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|  | Autumn | Spring | Summer |
| The Roman Empire | British Transport | The Mayas |
| 1 | 2 | 1 | 2 | 1 | 2 |
| English texts  | Escape from Pompeii | GorillaRoman Diary: The Journey of Liona | Harry Potter and the Philosopher’s Stone | The Train to Impossible Places  | Leon and the Place Between | Charlie and the Chocolate FactoryThe Great Kapok Tree |
| Maths  | Place ValueAddition and Subtraction | Addition and SubtractionMeasure – areaMultiplication and Division | Multiplication and DivisionMeasure – length and perimeterFractions | FractionsDecimals | DecimalsMoneyTime | Geometry – angles and 2D shapesStatisticsGeometry – position and direction |
| Science  | Animals including Humans | Living Things and their habitats | Electricity | Scientists Thomas Edison andLewis Howard Latimer | Sound | States of Matter |
| Art and Design  | Textiles | Painting (Banksy) | Drawing | Marbling | Painting (Van Gogh water colours) | Painting (Van Gogh oil paints) |
| Computing  | Unpacking hardware and softwareEffective searching | Animation | LogoMicrobits | Microbits continuedComposing beats | Sound storiesIntro to AI | Intro to AI continuedCoding |
| Design Technology  | Textiles: fastenings | Adapting a recipe | Electrical torches | Digital timers | Slingshot cars | Structure: pavilions |
| Geography | Human and Physical Geography | Human and Physical GeographyPlace knowledge | Locational Knowledge | Geographical Skills and Fieldwork | Geographical Skills and Fieldwork | Human and Physical Geography |
| History  | The Roman Empire | The Roman Empire | British Transport | British Transport | The Mayas | The Mayas |
| Languages  | Revision – especially classroom languageConsolidation of Y3 languageOù habites-tu? Family membersAs-tu des freres ou des soeurs?  | Consolidating language so farAVOIR:As-tu? -classroom objectsmasculine.feminine nounsPluralsNumbers to 31*saying how many items there are*Christmas/winter song | numbers to 31revision: **alphabet sounds****Colours****Spelling colour words**word order of adjectives/nouns“Je voudrais” using coloured items (sweets)Noticing adjectival agreements and colours)“Va-t’e,n grand monstre vert” | Animals/petsCombien? Plurals**As-tu** un animal? Describing pets by colour Noticing adjectival order and agreements  | Using the verb **aimer to describe which animals we like/dislike**Sportssaying which sports we like/dislike using “et” and “mais” | Consolidation of likes/dislikes -sport with et/mais“Tu aimes..?” Foods/fruits/drinksCafé role play (je voudrais) French Day |
| Music  | Musical Structures | Exploring feelings when you play | Compose with your friends | Feelings through Music | Expression and Improvisation | The show must go on! |
| Physical Education  | GymnasticsHockey | DanceNetball | Health Related ExerciseForest School/OAA | DodgeballCricket | SwimmingAthletics | RoundersFree Choice |
| Religious Education  | Judaism | Christianity | Free Choice - Parables | Christianity | Humanism | Hinduism |
| Personal, Social, Health and Economic Education  | Computer safety- Online bullying Keeping safe and staying safe- How to keep themselves safe | Keeping and staying healthy- Healthy lifestyles | Feelings and emotions- Jealousy  | Being Responsible- How can we be responsible First Aid – Identifying situations that would require First Aid. | Working World- Tax/VAT Growing and Changing- Healthy/unhealthy relationships | A world without judgement- Being different is ok |
| Wellbeing | Connect – pen pals |  | Take Notice-My thoughts | Move-Making a beat | Give-Giving to my community | Discover-Resilience |