



Staff Guide to

Planning at Forest View

Year 3/4 Cycle B

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

Executive Principal: Reece Davy

Head of School: Rebecca Turner-Mitchell



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Composition

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Hook:	Behaviour curriculum	Book- Flood				Water Cycle Experiment		
Genre:		Story Opening				Explanation text		
Audience Purpose		Audience: Peers Purpose: To entertain				Audience: Year 2 Purpose: To learn about the water cycle		
NC Objectives		Question Marks Adverbs Co-ordinating conjunctions Punctuating direct speech Expanded noun phrases				Commas in a list Contractions Paragraphs An/a Co-ordinating conjunctions		

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook:	Myth			Letter from Santa			
Genre	Historical myth (Ancient Greece):			Letter			
Audience Purpose	Audience: KS2 children Purpose: To entertain.			Audience: Santa Purpose: To inform			
NC objectives	Adverbs Expanded noun phrases Co-ordinating conjunctions Brackets for parenthesis Speech (direct and reported)			Punctuation (?, ! .) Subordinating conjunctions Subject verb agreement (Y3) Present perfect and progressive tense (Y4) Extra pieces: Santa poem			

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook:	Shrek			Broken; Rock, Paper, Scissors - Literacy Shed		
Genre	Instructions- How to make a swamp			Character description- three contrasting characters		
Audience Purpose	Audience: KS2 children Purpose: To inform.			Audience: Peers Purpose: To entertain.		
NC Objectives	Commas for lists Adverbs Imperative verbs			Apostrophes for singular possession Brackets for parenthesis Begin sentences with subordination		

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook:	Sonic Screwdriver Advert			The Magic box		
Genre Focus:	Non-Fiction: Newspaper Report			Poetry		
Audience Purpose	Audience: radio audience Purpose: To persuade			Audience: Peers Purpose: To entertain		
NC objectives	Colons for lists Commas after subordinate openers Identify skills based on gaps			Similes and metaphors Expanded noun phrases		

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook:	Embarked			Research inspirational person		
Genre Focus:	Narrative			Auto-Biography		
Audience Purpose	Audience: Children Purpose: To entertain and capture imagination.			Audience: Peers Purpose: To inform		
NC Objectives	Start paragraphs with adverbials Prepositions/ prepositional phrases Range of tenses including present perfect and progressive Direct speech			Add skills based on gaps		

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Hook:	The Three Little Pigs News Report video				Summer image			
Genre Focus:	Newspaper report				Setting Description – Summer Scene			
Audience Purpose	Audience: Adults who read the newspaper Purpose: To inform				Audience: Children in school Purpose: To entertain			
NC objectives	Use paragraphs Use headings and subheadings Use inverted commas to show direct speech Use persuasive language				• Coordinating conjunctions • Subordinating conjunctions • Adjectives • Commas in a list Features of a setting description			

Year 3/4 Cycle B - Spelling Long Term Plan



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Year 3/4 Cycle B - Spelling

Autumn Term

Block	Revise, Teach	Spelling Focus
1	Teach	Adding -ly to root words
2	Teach	Adding suffixes beginning with vowel letters
3	Teach	Adding the suffix ture, sure
4	Revision	Suffix tion and tion words not a suffix
5	Teach	The suffix -ssion, -cian - sion
6	Teach	The suffix -ssion, -cian - sion

Spring Term

Block	Revise, Teach	Spelling Focus
1	Revision	Prefix meanings - dis, un, mis
2	Teach	Using prefix il, im, in, ir
3	Revision	Prefix meanings, super, anti, re
4	Teach	Prefix Sub - means under
5	Teach	Prefix auto – means self or own

Summer Term

Block	Revise, Teach	Spelling Focus
1	Teach	Words spelt -ch that sound like -k
2	Teach	Words spelt -ch that sound like sh
3	Teach	Y3/4 words
4	Teach	Homophones

Year 3/4 Cycle B: Handwriting



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Term	Units
Autumn 1 (7 weeks)	Discuss/share letter families Lesson 1-6 (Individual) Number formation Afl sessions x2
Autumn 2 (8 weeks)	Lesson 7-14 (Individual letters and capitals) Afl session x2
Spring 1 (6 weeks)	Lesson 1-5 (Joining) Number formation Afl sessions x2
Spring 2 (5 weeks)	Lesson 6-9 (Joining) Afl session x2
Summer 1 (5 weeks)	Lesson 10-13 (Joining) Number formation Afl session x2
Summer 2 (7 weeks)	Lesson 14-15 (Joining) Afl session x6

[Planning Achieving Excellence in Handwriting.pdf](#)

Year 3/4 Cycle B:

Maths Long Term Plan



Our Pledge

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Mathematics Long Term Planning Support: Year 3/4 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Place Value	Addition and subtraction	Multiplication and division B	Fractions B	Time	Shape
Week 2	Place Value	Multiplication and division A	Multiplication and division B	Fractions B	Time	Shape
Week 3	Place Value	Multiplication and division A	Measurement: Length and Perimeter	Measurement: Mass and Capacity	Decimals	Position and Direction
Week 4	Place Value	Multiplication and division A	Measurement: Length and Perimeter	Assessment and consolidation	Decimals	Assessment and consolidation
Week 5	Addition and subtraction	Measurement: Area	Fractions A	Measurement: Mass and Capacity	Decimals	Statistics
Week 6	Addition and subtraction	Assessment and consolidation	Fractions A		Money	Statistics
Week 7	Addition and subtraction	Multiplication and division B			Money	Consolidation

Mathematics Long Term Planning Support: Year 3/4 Cycle B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Place Value 4 weeks				Number: Addition and Subtraction 4 weeks		
	Lesson 1 – 100s, 10s, 1s (Step 1) Lesson 2 – Represent and partition numbers to 1000 (Step 2 & 3) Lesson 3 – Thousands (Step 4) Lesson 4 - Represent and partition numbers to 10,000 (Step 5 & 6) Lesson 5 – Arithmetic lesson Lesson 6 – Flexible partitioning (Step 7) Lesson 7 – Find 1, 10, 100 or 1000 more or less (Step 8) Lesson 8 – Number line to 1000 and 10,000 (Step 9 and 10) Lesson 9 – Estimate on a number line (Step 11) Lesson 10 - Arithmetic lesson Lesson 11 – Compare and order numbers (Step 12 & 13) Lesson 12 – Round to the nearest 10 (Step 14) Lesson 13 – Round to the nearest 100 (Step 15) Lesson 14 – Round to the nearest 1000 (Step 16) Lesson 15 – Arithmetic lesson Lesson 16 – Round to the nearest 10, 100 or 1000 Lesson 17 – Roman Numerals (Step 18)				Lesson 1 – Add and subtract 1s, 10s, 100s, 1000s (Step 1) Lesson 2 - Add 1s, 10s, 100s across a boundary (Step 2) Lesson 3 – Subtract 1s, 10s, 100s across a boundary (Step 3) Lesson 4 – Make connections (Step 4) Lesson 5 – Arithmetic lesson Lesson 6 – Add up to two 4-digit numbers (no exchange) (Step 5) Lesson 7 - Add up to two 4-digit numbers across a 10 (Step 6) Lesson 8 - Add up to two 4-digit numbers across a 100 and 1000 (Step 7 & 8) Lesson 9 – Add numbers with a different number of digits (Step 9) Lesson 10 – Arithmetic lesson Lesson 11 – Subtract up to two 4-digit numbers (no exchange) (Step 10) Lesson 12 – Subtract up to two 4-digit numbers across a 10 (Step 11) Lesson 13 - Subtract up to two 4-digit numbers across a 100 and 1000 (Step 12 & 13) Lesson 14 – Subtract numbers with a different number of digits (Step 14) Lesson 15 – Arithmetic lesson		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Additon and Subtraction continued... 1 week	Number: Multiplication and division A 3 weeks			Measurement: Area 1 week	Consolidation & assessment 1 week	Number: Multiplication and division B 3 weeks
Autumn 2	Lesson 16 – Complements to 100 and 1000 (Step 15) Lesson 17 – Estimate answers (Step 16) Lesson 18 – Inverse Operations (Step 17) Lesson 19 – Efficient methods (Step 18) Lesson 20 – Reasoning assessment	Lesson 1 – 2, 5 and 10 times tables (Step 3) Lesson 2 – 4 times tables (Step 4) Lesson 3 – 8 times tables (Step 5) Lesson 4 – 2, 4 and 8 times tables (Step 6) Lesson 5 – Arithmetic lesson Lesson 6 – 3 times tables (Step 7) Lesson 7 – 6 times tables (Step 8) Lesson 8 – 9 times tables (Step 9) Lesson 9 – 3, 6 and 9 times tables (Step 10) Lesson 10 – Arithmetic lesson Lesson 11 – 7 times tables (Step 11) Lesson 12 – 11 times tables (Step 12) Lesson 13 – 12 times tables (Step 13) Lesson 14 – Multiply and divide a number by 1, 0 and itself (Step 14 & 15) Lesson 15 – Reasoning assessment			Lesson 1 – What is area? (Step 1) Lesson 2 – Count squares (Step 2) Lesson 3 – Make shapes (Step 3) Lesson 4 – Compare areas (Step 4) Lesson 5 – Arithmetic lesson	Address steps from gap analysis. Summative assessment.	Lesson 1 – Factor pairs (Step 1) Lesson 2 – Multiply and divide by 10 and 100 (Step 2) Lesson 3 – Multiply by three numbers (Step 4) Lesson 4 – Efficient multiplication (Step 5) Lesson 5 – Arithmetic lesson



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Number: Multiplication and Division B cont... 2 weeks		Measurement: Length and Perimeter 2 weeks		Number: Fractions A 2 weeks	
Spring 1	Lesson 1 – Scaling (Step 6) Lesson 2 – Correspondence problems (Step 7) and arithmetic lesson Lesson 3 – Multiply up to a 3-digit number by a 1-digit number (no exchange) (Step 8) Lesson 4 – Multiply up to a 3-digit number by a 1-digit number (with exchange) (Step 9) Lesson 5 – Arithmetic lesson Lesson 6 – Related calculations (Step 10) Lesson 7 – Divide by a 1-digit number (flexible partitioning) (Step 11) Lesson 8 - Divide up to a 3-digit number by a 1-digit number – no exchange (Step 12) Lesson 9 - Divide up to a 3-digit number by a 1-digit number – with exchange (Step 13) Lesson 10 - Divide up to a 3-digit number by a 1-digit number – with remainders (Step 14)		Lesson 1 - Measure in centimetres and millimetres (Step 1) Lesson 2 - Measure in kilometres and metres (Step 2 & 3) Lesson 3 - Equivalent lengths (Step 4) Lesson 4 - Add and subtract lengths (Step 5) Lesson 5 – Arithmetic lesson Lesson 6 – Calculate perimeter (Step 6 & 7) Lesson 7 - Calculate perimeter of rectilinear shapes (Step 8) Lesson 8 – Calculate perimeter of rectilinear shapes (with unknown lengths) (Step 9) Lesson 9 - Perimeter of polygons (Step 10) Lesson 10 – Arithmetic lesson		Lesson 1 – Understand denominators (Step 1) Lesson 2 – Compare and order unit fractions (Step 2) Lesson 3 – Understand numerators (Step 3) Lesson 4 – Understand the whole (Step 4) Lesson 5 – Arithmetic lesson Lesson 6 – Fractions on a number line (Step 5) Lesson 7 – Compare and order non-unit fractions (Step 6) Lesson 8 – Equivalent fractions (Step 7) Lesson 9 – Equivalent fraction families (Step 14) Lesson 10 – Arithmetic lesson	



	Week 1	Week 2	Week 3	Week 4	Week 5
	Number: Fractions B 2 weeks		Measurement: Mass and Capacity 1 week	Consolidation & assessment week 1 week	Number: Fractions 1 week
Spring 2	Lesson 1 – Add fractions (Step 1) Lesson 2 – Add fractions and mixed numbers (Step 2) Lesson 3 – Subtract fractions (Step 3) Lesson 4 – Subtract from whole amounts (Step 4) Lesson 5 – Arithmetic lesson Lesson 6 - Subtract from mixed numbers (Step 5) Lesson 7 - Unit fractions of an amount (Step 6) Lesson 8 - Non-unit fractions of an amount (Step 7) Lesson 9 - Reasoning with fractions of an amount (Step 8) Lesson 10 – Arithmetic lesson		Lesson 1 – Measure mass in grams and kilograms (Step 1 & 2) Lesson 2 – Equivalent masses (Step 3) Lesson 3 – Compare mass (Step 4) Lesson 4 – Add and subtract mass (Step 5) Lesson 5 – Arithmetic lesson	Address steps from gap analysis. Summative assessment.	Lesson 6 – Measure capacity and volume in litres and millilitres (Step 6 & 7) Lesson 7 – Equivalent capacities and volumes (Step 8) Lesson 8 – Compare capacity and volume (Step 9) Lesson 9 – Add and subtract capacity and volume (Step 10) Lesson 10 – Arithmetic lesson



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 1	Time 2 weeks		Decimals 3 weeks			Money 2 weeks	
	Lesson 1 - Tell the time to 5 minutes (Step 1) Lesson 2 - Tell the time to the minute (Step 2) Lesson 3 - Read time of a digital clock (Step 3) Lesson 4 - Use a.m. and p.m. (Step 4) Lesson 5 - Convert between analogue and digital times (Step 5) Lesson 6 - Convert between 12- and 24-hour clock times (Step 6) Lesson 7 - Hours, minutes and seconds (Step 7) Lesson 8 - Find and use durations (Step 8) Lesson 9 - Years, months, weeks and days (Step 9) Lesson 10 - Arithmetic lesson With Time being historically a difficult concept to teach, the White Rose Materials have been used in their entirety and therefore the Arithmetic lesson has been removed.		Lesson 1 - Tenths as fractions (Step 1) Lesson 2 - Tenths as decimals (Step 2) Lesson 3 - Tenths on a place value chart (Step 3) Lesson 4 - Tenths on a number line (Step 4) Lesson 5 - Arithmetic lesson Lesson 6 - Hundredths as fractions (Step 5) Lesson 7 - Hundredths as decimals (Step 6) Lesson 8 - Hundredths on a place value chart (Step 7) Lesson 9 - Halves and quarters as decimals (Step 8) Lesson 10 - Arithmetic lesson Lesson 11 - Make a whole (Step 9) Lesson 12 - Partition decimals (Step 10) Lesson 13 - Compare and order decimals (Step 11) Lesson 14 - Round to the nearest whole number (Step 12) Lesson 15 - Divide a number by 10 and 100 (Step 13 & 14)			Lesson 1 - Pound and pence (Step 1) Lesson 2 - Write money using decimals (Step 2) Lesson 3 - Convert pounds and pence (Step 3) Lesson 4 - Compare amounts of money (Step 4) Lesson 5 - Arithmetic lesson Lesson 6 - Estimate with money (Step 5) Lesson 7 - Add Money (Step 6) Lesson 8 - Subtract money (Step 7) Lesson 9 - Find change (Step 8) Lesson 10 - Arithmetic lesson	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Geometry: Properties of Shape 2 weeks		Geometry: Position and direction 1 week	Consolidation & assessment week 1 week	Measurement: Statistics 2 weeks		Consolidation
Summer 2	Lesson 1 - Turns and angles (Step 1) Lesson 2 - Identify angles (Step 2) Lesson 3 - Compare and order angles (Step 3) Lesson 4 - Types of lines (Step 4) Lesson 5 – Arithmetic lesson Lesson 6 – Triangles (Step 5) Lesson 7 – Quadrilaterals (Step 6) Lesson 8 – Polygons and Drawing polygons (Step 7 & 8) Lesson 9 – Symmetry (Step 9) Lesson 10 – 3D-Shapes (Step 10)		Lesson 1 - Describe position using coordinates (Step 1) Lesson 2 - Plot coordinates (Step 2) Lesson 3 - Draw 2-D shapes on a grid (Step 3) Lesson 4 – Translate and describe translate on a grid (Step 4 & 5) Lesson 5 – Arithmetic lesson	Address steps from gap analysis. Summative assessment.	Lesson 1 – Pictograms (Step 1) Lesson 2 - Interpret bar charts (Step 2) Lesson 3 - Draw bar charts (Step 3) Lesson 4 - Comparison, sum and difference (Step 4) Lesson 5 – Arithmetic lesson Lesson 6 - Interpret line graphs (Step 5) Lesson 7 - Draw line graphs (Step 6) Lesson 8 - Two-way tables (Step 7) Lesson 9 - Collect and represent data (Step 8) Lesson 10 – Arithmetic lesson		

Year 3/4 Cycle B: Reading Long Term Plan



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Autumn Term 1

Week	1	2	3	4	5	6
Genre	Fiction Picture Book	Non-fiction	Fiction Poetry	Lyrics	Non Fiction	Video
Text	The Gruffalo	British Wildlife	Up in the attic	This is me	Animals of War	The Present
Content Domain	Sequence	Vocabulary	Vocabulary- find and copy	Inference	Vocabulary- find and copy	2D Inference
Vocabulary	creature, ran bolt, walk wander, beast	Noisy Blaring Wary Cautious shy	Recognise Appeal Annual Mock	Impact Essential Descend Shabby	Content Capital Variety Address	Dense Deposit Increase Extraordinary

Autumn Term 2

Week	1	2	3	4	5	6
Genre	Non-fiction	Fiction Picture Book	Non-fiction Non-Chron Report	Assessment Week	Video	Video
Text	The Gunpowder Plot	The Dot	Eco		Edgar	The Big Xmas ad
Content Domain	Retrieval	Inference	Retrieval		Inference	Retrieval
Vocabulary	Desire Erupt Tragic Vast	Amusing Blank Hilarious Empty	Indicate Flexible Destructive Queasy		Arena Orchard Inspire Focus	Circular Weary Request Threat

Spring Term 1

Week	1	2	3	4	5	6
Genre	Non- Fiction	Song lyrics	Non-Fiction Information Poster	Non-Fiction	Poetry	Fiction
Text	Great Explorers Alistair Humphreys	Roar Katy Perry	Online Safety	Capbybaras	What We'll Build Oliver Jeffers	The Man Who Walked Between the Towers Mordicai Gerstein
Content Domain	Retrieval Giving evidence	Vocabulary Meaning of words in context	Retrieval True or false	Retrieval Organising information into a table	Inference Explain	Vocabulary Meaning of words in context
Vocabulary	Fragile Disaster Peculiar Manufacture	Develop Outstanding Limp Instant	Impersonate Mimic Connect Unsuitable	Resist Arrest Invisible Frantic	Secure Distanced Combined Palace	Recent Hostile Coax Blend

Spring Term 2

Week	1	2	3	4	5	6
Genre	Novel Study Fiction					
Text	Zombierella					
Content Domain	Chapter 1 Retrieval	Chapter 2 and 3 Inference	Chapter 4 Vocabulary	Chapter 5 & 6 Inference	Assessment week	Chapter 7 Retrieval
Vocabulary	Jagged Frequent Entertain Baggage	Distract Habitat Massive Assist	Practice Permit Mature Lack	Distress Confuse Competition Basic	Assessment week	Precious Plead Limb Furious

Summer Term 1

Week	1	2	3	4	5
Genre	Novel Study	Fiction Classic	Novel Study		
Text	Zombierella	Pinocchio	The Great Food Bank Heist		
Content Domain	Summarise And review?	Vocabulary	Retireval Tick the box	Inference Explain why	Summarising Number events
Vocabulary	Ancestor Mistrust Humble envy	Beautiful ungrateful unappreciative antique	Accelerate Abrupt Valiant annual	heal check meddle mane	Anticipate Recognise Appeal mock

Summer Term 2

Week	1	2	3	4	5	6
Genre	Novel Study	Consolidation Text and domain chosen by teacher based on class gaps	Transition Week	Assessment Week	Fiction Picture Book	Lyrics
Text	The Great Food Bank Heist				Ruby's Worry	Defying Gravity
Content Domain	Inference How and Why				Tom Percival Inference	Vocabulary Explain meaning of words in context
Vocabulary	Impact Content Essential Descend				Attempt Entrance Increase sense	Dense Deposit Extraordinary Erupt

Year 3/4 Cycle B

Curriculum Topic Map



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	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
British Values:	Democracy. Elect school councillors. Discuss secret votes or ballots. What are the advantages or disadvantages? Develop ideas of democracy. What decisions in class can we make democratically. What are the difficulties in voting on all decisions. Explore ideas of representative democracy													
Curriculum Drivers / Enrichment	Visitor from Severn Trent. Cultural Diversity: Discussion of the needs shared by all people regardless of background, nationality race etc. An examination of community projects aimed at improving water quality where a diverse range of people have shared their skills to make the project a success. Aspiration: Visitor to discuss with pupils the role they carry out and how they got involved with the organisation. Discuss how we can all make a difference in caring for our local environment. Cultural Diversity: Study other cultures in Japan and understanding of other religions through studying Hinduism. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive. Stories from other faiths and religions: The story of Rama and Sita.							Aspiration: Take part in a Christmas production. Cultural Diversity: Japan and Hinduism, different traditional music from other cultures. Consider the achievements of an artist from another culture Fujishima Takeji discuss how he was influenced by the French Impressionists and how cultures benefit from each other.						
Science	States of Matter Learning Journey 1. Compare solids, liquids and gases and group materials 2. Observe that some materials change state when they are heated 3. Observe that some materials change state when they are cooled 4. Investigate the temperature at which chocolate melts 5. Investigate dissolving							Precious Water Learning Journey 1. Make observations of melting and freezing 2. Investigate evaporation rates 3. Observe condensation 4. Investigate the link between evaporation rates and surface area 5. Draw conclusions about the temperature of water based on recorded data 6. Investigate which materials clean (filter) water the most effectively 7. Draw and label diagrams of the water cycle						



PE

Fundamental skills

LESSON 1	To develop balancing and understand the importance of this skill.
LESSON 2	To develop technique when running at different speeds.
LESSON 3	To develop agility using a change of speed and direction.
LESSON 4	To develop technique and control when jumping, hopping and landing.
LESSON 5	To develop skipping with a rope.
LESSON 6	To apply fundamental skills to a variety of challenges.

Swimming

Perform safe self-rescue in different water based situations
Swim competently, confidently and proficiently over a distance of at least 25 metres
Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Ball Skills

LESSON 1	To develop tracking and collecting skills.
LESSON 2	To develop confidence and accuracy when tracking a ball.
LESSON 3	To develop dribbling skills with hands and feet.
LESSON 4	To develop catching skills using one and two hands.
LESSON 5	To explore and develop a variety of throwing techniques.
LESSON 6	To use tracking and sending skills with feet.

Gymnastics

LESSON 1	To develop individual and partner balances.
LESSON 2	To develop individual and partner balances using apparatus.
LESSON 3	To develop control in performing and landing rotation jumps.
LESSON 4	To develop rotation jumps and sequence building using apparatus.
LESSON 5	To develop the straight, barrel, forward and straddle roll.
LESSON 6	To assess my straight, barrel, forward and straddle roll.
LESSON 7	To link actions that flow using the rolls I have learnt.
LESSON 8	To link actions that flow in a partner sequence using the rolls I have learnt.
LESSON 9	To develop strength in inverted movements.
LESSON 10	To develop strength in inverted movements.
LESSON 11	To create a 'great' partner sequence to include the skills I have learnt and apparatus.
LESSON 12	To create a 'great' partner sequence to include the skills I have learnt and apparatus.



British Values:	Tolerance. Learning other beliefs and practices (Indian experience day)	Individual liberty- understanding how women's rights have evolved over time (link to ancient Greece)
History		<u>Ancient Greece</u> <u>Learning Journey</u> 1. Sequence the Ancient Greek civilisations relating these to Ancient Egypt and the Stone Age 2. Describe the main features of Ancient Greek beliefs 3. Explain how we know about Greek Myths today 4. Evaluate the roles of different family members in Ancient Greece 5. Describe the type of government in the City State of Athens 6. Describe ways that Sparta was different from Athens 7. Create a double page spread about the Ancient Greeks.
Geography	<u>Rivers</u> <u>Learning Journey</u> 1. Locate major Rivers of the world 2. Understand the parts of a river 3. Find out about rivers and how they erode, transport and deposit materials 4. Find out why rivers are important 5. Find out about the causes of river pollution and its effect on the environment	
RE	<u>How do Hindu families practise their faith?</u> <u>What are the deeper meanings of some Hindu festivals?</u> Stage 1: To describe what Hindus believe about God. Stage 2: To describe some of the ways that Hindus worship. Stage 3: To explain why Hindus celebrate Diwali.	<u>Christianity – Christmas</u> <u>Learning Journey</u> Stage 1- To know that the story of the birth of Jesus is of central importance in Christianity. Stage 2- To know that Jesus is considered to be the "Light of the World" to Christians. Stage 3- To understand that Christians believe the birth of Jesus was a prophesied event and changed the world forever. Stage 4 - To compare and contrast the festivals of Christmas and Diwali.

British Values:	Tolerance. Learning other beliefs and practices (Indian experience day)		Individual liberty- understanding how women's rights have evolved over time (link to ancient Greece)	
Music	<u>Gustav Holst – Mars</u> <u>10 pieces</u> 1. Listen and reflect on a piece of orchestral music 2. Create their own piece of music using instruments and voice 3. Perform as an ensemble 4. Learn musical language appropriate to the task		<u>Performance</u> 1. To sing in tune with expression 2. To control their voice when singing 3. To sing songs from memory with accurate pitch	
Computing	<u>Sound stories</u> <u>4 lessons</u> • To understand what makes audiobooks effective and identify the key features that make them engaging. • To plan and write a script for an engaging audiobook. • To record clear narration and add sound effects to an audiobook. • To edit, improve and finalise an audiobook using recording and sound design tools.	<u>Online Safety</u> <u>4 lessons</u> 1. Going phishing 2. Beware malware 3. Plagiarism 4. Healthy screen time	<u>Word Processing</u> <u>6 Lessons</u> • Use some of the main keyboard shortcuts • Suggest ways to improve a layout • Apply specific effects to an image • Add a spelling to the spelling dictionary • Add or delete rows or columns in a table • Suggest ways to change a table • Choose a relevant website to link a document to create a hyperlink	
MFL	<u>Classroom Commands</u> To recognise, understand and recall common classroom commands in Spanish. Aprendo Espanol (I am learning Spanish) • Pinpoint Spain and other Spanish speaking countries on a map of the world. • Ask and answer the question 'How are you?' in Spanish. • Say 'Hello' and 'Goodbye' in Spanish. • Ask and answer the question 'What is your name?' in Spanish. • Count from 1-10 in Spanish. • Say 10 colours in Spanish.		<u>Fruits (Early Language Teaching)</u> 1. Name and recognise up to 10 fruits in Spanish. 2. Attempt to spell some of these nouns. 3. Ask somebody in Spanish if they like a particular fruit. 4. Say what fruits they like and dislike	
PSHCE	<u>Mindful Paws B sessions</u>		<u>Belonging to the community</u> • Stage 1: Explain what compassion means and why we should show compassion to all animals.	

		• Stage 2: Identify the needs of animals. • Stage 3: Explore whether an animal's needs are being met when animals are used for human benefit. • Stage 4: Recognise the differences and similarities between humans and animals, and that animals have feelings and emotions. • Stage 5: Identify how we can help protect the natural habitats of wild animals. • Stage 6: Describe some of the harm that humans inflict on wild animals and the consequences for the planet. • Stage 7: Describe how human actions impact aquatic animals, with particular focus on plastic pollution.
Personal Development Events	Black History – Inspirational person British Values – definitions and linking them to what they look like in our school Anti-bullying – Lesson and pledge Mental Health – Hello Yellow "odd socks" Remembrance – How does British Legion money get spent? Cyber safety	
Art		People - painting and sculpture inspired by Alberto Giacometti Drawing • Make informed choices in drawing including paper and media. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, and shape • Alter and refine drawings and describe changes using art vocabulary Colour and painting • Mix and match colours to those in a work of art. • Observe colours on hands and faces - mix flesh colours. • Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. Sculpture • Make informed choices about the technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Use a variety of materials Media • Pencil grades, paint, materials for sculpture Final piece of art • Facial portrait in pencil and colour • 3D Sculpture

DT	The Story of Rama and Sita (use a cam to develop a moving puppet to illustrate an element of the Rama and Sita story). <u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <u>Evaluate</u> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. <u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. •	
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The Ancient Greeks

Key Knowledge	Teacher Notes
Sequence time periods	Children can describe how the development of civilization in Ancient Greece overlapped with events in Ancient Egypt as well as the Bronze Age and Iron Age in Britain. Children know that a century is 100 years, and they begin to use BCE to mean Before the Common Era (before year 1 around the time Jesus is believed to have been born).
Describe features of a civilization	Children can describe how civilisations usually have cities, access to fresh water, writing, specialised jobs (compared with a hunter gatherer society where this is less the case), laws and government and a set of shared beliefs.
Recall important parts of Ancient Greek Life	Children can recall the names of Zeus, Poseidon and Athena and know that Zeus was the god of the sky and king of the gods. He threw thunderbolts, Poseidon is god of the sea and can cause storms and earthquakes; Athena is the daughter of Zeus, she is the goddess of war and wisdom and known to be very wise. Athens is named after Athena and the Parthenon is a temple built for her. Children can recognise an Ancient Greek temple. Children can recall two Ancient Greek myths e.g. the story of Persius (Medusa) and Theseus and the Minotaur.
Explain key characteristics and achievements of Ancient Greek Civilisation	Children can explain that in Athens, citizens got a say in making laws and deciding what happened. They know this is called democracy. They can explain that in Greek demo means people and cracy means power/ rule and that this is how we get the word democracy. Children can also explain that women did not get a say or vote. They can explain that enslaved people acted as servants or did hard manual labour like in Ancient Egypt and were not allowed to vote. Children can describe differences between Athens and Sparta (Athens was a democracy, Sparta was not. Athens valued art and education. Sparta valued strength and having a strong army. Spartan women could fight for Sparta and own land, Athenian women could not. Children can explain that the Ancient Greek Civilisation still has an influence today on our ideas (democracy); our language (words such as dinosaur and helicopter coming from Greek); and architecture e.g. columns used in more modern buildings in cities and towns.
How do we know?	Children can explain why we know far more about Ancient Greece than we do about Britain from the Stone Age to Iron Age (because as well as archaeology, and surviving buildings, we have writing including the myths).

Rivers

Key Knowledge	Teacher Notes
Locational Knowledge	Children can recall the names of the seven continents and five oceans.
Place Knowledge	Children can locate major rivers of the world (Nile, Amazon, Mississippi, Congo)
Human and physical Geography	Children can explain the different parts of a river (source, tributary, channel, riverbed, river banks, waterfall, mouth, meander, delta) Children can discuss what erosion means, understand how it happens and the effects. Children understand the importance of rivers (transport, deposit materials, religious beliefs) Children can explain what pollution is, how our rivers are becoming polluted, what effects pollution has and what we can do to help with water pollution.
Geographical Skills and Fieldwork	Children can use maps, atlases, globes and digital/computer mapping to locate rivers around the world

States of Matter

Key Knowledge	Teacher Notes
Is water a solid, liquid or gas and why is fresh water precious?	➤ Children can explain that "matter" (materials – the stuff things are made of) can be solid, liquid or gas depending on the temperature. ➤ Children can explain that different materials melt and freeze at different temperatures (ice, chocolate etc). ➤ They can describe how melting starts when solids become warmer or hotter and that liquids can freeze as they become colder.
Working scientifically	Observation over time ➤ Children make measurements of temperature. Identifying and classifying ➤ Children identify different materials as solids or liquids. Research ➤ Children access online resources to research the rainfall in the Amazon Rainforest

	Comparative and fair testing ➤ They ask questions and design tests, considering whether they are fair. They talk about other variables that may have had an impact on their tests. ➤ Children compare temperatures at which chocolate melts ➤ Children test their ideas about dissolving.
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Precious Water

Key Knowledge	Teacher Notes
Is water a solid, liquid or gas and why is fresh water precious?	➤ Children can explain that "fresh" water is not salty unlike sea water and that animals and plants on land need fresh water to survive. ➤ Children can describe how water can change state using the words solid, liquid, gas, evaporation, condensation, melting and freezing. ➤ Children can described the water cycle using the terms, evaporation and condensation.
Working scientifically	Observation over time ➤ Children observe evaporation, condensation and melting. They ask questions and discuss the best ways of finding out more (observe, Classify, research, test/ investigate etc.) Identifying and classifying ➤ Through their observations children identify whether water is evaporating, condensing or whether ice is melting. Pattern seeking ➤ Children look for patterns in the rates of evaporation considering the role of surface area, temperature and wind. Research ➤ Children access online resources to research the water cycle. Comparative and fair testing ➤ Children compare rates of evaporation and melting, ask questions and design simple tests for their ideas.

	Spring 1						Spring 2				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5
British Values:	Mutual respect: Consider the importance of Lent and Ramadan to Christians and Muslims										
Curriculum drivers / enrichment	Cultural Diversity: Develop knowledge of the practices of different faiths and explore similarities between faiths when studying pilgrimages , trip to Southwell Minster. In DT consider how ingredients and cooking traditions from different cultures have enriched the food we eat and have available. Consider how we depend on a range of countries for the food we eat. Aspiration: Visit from local farmer.						Visit to Tropical Butterfly House Cultural Diversity: Explore with the children the ecological importance of Rainforests and how we all have an interest in conservation. Discuss themes of “one world” and how we all need to care for it regardless of nationality. Consider the skills of indigenous people who survive and thrive in the rainforest and the threats they face from deforestation etc. Explore the creative work produced by indigenous Austrailians and the importance of creativity and art to all people. Consider how we value the differences and similarities in art work (Aboriginal representations of the rainforest compared with the work of Rousea and some similarities between pointillism and techniques used in Aboriginal art. Aspiration: Guided talks from those who work at the Butterfly House.				
Science	Why we eat? (and what happens to our food?) <u>Learning Journey</u> 1. Identify the different types of teeth (first part of the digestive system) 2. Carry out an investigation into the effects of different drinks on teeth (eggshell to be used to demonstrate) 3. Describe the simple functions of the digestive (children to practically investigate) 4. Explain how different parts of the food chain relate to each other (identifying producers, predator, prey)						<u>Living things and their habitats</u> <u>Learning Journey</u> 1. What the seven life processes are. 2. How we can sort and group animals. 3. What vertebrate and invertebrate animals are. 4. Which living things can be found in the local area. 5. What a classification key is. 6. How the environment is changing, and the impact humans can have on the environment. 7.				
Science (Sustainability Module)	Deforestation To be completed in either Autumn/Spring What is deforestation? What are the impacts in the UK and the rest of the world?										



THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT





PE

Dance

LESSON 1	THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.
LESSON 2	THEME: The Spy To choose actions which relate to the theme.
LESSON 3	THEME: The Spy To develop a dance using matching and mirroring.
LESSON 4	THEME: Carnival To learn and create dance moves in the theme of carnival.
LESSON 5	THEME: Carnival To develop a carnival dance using formations, canon and unison.
LESSON 6	THEME: Carnival To develop a dance phrase and perform as part of a class performance.
LESSON 7	THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter.
LESSON 8	THEME: States of Matter To use actions, dynamics, space and relationships to represent a state of matter.
LESSON 9	THEME: States of Matter To order and structure phrases to create a dance performance.
LESSON 10	THEME: The Twist To copy and repeat a set phrase in a 1960s style showing energy and rhythm.
LESSON 11	THEME: The Twist To learn and perform a partner dance in a 1960s style.
LESSON 12	THEME: The Twist To develop my own 1960s inspired dance using changes in relationships.

Golf

LESSON 1	To explore hitting technique and aiming towards a target.
LESSON 2	To develop hitting accuracy.
LESSON 3	To explore technique for hitting over a short distance.
LESSON 4	To explore technique for hitting over a short distance.
LESSON 5	To explore a technique for hitting over a long distance.
LESSON 6	To apply skills and knowledge to compete in a tournament.

	<u>Dodgeball</u>		
	LESSON 1	To develop throwing and apply this to a target game.	
	LESSON 2	To develop dodging skills to avoid being hit.	
	LESSON 3	To develop catching and learn the rules of the skill within this game.	
	LESSON 4	To further develop catching and use the rules of the skill within this game.	
	LESSON 5	To begin to think tactically and apply this to a game.	
	LESSON 6	To apply skills and knowledge to compete in a tournament.	
British Values:	Tolerance. Develop ideas of pilgrimage.		
History			The Roman Empire and its impact on Britain For Learning Journey see summer
Geography	<u>The Rainforest</u> <u>Learning Journey</u> 1. To investigate the location of rainforest biomes around the world. 2. To understand the different layers of a rainforest. 3. To describe the extent of the Amazon Rainforest and the route of the Amazon 4. To understand indigenous people’s lifestyles and the threats they face. 5. To investigate deforestation of the Amazon Rainforest. 6. To describe how different drivers have had an impact on the rainforest. 7. To complete a double page spread on rainforests.		

RE	<u>ISLAM Prayer, Practice & Sacred Places</u> How do religious families and communities practice their faith? Symbols and religious expression How do people express their religious and spiritual ideas on pilgrimage? Stage 1- How the five pillars help Muslims express their faith. Stage 2 – How, where and why Muslims pray. Stage 3- Why and how Hajj is sacred to Muslims. Stage 4- Why is the ummah important to Muslims.	<u>What is expected of a person following religious belief?</u> <u>What matters to Christians?</u> Stage 1- To recount the events of Holy Week. Stage 2- To understand the role of sacrifice in the story of Easter. Stage 3- To know what difference Jesus' sacrifice make to Christians today.
Music	<u>Whole Class Recorders</u> Pbuzz • play and sing a range of pieces from memory and from simple notation • be able to play up to three notes with a good sound • sit or stand with the correct posture • listen to themselves and others, and make improvements • copy back and improvise simple phrases • have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics • create and perform their own rhythmic patterns • compose, notate and perform short melodies • recognise a range of orchestral instruments • have grown in confidence and want to celebrate their musical success with a performance	

Computing	Animation 6 lessons - To understand what animation is. - To understand the term onion skinning and be able to use this technique for 2D computer animations. - To know how to enhance simple animations using animation software. - To plan an animation. - To create a narrative through animation. - To evaluate animations.	Logo 4 Lessons - To learn the structure of the language of 2Logo. - To input simple instructions in 2Logo - To use 2Logo to create letter shapes. - To use the Repeat command in 2Logo to create shapes. - To use and build procedures in 2Logo.	Effective searching 4 lessons - To understand what a search engine is, how it works and how to use simple keywords to find information online. - To understand how search engines collect, sort and rank results, and why some results appear first. - To learn advanced ways to improve searches so we can find the most accurate and useful results quickly. - To develop strategies to judge whether information online is true and if sources can be trusted.
MFL	Vegetables (Early Language Teaching) <u>Learning Journey</u> - Name and recognise up to 10 vegetables in Spanish. - Attempt to spell some of these nouns (including the correct article) - Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. - Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.		
Art	How has the rainforest been represented in Art (contrast the work of Rousseau: Tiger in a Tropical Storm with aboriginal representations of rainforest animals and explore techniques. <u>Colour and painting</u> - Mix and match colours to those in a work of art. - Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. - Use colour to reflect mood - Work with one colour against a variety of backgrounds <u>Pattern</u> - Consider different types of mark making to make patterns. - Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art) <u>Media</u> - Paint, pastel <u>Final piece of art</u> - Rainforest painting with layers		

DT	Plan and make a nutritious soup for a pilgrim arriving on Iona (link to discussion of the harshness of conditions for early Christians making the journey to Iona) <u>Nutrition</u> • Understand and apply the principles of a healthy and varied diet; • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
PSHCE	<u>Media literacy and Digital resilience</u> Stage 1: Learn how to create and manage passwords Stage 2: Learn how to protect personal information and devices Stage 3: Learn how to identify and manage suspicious contact	<u>Growing and changing</u> Stage 1: The physical changes that happen during puberty Stage 2: The biological changes that happen during puberty Stage 3: The importance of personal hygiene during puberty Stage 4: Emotional changes during puberty
Personal Development Events	Children's mental health week Safer Internet Day World Book Day Multi-faith events – Shrove Tuesday, Events of Lent, Lunar New Year, Ramadan	

The Tropical Rainforest

Key Knowledge	Teacher Notes
Locational Knowledge	Children can locate countries in South America that have part of the Amazon Rainforest within their borders. Children can recall at least three of these, e.g. Brazil, Peru and Columbia. Children can identify the latitude of tropical rainforests and explain that they are found between 10 degrees north and south of the Equator, and between the Tropics of Cancer and Capricorn.
Human and physical Geography	Children explain that the climate of the tropical rainforest is typically warm and wet with high rainfall and year-round high temperatures. Children can contrast this with a temperate climate such as in the UK where temperatures are cooler and usually neither very hot or very cold. Children can describe how the climate of the rainforest with high temperatures, strong sunlight and plenty of water provides great conditions for vegetation to grow. They can explain that the biome of the tropical rainforest is exceptionally rich with millions of plant and animal species, many still waiting to be discovered. Children can explain transpiration and describe how rainforests help produce rain clouds by talking about transpiration and condensation as part of the water cycle. Children can also explain why deforestation is happening in the Amazon and other tropical areas and can give at least three reasons e.g. for cattle, and other agriculture, for timber and because of mining. The children can explain that the rainforests are important because they are so rich in species, they help produce rainfall and because they play a part in keeping our climate stable.
Geographical Skills and Fieldwork	Children can use maps, atlases, globes and digital/computer mapping to locate rainforests around the world and to locate the countries of the Amazon Rainforest.

Why We Eat

Key Knowledge	Teacher Notes
Why do we eat and what happens to our food once it enters our mouths?	➤ Children can explain that we eat to get the energy we need, so we can grow and stay healthy and strong. ➤ Children know that digestion starts in the mouth with food broken down into small pieces and mixed with saliva. ➤ Children can recall the different kinds of teeth in our mouths and describe their function: incisors (cutting), canines (tearing), pre-molars (chewing to grind food into even smaller pieces and to send food back to the molars) and molars (chewing to grind food into even finer pieces). ➤ Children can recall the main parts of the digestive system: mouth, oesophagus, the stomach, the large small intestine, large intestine and rectum. ➤ Children can explain that the oesophagus is a tube that takes food from the mouth to the stomach, that the stomach contains acid that helps kill bacteria and germs that may be on the food, that the small intestine is where food is broken down and nutrients are taken into the blood, that the large intestine is where water is taken out of what is left and into the blood and the rectum is the opening at the end of the body where undigested food is stored before it leaves as poo. ➤ Children understand food chain and how they relate to predator and prey
Working scientifically	Observation over time ➤ Children observe what happens in our mouths when we eat an apple or similar. Children observe the effects of different drinks on solid objects e.g. a penny, a piece of chalk, a small sea shell/ egg shell. Comparative and fair testing ➤ Children compare what happens to different objects left in popular drinks. ➤ Children ask questions and test their own ideas.

The Rainforest

Key Knowledge	Teacher Notes
What is a rainforest and why are they so important?	➤ Children can explain that rainforests are warm and wet and provide very rich habitats for many species. ➤ Children can explain how invertebrates do not have an internal skeleton but may be protected in other ways e.g. a tough exoskeleton or shell. ➤ Children can identify whether an animal is an invertebrate and can explain how they may be suited to their environment. ➤ Children can describe a rainforest food chain and identify produces and consumers ➤ Children can explain how large areas of rainforest have been cut down to provide food and land for cattle and that this leads to extinctions as many animals and plants depend on the rainforest to survive.
Working scientifically	Identifying and classifying ➤ Children identify a range of features associated with different invertebrates. They begin to group different invertebrates associated with these features. Children ask questions and design keys based on their ideas.

Electricity

Key Knowledge	Teacher Notes
What is it used for, how can we use it safely and how can we make a circuit work to light a bulb or sound a buzzer?	➤ Children know that household electricity can be dangerous and know that they should never play around with sockets and should report frayed wires or extension leads that are joined together. ➤ They know that electrical substations and pylons can also be dangerous and know how to stay safe. ➤ Children can identify common appliances that run on electricity. ➤ They can put together simple circuits effectively to light a bulb or sound a buzzer. ➤ Children can explain why some circuits don't work because they know that circuits need to be complete. ➤ They can build switches into circuits and explain why they work. ➤ Children can explain what an insulator and conductor are and recognise these. ➤ They know that metal is usually a good conductor.



Working scientifically	Observation over time ➤ Children observe what happens to the brightness of bulbs in different circuits they build. Identifying and classifying ➤ Children identify materials that are insulators and conductors. Pattern seeking ➤ Children look for patterns with different materials that conduct. Research ➤ Children research staying safe with electricity.
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	Summer 1							Summer 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Curriculum drivers / enrichment	Romans trip Cultural Diversity: The Roman Empire: consider the countries that made up the Roman Empire and the range of nationalities of the Roman Soliders in the British Isles e.g. Syrian, North African, European. Consider how all were part of the Roman Empire. Explore issues of inclusivity and contrast this with the Roman use of slavery. Discuss fairness and what it would like to be a slave and why this is unacceptable in Modern Britain.							Cultural Diversity: Explore the importance of this key milestone in all cultures and some of the similarities between different cultural traditions in celebrating this. Discuss how shared celebrations promote inclusion and belonging. Learn about different cultures’ approaches to the journey of life e.g. the Hindu circle of life. Begin the understand the importance of sense of meaning and purpose to the human experience. Aspiration: Enrichment Link to Electricity. Consider the work of Thomas Edison in inventing the lightbulb. Consider the values that enabled him to succeed against the backdrop on numerous failures e.g work-ethic. Consider the importance to success of learning from failure.					
Science	<u>Sound Learning Journey</u> 1. Describe how sound is caused by vibrations 2. Investigate how sound travels through different materials 3. Explore the relationship between distance and volume 4. To investigate how sounds can be different pitches and volumes 5. To find out how the length, thickness and tightness of a string affects its pitch						<u>Electricity Learning Journey</u> 1. To identify common appliances that run on electricity and explain the dangers of electricity 2. To construct simple circuits 3. To recognise what has gone wrong in an electric circuit 4. To recognise some common conductors and insulators						
Science (Sustainability Module)	<u>Energy</u> What is energy? How can we reduce our energy usage?												



PE	Focus: Health and Fitness - I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working - I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely Learning Journey - Tunnels, Balance Transfer. Personal Best Challenge - Agility, ball chasing. Timing Through Collaboration - Agility, ball chasing. Team Strategy Challenges - Agility, ball chasing. Develop Sequences - Agility, ball chasing. Oversee Competition - Tunnels, Balance Transfer. Personal Best Challenge	Focus: Personal - I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice - I know where I am with my learning and I have begun to challenge myself - I try several times if at first I don't succeed and I ask for help when appropriate Learning Journey - Matching Pairs, Balloon Balance. Personal Best Challenge - Coordination, footwork. Select Footwork Patterns - Coordination, footwork. Task Cards - Coordination, footwork. Through the Gates - Coordination, footwork. Footwork Assault Course - Coordination, footwork. Footwork Assault Course - Matching Pairs, Balloon Balance, Personal Best Challenge
British Values: Democracy. Discuss ideas of fairness and what being a slave in the Roman Empire meant.		
History	The Roman Empire and its impact on Britain Learning Journey - Explore how the story of Romulus and Remus and how the city expanded into an empire? - Understand why the romans wanted to invade Britain - Understand about Julius Caesars and Claudius's invasion of Britain - Understand about a Roman soldier - Understand the story of Boudicca and why she led a rebellion - Describe what Roman houses were like in Roman Britain - What was leisure and entertainment like for Romans in Roman Britain? - Know about Roman roads and place names - What lasting impact did the Romans leave in Britain	
Geography		Investigate the Local Area – Map Challenge Learning Journey - Describe the location of the School Community in relation to the wider world - Produce a map of the school with a key and labelled grid squares - Investigate where food you can buy in the locality comes from

RE		How do different religions celebrate the Journey of Life and Death? <u>Learning Journey</u> 1. To understand what a life journey is 2. To understand the religious journey of Muslims 3. To understand the religious journey of Hindus 4. To describe how a child is welcomed and supported into being a member of the Christian Church 5. To know what Christians and Hindus believe happens after death and express own ideas
PSHCE	<u>Mental Health and Emotional Wellbeing</u> Stage 1: Learn what makes a healthy diet and why this is important Stage 2: Learn about influences and making healthy choices when deciding what to eat or drink Stage 3: Learn how to plan and prepare a healthy meal Stage 4: Learn about the importance of regular, physical activity Stage 5: Learn about strategies to maintain a balanced lifestyle	<u>Money Matters:</u> Stage 1: Explain how spending decisions can affect people's feelings Stage 2: Explain how and why money worries can have an impact on emotional wellbeing Stage 3: Identify sources of information and support Stage 4: Identify different influences on people's spending and how these can be managed Stage 5: Describe how companies encourage people to buy products or goods Stage 6: Explain what should be considered before deciding to buy a product or goods Stage 7: Explain how spending choices can affect others and identify ways to make positive spending decisions
Music	Mama Mia – Abba/ Pharrel Williams Listen and Appraise the song Mamma Mia and other Abba songs: • Mamma Mia by Abba • Dancing Queen by Abba • The Winner Takes It All by Abba • Waterloo by Abba • Super Trouper by Abba • Thank You For The Music by Abba 1. Musical Activities - learn and/or build on your knowledge and understanding 2. about the interrelated dimensions of music through: 3. Warm Up Games (including vocal warm ups) 4. Flexible Games (optional extension work) 5. Learn to Sing the Song 6. Play Instruments with the Song 7. Improvise with the Song (and optional extension activities) 8. Compose with the Song 9. 2. Perform the Song - perform and share your learning as you progress through the Unit of Work.	

Computing	Coding 6 Lessons - To create a simple computer program using coding structures previously encountered. - To know what selection means in computer programming. - To know how to use co-ordinates in computer programming. - To explore methods that introduce loops in coding. - To understand what a variable is in programming. - To create a game that keeps score.	Unpacking Hardware and Software 4 Lessons - To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. - To identify and describe different pieces of computer hardware and understand their functions. - To understand what software is and how we use it to complete tasks. - To explore how hardware and software interact to complete everyday tasks.	Micro:bit 4 Lessons - To code a micro:bit to make it work as a step counter. - To code a micro:bit to make a light switch that switches on or off when the light level changes. - To code a micro:bit to make a rock, paper and scissors game. - To code micro:bits to make simulated dice.
MFL		At the café (Intermediate Teaching) <u>Learning Journey</u> - Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. - To understand better how to change a singular noun to plural form. - Perform a short role-play ordering what they would like to eat and drink.	
Art	Observational Drawings of min-beasts linked to Science (Explore a range of shading techniques e.g. cross hatching.) - Become proficient in drawing, painting, sculpture and other art, craft and design techniques; - To create sketch books to record their observations and use them to review and revisit ideas.	Art inspired by Music (options include using the work of Kandinsky e.g. composition 8, inspired by Wagner's Iohengrin and Georgia O' Keeffe's Music Pink and Blue i i Aims: - Produce creative work, exploring their ideas and recording their experiences; - Become proficient in drawing, painting, sculpture and other art, craft and design techniques; - Evaluate and analyse creative works using the language of art, craft and design; - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms; Subject content: - To create sketch books to record their observations and use them to review and revisit ideas; - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; - Great artists, architects and designers in history.	



DT

Design Make and Evaluate a Roman Onager (catapult)

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are
- fit for purpose, aimed at particular individuals or groups;
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and
- exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,
- joining and finishing], accurately;
- Select from and use a wider range of materials and components, including construction materials, textiles and
- ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products;
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their
- Work;
- Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

The Romans

Key Knowledge	Teacher Notes
Sequence time periods	Children can describe how the time of the Romans in Britain came after Ancient Egypt and Ancient Greece. Children know that a century is 100 years, and they know that BCE means Before the Common Era (before year 1 around the time Jesus is believed to have been born) and CE means the Common Era (after year 1). . They know that the higher numbers BCE are further back in time. They use these terms when talking about the different time periods. Children can recall and sequence the following key events: Julius Caesar's failed invasions of Britain [55 and 54 BCE], the emperor Claudius's successful invasion of Britain [43 CE], Boudicca's rebellion [60 CE], the conquest of Wales [73 CE], the building of Hadrian's Wall [122 CE] and finally the end of Roman rule [410 CE]. Children know that the Roman's invaded Britain around 2000 years ago. NB at this stage children do not need to recall the bracketed dates.
Describe some features of everyday life in Roman Britain	Children can describe Roman roads (straight and direct and well made). The can describe Roman Villas: (large farms with big houses for their owners, they had beautifully painted walls and mosaic floors, some even had a form of central heating under the floor. [called hypocaust additional information]. Children can describe characteristics of Roman towns. They usually had a forum (market and meeting place), a temple and public baths. They know baths were important places for washing and for people to get together.
Recall some of the important ideas about Roman beliefs	Children can recall the names of three gods or goddesses for example: Jupiter king of the gods; Minerva, goddess of wisdom and craft, Neptune god of the sea; Mars god of war; Diana, goddess of the hunt and Appollo, god of sun, music, healing and poetry. Children know that overtime the Romans became Christian.



Explain what is meant by empire and the impact of the Roman invasion and settlement of Britain.	Children can explain an empire in simple terms [a group of countries ruled by one person or one government or country] and know what an emperor is. Children can explain that an invasion is where one group uses force to take over land of another group of people. Children can explain why the Roman Empire was a "civilisation" see earlier units. Children can give two reasons why the Romans wanted to invade Britain: precious and important metals (gold, Iron and tin), farmland and glory [to show that the emperor was powerful, strong and important] Children can explain why effective roads were important to Romans (for moving goods and the army around the country more quickly). Children can explain that although most people in Roman times lived in wooden houses with thatched roofs, some Romans lived in Villas. Children can explain why some of the tribes fought back against the Romans (they had to pay taxes to the Romans and had land taken away.) The children can also explain why the tribes were not successful (The Roman army was very well organised and roads meant that the Romans could move their armies around the country quickly). Children know that the language of Latin used by the Romans is still important today and that some words used today come from Latin: e.g. agenda: etcetera Children know that some of our modern roads follow the original Roman roads.
How do we know?	Children can describe how we can learn about Roman Britain from archaeology (artefacts) and buildings that have been left behind, mosaic tiles from Villas, the remains of bath houses, Roman arches, coins etc. as well as writing that has survived.

The Rainforest

Key Knowledge	Teacher Notes
What is a rainforest and why are they so important?	➤ Children can explain that rainforests are warm and wet and provide very rich habitats for many species. ➤ Children can explain how invertebrates do not have an internal skeleton but may be protected in other ways e.g. a tough exoskeleton or shell. ➤ Children can identify whether an animal is an invertebrate and can explain how they may be suited to their environment. ➤ Children can describe a rainforest food chain and identify producers and consumers ➤ Children can explain how large areas of rainforest have been cut down to provide food and land for cattle and that this leads to extinctions as many animals and plants depend on the rainforest to survive.
Working scientifically	Identifying and classifying ➤ Children identify a range of features associated with different invertebrates. They begin to group different invertebrates associated with these features. Children ask questions and design keys based on their ideas.

Sound

Key Knowledge	Teacher Notes
What is sound and what makes sounds high or low, quiet or loud?	➤ Children explain that sounds are made by vibrations and these can travel from a sound source to our ear (through air, water or through solid materials) ➤ Children can explain that sounds get fainter the further you are from a sound source.
Working scientifically	Observation over time ➤ Children observe a range of sounds in and around school. Identifying and classifying ➤ Children classify sounds as higher or lower, quieter or louder. Pattern seeking ➤ Children look for patterns between how high or low, quite or loud a sound is and the object that produced it Comparative and fair testing ➤ Children compare sounds from a range of objects and instruments as well as at varying distances ➤ Children design their own tests and to find out how they can alter sounds by changing the shape of an object, the length of an object or the tightness/ looseness of strings ➤ Children consider whether tests are fair.

