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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Theme** | **Stone Age** | | **Volcanoes and Oceans** | | **Animals** | | |
| **Writing** | **Text: How to wash a wooly mammoth**  Instructions  Story writing  Speech writing  Leaflet | **Stig of the Dump**  Character descriptions  Diary entries  Letters | **Escape from Pompeii**  Adventure story  Non-chronological report  Poetry  Setting description  Letter writing formal and informal | **Text: Oliver and the Seawigs**  Poetry  Persuasive writing  Playscripts | **Text: Varjack Paw/The Oel who was afraid of the dark**  Character descriptions  Explanation texts  Narrative descriptions  Poetry with onomatopoeia | | **Aesop’s Fables**  Fables. Myths  Limericks |
| **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.  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, extreme | The suffixes -ment, ness, ful, less and ly.  Suffix -ation  Accident/ally, actual/ly, occasion/ally, probably, material, natural, special, early, earth, | Homophones and near homophones  Prefixes – 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, machine  Words ending in the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt ‘que’ - League, unique  I 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. Apostrophe for contraction and commas for lists. Consonants, vowels nouns, noun phrase, adjectives, verbs and adverbs.* Determiners. Introduction to paragraphs, headings and sub-headings – NF. *Tense – past, present and progressive*– narrative.  Adverbs for instructions. | Formation of nouns using a range of prefixes. Word Families based on common words – solve, solution, dissolve etc. Prepositions.  Inverted commas to **punctuate direct speech.** | Simple and compound sentences – clauses and conjunctions.  Apostrophes to show possession. | Complex sentences – subordinate clauses and subordinate conjunctions.  Dictionary work and using a Thesaurus to extend vocabulary | Simple and past review. Present perfect form of verbs. | | Adverbs - fronted adverbials. |
| **Maths** | Place Value  Addition  Subtraction  Statistics | Geometry  Multiplication  Division | Multiplication  Division  Measure – money  Statistics | Measure – length and perimeter  Fractions | Fractions  Time | | Geometry - Properties of Shape  Measurement – mass and capacity |
| **Science** | Soil and Rocks | Forces and Magnets | Light | Plants | Animals including humans | | |
| **Geography** | To understand environmental, physical and human characteristics of countries and major cities  Climate Zones, biomes and vegetation belts | | Make plans and maps using symbols and keys  Earthquakes and volcanoes-physical geography | | Locate worlds countries using maps  Use 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 contexts  Play 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** | Self Portrait – using photos taken by a partner  Stone Age painting - using DIY brushes and paint  Begin to record observations in a sketch book  Revisit and review ideas recorded in sketchbook. | Vegetable printing - repeat patterns for accuracy  Drawing with charcoal - techniques practiced in sketchbooks | Mixing paints – primary and secondary colours | Sketch and review - drawing of a Seawig mask from description in text  Beginning to draw and paint with some skill—marbling techniques | Pencil, chalk, pastels – drawing skills with each in sketchbooks | | Great artists in history – the animal art of Henir 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 competition  Stone 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 constructing  Textiles – draw, pin and sew stuffed owl toys | | |
| **PE** | Games Activities | Gymnastic Activities | Dance Activities | Outdoor Activities | Games Activities | | Summer Sports |
| **Special Events** | Black History Week  Anti-Bullying Day | Winter School Play | E-Safety Day  Poetry competition |  |  | | Sports Day  Y6 Play |
| **Computing** | Computing Systems and Networks connecting computers. | Creating Media  Stop frame animation. Online safety. | PROGRAMMING A  Sequence in music | DATA AND INFORMATION  Branching databases | CREATING MEDIA  Desktop publishing  Online safety | | PROGRAMMING B  Events 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 conflict  Being considerate  Recognising bullying | Recognising feelings  Expressing yourself  Standing up for yourself and others  Making it right! | My body, my choice  Good night, good day  Good hygiene  Healthy eating and nutrition  Choosing healthy habits | Trust and appreciation for special relationships  Celebrating difference and remaining friends  Making new friends | How to call the emergency services  Jobs and skills  Drugs, healing or harmful | Environmental change  Living in Britain  Democracy  Rules, Laws and responsibilities  Tolerance and respect  Money matters | |
| **Trips** |  | Camley Nature Reserve | Natural History Museum | London Aquarium | Design Museum  Zoo or farm | | |