes – re, sub, inter, super, anti and auto. Bi, cent.Bicycle, century, heard, heart, guide, fruit and build., exercise, experience, experiment, extremeWord Families based on common words – solve, solution, dissolve etc.  | ReviewThe suffixes -ment, ness, ful, less and ly.Suffix -ationAccident/ally, actual/ly, occasion/ally, probably, material, natural, special, early, earth,  | Homophones and near homophonesPrefixes – un, dis and mis.Prefix – in, il, im and ir.Appear, disappear, calendar, peculiar, particular, grammar, forward, February, library, ordinary, popular, regular, separate | Words with a ‘sh’ sound spelt with ‘ch’ - Chef, machineWords ending in the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt ‘que’ - League, uniqueI sound spelt y in the middle – myth. Continue, question, answer, centre, consider, perhaps, remember, quarter | Possessive apostrophe with plural words.Woman/women, often, sentence, history, |
| **P & G** | Review Year 2 P & G: statement, question, exclamation and command. commas for lists. nouns, noun phrases, adjectives, verbs and adverbs. Determiners. – determiners consonants and vowelsTense – past, present Conjunctions and prepositions | Introduction to paragraphsTense – past, present **paragraphing**headings and sub-headingsFirst and third person | Simple and compound sentences – clauses and conjunctions.Inverted commas to **punctuate direct speech.****synonyms**Past and present progressivecommas for lists.  | Complex sentences – subordinate clauses and subordinate conjunctions.Dictionary work and using a Thesaurus to extend vocabularypronouns | Simple and past perfect. Present perfect form of verbs.ParagraphsHeading and sub headings | Adverbs - fronted adverbials.Possessive apostrophe with plural words |
| **Maths** | **Number** Composition of 100 and bridging 100- and three-digit numbers | **Number Addition and Subtraction**Securing mental calculations to 999**Multiplication and Division**2-, 4- and 8-times table and the relationship  | **Multiplication and Division**2,4- and 8-times table relationship3 x table**Column Addition****Measure**Length and Perimeter**Roman numerals** | **Multiplication and Division**3,6,9x relationships.**Column Subtraction** | **Fractions**Unit fractionsNon-unit fractionsAdding and subtracting fractions within 1 | **Measure**Time**Measure**Length, Mass and capacity**Multiplication and Division**7x table and consolidation |
| **Science** | Soil and Rocks  | Forces and Magnets | Light  | Plants | Animals including humans |
| **Geography** | To understand environmental, physical and human characteristics of countries and major citiesClimate Zones, biomes and vegetation belts | Make plans and maps using symbols and keysOceans and Rivers and Mountains-physical geography – especially the River Thames.Types of settlement and land-use-trade links etc. Topographical features, geographical regions and human and physical characteristics, land use patterns and understand how it has changed over time.  | Locate worlds countries using mapsUse maps, atlases and globes to locate countries and describe features |
| **History** | Stone Age to Iron Age | The Roman Empire and its impact on Britain |  |
| **Music** | Play and perform in solo and ensemble contextsPlay tuned and untuned instruments  | Improvise and compose music for different purposes. | Listen with attention and recall sounds with increasing aural memory | Use and understand musical notations | Appreciate wider range of recorded music from different traditions and genres | Develop and understand the history of music  |
| **Art** | Sketch lightly. Use sketches to help produce a final piece of art. Use shading to show light & shadow.Be able to explain and elaborate about their drawing.*Cave drawing* *Self portraits*Begin to replicate some of the techniques used by famous artists. Begin to create original pieces influenced by artist /designer/architect *Frank Bowling* | Look at art from different historical ages: Royal collection, Stone Age, Iron AgeUse clay to create something specific. Use implements to provide interesting details. *Celtic coins and jewellery* | Create collage work that is precise using overlapping and tessellations. *Collage of Pompeii*  | Use watercolours to produce washes for backgrounds and add detail*. Oliver and the Seawig picture* | Begin to record observations of animals in a sketch book Revisit and review ideas recorded in sketchbook.Know tertiary colours and apply to work of painting animals.Begin to replicate some of the techniques used by famous artists. Begin to create original pieces influenced by *Henri Rousseau* |
| **DT** | Design, make and evaluate - Stone Age items with clay, straw and wood | Apply understanding of how to stiffen, strengthen and reinforce more complex structures – menorah for Chanuak competitionStone Age Meal-understand and apply the principles of a healthy and varied diet - prepare a meal of vegetables, herbs and green  | Design, make and evaluate - layers of the Earth model/ Diorama with pre-cut circular foam shapes | Generate ideas for an item –collect items to upcycle for a 3D Seawig  | Design, make and evaluate a city -- design and draw nets before cutting and constructingTextiles – draw, pin and sew stuffed owl toys |
| **PE** | Games Activities | Gymnastic Activities | Dance Activities | Outdoor Activities | Games Activities | Summer Sports |
| **Special Events** | Black History WeekAnti-Bullying Day | Winter School Play | E-Safety Day Poetry competition |  |  | Sports DayY6 Play |
| **Computing** | Computing Systems and Networks connecting computers. | Creating MediaStop frame animation. Online safety. | PROGRAMMING ASequence in music | DATA AND INFORMATIONBranching databases | CREATING MEDIADesktop publishingOnline safety | PROGRAMMING BEvents and actions |
| **Languages** | To listen attentively to spoken language.To show understanding by joining in and responding. | To read Loshon Hakodesh. \*To show understanding of words, phrases and simple writing in Loshon Hakodesh.To understand feminine and masculine in Loshon Hakodesh. | To begin to conjugate high-frequency verbs.To begin to know key features and patterns of Loshon Hakodesh. |
| **PSHE** | Together everyone achieves more Friendship and conflictBeing considerateRecognising bullying | Recognising feelingsExpressing yourselfStanding up for yourself and othersMaking it right! | My body, my choiceGood night, good dayGood hygiene Healthy eating and nutritionChoosing healthy habits | Trust and appreciation for special relationshipsCelebrating difference and remaining friendsMaking new friends | How to call the emergency servicesJobs and skillsDrugs, healing or harmful | Environmental changeLiving in BritainDemocracyRules, Laws and responsibilitiesTolerance and respectMoney matters |
| **Trips** |  | Camley Nature Reserve | Natural History Museum | London Aquarium | Design MuseumZoo or farm |