

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge	How far can you throw your shadow?	What happens to the food we eat?	Who lived in Britain first?	How wonderful was Ancient Egypt?	How does blossom turn into an apple?	Can we survive without water?
English	Core Text Onion and the Dark Emma Yarlett	Core Text The incredible book eating boy Oliver Jeffers	Core Text Stone Age Boy Satoshi Kitamura	Core Text Egyptian Cinderella Emma Yarlett	Core Text The Flower John Light	Core Text The Wind in the Willows Kenneth Graham
Maths	White Rose Maths Scheme (see skills progression)					
Science	<p>Sc3/4.1 Light recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p>	<p>Sc4/2.2 Animals including humans describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Sc4/4.2 Electricity identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sc3/2.1 Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves & flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) & how they vary from plant to plant</p> <p>investigate the way water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Sc4/3.1 States of Matter compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	
Humanities	Ge2/1.1b Locational Knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns		Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Hi2/2.3 Ancient Civilizations Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared – A study of Ancient Egypt	Ge2/1.4c Geographical Skills use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.	Ge2/1.3 Physical Geography describe and understand key aspects of physical geography - the water cycle
Art	Light & dark		Cave paintings	Egyptian art	Sculpture	
DT	Textiles		Food		Construction / Mechanisms	
Computing	Word processing skills UKCCIS: Self image & identity	Programming – scratch (quiz)	Animation UKCCIS: online information		Drawing & desk top publishing UKCCIS: privacy & security	Using & applying
RE (SACRE syllabus)	3.1 Remembering	Christmas	4.1 Belief in the community	Easter	4.3 Our World	
Music	Mu2/1.1 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Charanga:		Mu2/1.1 play musical instruments with increasing accuracy, fluency, control and expression (recorders & percussion) Charanga		Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Charanga:	
SMSC	Jigsaw: Being me in my world	Jigsaw: Celebrating differences	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
PE	Fit4fun					
Languages	Spanish					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge	Why were the Greeks so groovy?	What did the Romans ever do for us?	How do you fall down a rabbit hole?	What is all that noise?	What makes the earth angry?	What else lives in our village?
English	Core Texts Greek Myths Marcia Williams	Core Texts Escape from Pompeii Christina Ballit	Core Texts Alice in Wonderland Lewis Carroll	Core Texts The Pied Piper Michael Morpurgo	Core Texts Firework maker's daughter Phillip Pullman	Core Texts The Promise Nicola Davies
Maths	White Rose Maths Scheme (see skills progression)					
Science	<p>Sc3/2.2 Animals including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Sc4/3.1 States of Matter compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sc3/4.2 Forces and Magnets compare how things move on different surfaces</p> <p>know that some forces need contact between objects, but mag forces act at a distance</p> <p>observe how magnets attract or repel each other, attracting some materials and not others</p> <p>compare and group together a variety of everyday materials; are attracted to a magnet, and identify magnetic materials</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Sc4/4.1 Sound identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Sc3/3.1 Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Sc4/2.1 All Living Things recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>
Humanities	Hi2/2.4 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world	Hi2/1.2 Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Hi2/2.1 Local History Pupils should be taught about an aspect of local history	Ge2/1.1a Location Knowledge locate the world's countries, using maps to focus on Europe (including Russia) concentrating on their environmental regions, key physical & human characteristics & major cities	Ge2/1.3 Physical Geography describe and understand key aspects of physical geography: volcanoes and earthquakes	Ge2/1.3 Physical Geography Ge2/1.3a describe and understand key aspects of physical geography, including: river study
Art	Sculpture: pots & mosaics		Drawing		Painting	
DT	Textiles		Food		Construction / Mechanisms - volcanoes	
Computing	Word processing skills UKCCIS: Online relationships	Programming scratch	Photo stories UKCCIS: Online bullying	Presentation skills UKCCIS: Health & Lifestyle		Using & applying
RE (SACRE syllabus)	3.3 Encounters	Christmas	4.2 Saints and heroes	Easter	3.2 Faith Founders	
Music	Mu2/1.1 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Charanga:		Mu2/1.1 play musical instruments with increasing accuracy, fluency, control and expression (recorders & percussion) Charanga		Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Charanga:	
SMSC	Jigsaw: Being me in my world	Jigsaw: Celebrating differences	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
PE	Fit4fun					
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