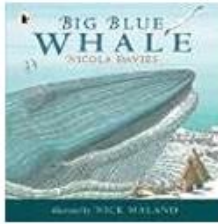
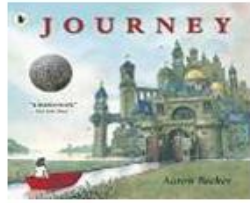


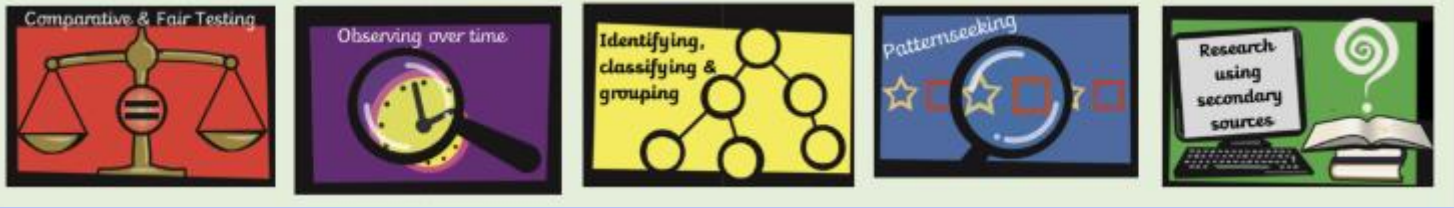
Year 3 and 4	 Focus: Recount- letter	 Focus: Fiction- fantasy story Poetry- Dance with me Autumn	 Focus: historical narrative	 Focus: Information and persuasion Poetry- The magnificent Bull	 Focus: Fiction- adventure story	 Focus: Persuasion and information text Poetry- Apes to zebras Shape Poetry
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Seal Surfer Recount	Winter's Child Fantasy Story	Stone Age Boy Historical Narrative	Big Blue Whale Information and persuasion	Journey Adventure Story	Zeraffa Giraffe Persuasion and information text
Writing outcome	Writing outcome: To write a letter from the boy to his grandfather telling him about the events he has missed.	Writing outcome: To write a fantasy story based on a fable	Writing outcome: Write a story set in the Stone Age	Writing outcome: Write a persuasive informative article about whales for the protection of the blue whale	Writing outcome: Write an adventure story based on Journey using the language of Berlie Doherty	Writing outcome: Plan and write a persuasive guide for visiting Zeraffa at the <i>Jardin des Plantes</i> in Paris
SCIENCE	Energy- Electricity and Circuits	Movement and Nutrition	Earth Rocks		What's that sound?	How does your garden grow?

Science End Points	To explore electrical components and conductivity through circuit building and real life applications	Investigate the human body by studying the skeleton, muscles and nutrition. Pupils identify key bones and their functions, compare human and animal skeletons, explore how muscles enable movement, learn how the body uses energy and what makes a balanced diet.	Classify rocks by exploring their properties, uses and formation. Pupils investigate how fossils are formed and what they can reveal about the past, learn about the work of palaeontologists and explore soil formation through practical enquiries, including sedimentation and drainage tests.	Discover how sound is made and travels by exploring the relationship between vibrations and hearing. Pupils investigate how sound moves through different materials, learn how animals such as dolphins and whales communicate, explore ways to protect hearing and experiment with pitch and volume by creating their own musical instruments.	Comparing animal and plant life cycles by investigating reproduction, growth and survival. Pupils explore sexual and asexual reproduction in plants, grow cuttings and plot root growth, compare life cycles across animal groups and analyse secondary data to understand how predators and climate change can affect amphibians.
Curriculum Objectives	All electrical appliances need a power source, including batteries or mains electricity. An electrical circuit needs a complete path for the electrical charge to flow through. The main components in a series circuit. There are precautions for working safely with electricity. Some materials allow electric charge to pass through them quickly and	Animals can be grouped based on the presence of a skeleton. The skeleton in humans and some animals is used for movement, protection and support. The muscular system in humans and some animals works with the skeleton for movement. The main bones in the body. Animals, including humans, need the right types and amount of nutrition.	Rocks can be grouped based on appearance or properties (e.g. colour, texture, hardness and permeability). Rocks may contain grains, crystals or fossils. Grains and crystals appear differently and can be used to classify rocks. Soils are made from rocks and dead matter. The relationship between the properties of rocks and their uses. Fossils can form from the remains of living things.	Sound is a result of vibrations. Vibrations from sounds travel through mediums to the ear. An insulating material reduces the amount of vibrations that pass through it and can be used to protect the ears from damaging sounds. Different materials provide different amounts of insulation against sound.	A life cycle shows the changes an animal or plant goes through until the reproduction of a new generation when the cycle starts again. All living things must reproduce for the species to survive. Sexual reproduction requires two parents whereas asexual reproduction only requires one parent. There are different processes plants and animals use to reproduce (asexual and sexual reproduction). Science in action To know:

	these are known as electrical conductors (e.g. metals). Some materials do not allow electrical charge to pass through them easily and these are known as electrical insulators (e.g. wood and plastic). Metals are used for cables and wires because they are good conductors of electricity. Plastic is used to cover cables and wires because it is a good insulator. An open switch breaks a series circuit so the components will be off. A closed switch completes a series circuit so the components will be on.	Humans cannot make their own food; therefore, they eat to get the nutrition needed. There are nutrient groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) with their own functions in the body. A balanced diet should include all nutrient groups. Animals have different diets. Science in action To know: There are famous scientists throughout history. There are a range of jobs and careers that use	Rocks can change over time (e.g. erosion and weathering).	A variety of ways to change the pitch or volume of a sound. Quicker vibrations cause higher-pitched sounds and slower vibrations cause lower-pitched sounds. Stronger vibrations cause louder sounds and weaker vibrations cause quieter sounds. Sounds get fainter as the distance from the sound source increases.	There are a range of jobs and careers that use scientific knowledge and methods. There is current scientific research taking place with aims for achievement in the future. Scientific evidence is used to support or refute ideas or arguments.
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	The relationship between bulb brightness and the number of bulbs in a circuit. Science in action To know: There are famous scientists throughout history. There are a range of jobs and careers that use scientific knowledge and methods. Work is done by modern-day scientists. Methods and equipment have been used by scientists throughout history and these have led to modern methods. Scientific knowledge has changed over time, leading to the current understanding of Science.	scientific knowledge and methods. Scientific work is taking place with modern-day scientists. There are science events in the news and recent discoveries. There are methods and equipment used by scientists throughout history that have led to modern methods. Scientific knowledge has changed over time, leading to the current understanding of Science. There is current scientific research taking place with aims for the future.			
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	Collaboration and peer-reviewing are essential for effective scientific progress.				
Working Scientifically					
HISTORY			Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	What changed in Britain after the Anglo- Saxon invasion?	How did the achievements of the ancient Maya impact their society and beyond?
History End Points			to investigate life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical time line.	To understand how Britain changed after the Anglo-Saxon invasion by investigating settlement, belief and daily life in Anglo- Saxon England.	Investigate the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life. Pupils use artefacts to make inferences, explore Maya settlements in the rainforest and discover the significance of beliefs and inventions to the Maya
Curriculum objectives		To know that history is divided into periods of history e.g. ancient times, middle ages and modern.		To know that significant archaeological findings are those which change how we see the past.	History is divided into periods of history, e.g. ancient times, Middle Ages and modern.

		To know that BC means ‘before Christ’ and is the term used to date the years before Jesus was born To know that Anno Domini (AD) is Latin for ‘in the Year of the Lord,’ and is the term used to date the years after Jesus was born. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade. To know that significant archaeological findings are those which change how we see the past.	To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain.	A chronologically secure knowledge of local, British and world history across the periods studied. Change can be brought about by advancements in materials. Change can be brought about by advancements in trade. Advancements in science and technology can be the cause of change. Significant archaeological findings are those which change how we see the past. Historically significant’ events are those which changed many people’s lives and had an impact for many years to come. Archaeological evidence can be used to find out about the past. We can make inferences and deductions using images from the past. Archaeological evidence has limitations: it does not give all the answers or tell us about
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		To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence. To understand the development of groups, kingdom and monarchy in Britain. To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time. To understand how invaders and settlers influence the culture of the existing population.	To know that settlements changed over time. To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	the emotions of people from the past. Assumptions made by historians can change in the light of new evidence. Some important people and events. Settlements changed over time. Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. Education existed in some cultures, times and groups. Trade began as the exchange of goods.
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		To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.			There are different beliefs in different cultures, times and groups. The achievements of ancient civilisations contributed to the development of technology, culture and science.
History enquiry skills	Develop research skills by identifying and selecting relevant sources and information to answer and ask historical questions Explore how historical events have been represented in different sources and how discuss how this might affect our understanding Compare different sources to learn about a specific period in history Ask historically valid questions and find answers using resources Investigate how historical sources can provide different perspectives on the same event or periods Analyse and interpret primary sources				
GEOGRAPHY	What are rivers and how are they formed?	Who lives in Antarctica?			Are all settlements the same?
Geography End Points	To investigate how water is stored and transferred by learning about the water cycle, rivers and their features.	To explore the physical features of Antarctica and examine how the people adapt to working in this extreme environment. To plan an expedition inspired by Shackleton's journey.			To examine settlements and land use by comparing urban and rural environments and investigate how places change over time

Curriculum objectives	To know where North and South America are on a world map. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. To know some types of settlement. To know that the water cycle is the processes and	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the world's biomes. To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.		To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. To know some types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries. To understand that a scale shows how much smaller a map is compared to real life. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
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	stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries. To understand that a scale shows how much smaller a	To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know the world's different climate zones. To know water is used by humans in a variety of ways.		To know that an OS map shows human and physical features as symbols. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know what a bar chart, pictogram and table are and when to use which one best to represent data.
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	map is compared to real life.	To know that a natural resource is something that people can use which comes from the natural environment.		
	To recognise world maps as a flattened globe.			
	To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.	To understand that a scale shows how much smaller a map is compared to real life.		
		To recognise world maps as a flattened globe.		
	To know that an OS map shows human and physical features as symbols.	To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west and south-west.		
	To know that grid references help us locate a particular square on a map.	To know that an annotated drawing or sketch map is hand-drawn and gives a rough idea of the features of an area without having to be completely accurate.		
	To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.			

	To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know what a bar chart, pictogram and table are and when to use which one best to represent data.			
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Geography Fieldwork and Skills

Ask and answer more complex Geographical questions about locations

User a range of Geographical resources to support answers

Interpret simple Geographical data

Begin to form more complicated Geographical questions to answer

Begin to use a range of sources, research and field work to answer questions

Begin to interpret and scrutinise Geographical data they have collected to reach conclusions

DESIGN and TECHNOLOGY	Torches			Constructing a castle		Pneumatic toys
D&T End Points	To apply scientific understanding of electrical circuits through designing and making a torch using recycled and reclaimed materials.			To explore the features of structures and castle through designing and making a model castle.	To investigate how compressed air can create movement within a mechanism and be used in a working pneumatic toy.	
Curriculum objectives	Electrical conductors are materials which electricity can pass through. Electrical insulators are materials which electricity cannot pass through. A battery contains stored electricity that can be used to power products. An electrical circuit must be complete for electricity to flow. A switch can be used to complete and break an electrical circuit.		To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose. To know that a facade is the front of a structure. To understand that a castle needed to be strong and stable to withstand enemy attack.		How mechanisms work. A mechanical system can allow us to move something more easily. Mechanical systems can have more than one mechanism that moves to make them work. Mechanical systems are often hidden in products to make them look more appealing. Pneumatic systems can be found in everyday objects. Pushing air can be used to move a mechanism. Pivots can be used to create more movement in a mechanical system A combination of mechanisms can improve a product.	

ART	Abstract Shape and space-sculpture		Prehistoric painting		Drawing exploring tone texture and proportion	
Art End Points	To explore how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.		To discover how any why our ancestors made art by experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.		To explore tone, texture and proportion to create realistic and expressive drawings inspired by artist Sarah Graham, Nicola McBride and Beatriz Milhazes.	
Curriculum objectives	Making skills (formal elements): Form: Know that simple 3D forms can be made by creating layers, by folding and rolling materials. Shape: Know how to use basic shapes to form more complex shapes and patterns. Tone: Know tone can create contrast between light and dark, adding shadows and highlights to an artwork. Making skills: How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to use their arm to draw 3D objects on a large scale. How to sculpt soap from a drawn design. How to smooth the surface of soap using water when carving. How to join wire to make shapes by twisting and looping pieces together.		Formal elements: Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Shape: Negative shapes show the space around and between objects. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: Shading creates different tones in artwork by changing the applied pressure. Tone: Shading helps make drawn objects look realistic by giving them form (dimension). Making skills: How to use simple shapes to scale up a drawing to make it bigger. How to make a cave wall surface.		Making skills (formal elements): Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. Texture: Complex marks can represent the textures and qualities of different surfaces. Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object.	

	How to create a neat line in the wire by cutting and twisting the end onto the main piece.	How to paint on a rough surface. How to make a negative and positive image.	Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork.
	How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.	How to create a textured background using charcoal and chalk.	Space: Objects can appear in the foreground or background and size can be used to show distance.
	How to try out different ways to display a 3D piece and choose the most effective.	How to use natural objects to make tools to paint with.	Making skills:
	Knowledge of artists:	How to make natural paints using natural materials.	Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass.
	Art can communicate powerful statements about right and wrong.	How to create different textures using different parts of a brush.	
	Artists can choose particular materials to communicate a message.	How to use colour mixing to make natural colours.	Represent geometric 3D shapes more accurately and begin to include organic forms.
	Evaluating and analysing:	Knowledge of artists:	
	Artists make choices about what, how and where they create art.	Art from the past can give us clues about what it was like to live at that time.	Use a more diverse range of marks to convey a subject's form.
	Art can be all different sizes.	Artists have different materials available to them depending on when they live in history.	Combine lines and marks to create light and dark areas of a drawing.
	Art can be displayed inside or outside.		
	Art is interpreted differently depending on how it is displayed.	Artists can make their own tools.	The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light.
	Artists make work to explore right and wrong and to communicate their own beliefs.		

	Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.	Artists experiment with different tools and materials to create texture. Artists make decisions about how their work will be displayed. Evaluating and analysing: Artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings.	Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. Sketch to plan the placement of their composition elements for visual effect. Draw more accurately in relative size/proportion. Recognise whether something is in the foreground or background of a composition and how size can show distance. Knowledge of artists: Artists use drawing to plan ideas for work in different media. Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Artworks can fit more than one genre. Artists evaluate what they make, and talking about art is one way to do this.			
MUSIC:	Changes in pitch, temp and dynamics Rivers	Composition/ melodies- Mountains			Reggae Rhythm – playing in a band	
Music End Points	Learn to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages	Learn to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they			Discover reggae through some of Bob Marley’s most iconic songs, pupils learn simplified bass lines, basic chords and the	

	of the river through vocal and percussive ostinatos, culminating in a final group performance.	change. Creating original compositions to match an animation, building up layers of texture.			concept of the offbeat. Pupils combine these musical elements to rehearse and perform collaboratively in their own reggae bands	
Curriculum objectives	When you sing without accompaniment it is called 'a cappella'. Harmony means playing two notes at the same time that usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. 'Performance directions' are words added to musical notation to tell the performers how to play.	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.			Listening and evaluating To know: Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. Music can be classified or 'sorted' in different ways. That music from different cultures and time periods sounds different because of its musical features. Interrelated dimensions Rhythm: To know that rhythms can repeat or change to create patterns in music.	

					Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. Instrumentation: To know that instruments belong to families and can have different roles in a piece of music. Harmony: To know that harmony is created when two or more different notes are played together.	
COMPUTING:	Programming 2		Collaborative learning		Web design	Online safety
Computing End points	Developing computational thinking skills through decomposition, pattern recognition, abstraction and algorithm design to solve problems.,		Developing collaborative working skills through using online software to create and share digital content		Develop research, word processing and collaborative working skills while learning how webpages and websites are created using Microsoft tools	Develop online research skills by learning how to search for information and judge its probable accuracy. Pupils identify adverts and pop-ups, investigate how technology can be distracting and make informed choices about using digital content safely and effectively.
Curriculum objectives	Decomposition is the process of breaking down a task or problem into smaller parts.		Software can be used collaboratively online to work as a team. What type of comments and suggestions on a collaborative document can be helpful.		To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as	Some of the methods used to encourage people to buy things online. Technology can be designed to act like or impersonate living things. Technology can be a distraction and identify when

	Breaking down a problem into smaller parts makes it easier to solve the problem. Abstraction is identifying the important detail and ignoring irrelevant information. Loops are used to save time when writing code by reducing repetition. A variable is a container or holder for storing information that can change, e.g. numbers or text. Conditional statements tell the computer what to do next based on a user's input. It is important to identify where the mistake is in the		You can use images, text, transitions and animation in presentation slides.		clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.	someone might need to limit the amount of time spent using technology. What behaviours are appropriate to stay safe and be respectful online.
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	programming as part of the debugging process. Errors in a program could result from sequencing errors, coding errors or missing code.					
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