

YEAR A YEARS 3 AND 4	AUTUMN		SPRING		SUMMER	
	Great People	What can we learn from Stories?	How do we Solve Problems?	How did That Happen? From Dinosaurs to the Moon	Water, water everywhere	What can we Learn from our local area
Starter/Visit			Time & Tide Museum Roman day.			Ringsfield - outdoor teamwork, working with nature.
English	Roald Dahl Playscripts Explanations Michael Rosen - Chocolate Cake Performance poetry	Creation stories Myths and legends: Greek Mythology Playscripts Instructions- puppet making Performance poetry	Varjak Paw book study - writing from a character's perspective Diary writing Non chronological reports (city guides)	Instructions- making an instrument Letter writing- replying to Editor Performance poetry: Onomatopoeia	A Bug's Life as stimulus for story Storyboards Writing letters - invitations Fact files - bugs Balanced arguments - reviews Poetry - Crazy Creeper Crawl	Newspaper reports, Poetry, Journals, Debate, Instructions Stories set in Norfolk Non-chronological writing News reports Interviews
Reading	Explicit teaching of comprehension skills based on high quality literature, including: Varjak Paw, Charlie and the Chocolate Factory, Beowulf, non-fiction texts relevant to topic Explicit teaching of comprehension skills based on Reading Explorers Skills taught and reinforced: Vocabulary, Infer, Predict, Explain, Retrieve, Summarise					
SPAG focus	Formation of nouns using suffixes and by compounding Formation of adjectives using suffixes Using suffixes –er and –est in adjectives and using –ly to create adverbs Subordination (when, if, that, because) and coordination (or, and, but) Expanded noun phrases for description Recognise statements, questions, exclamations or commands Correct choice and consistent use of present and past tense Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes for omission and singular possession				Formation of nouns using a range of prefixes (super, anti, auto) Correct use of a/an depending of first letter of next word Word families based on common words (solve, solution, solver, dissolve, insoluble) Expressing time, place or cause using conjunctions, adverbs or prepositions Introduction to paragraphs Headings and sub-headings to aid presentation Use of present perfect form of verbs (He has gone out to play instead of He went out to play) Introduction to inverted commas to punctuate direct speech	
Maths	See Rising Stars Maths Continuum					
RE		Story of Christmas	Life after death	Easter	Buddhism - meditation and well being focus.	
Science	Animals, including humans Pupils should be taught to: - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey.	States of Matter Pupils should be taught to: - compare and group materials together, according to whether they are solids, liquids or gases - 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 (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Electricity Pupils should be taught to: - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors.	Sound Pupils should be taught to: - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.	Living Things and their Habitats Pupils should be taught to: - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things.	Habitats Investigate a Pollution outbreak Soil, Aquatic Plants, Working Scientifically Plastic pollution and the different ways habitats are damaged.
History	Ancient Greece, life and influence - What did the Ancient Greeks do for me?		Roman Empire and impact on Britain Place knowledge – which UK towns have Roman names?		Anglo Saxon and Scots settlements What happened to Britain when the Romans left?	

Geography	Locational Knowledge – focus on Europe e.g. Greece. Where did Greek sea battles take place?		Comparing Britain and Italy, Using maps, Locational Knowledge, Human and Physical Geography European countries. Comparing names of European countries from Roman times to today.		Local Knowledge: Mapping local area, including waterways.	Using maps, fieldwork, water cycle, human and physical features, rivers of the world. Counties and cities of the UK
Computing	Computer Science - design, write and debug programs that accomplish specific goals. Understand opportunities that computer networks offer for communication Digital Literacy - recognise unacceptable/unacceptable behaviour		Computer Science - use repetition in programs IT - presentation Digital Literacy - identify a range of ways to report concerns about content		Computer Science - control or simulate physical systems IT - select a variety of software to accomplish given goals, select, use and combine internet services Digital Literacy -understand how computer networks can provide multiple services	
DT	Build a Greek temple Build a Trojan horse		Control - design and make an alarm– something which triggers a light or buzzer to come on Shields and Helmets, Roman food, Roman design Artists - Italian art Drawing, sculpture, mosaic, jewellery making Charcoal drawings - Varjak Paw		Cooking and Nutrition Clay - Saxon Homes	
Art and Design	Sculpture – Greek sculpture Greek temples	Design, clay work, crayon art, photography			Drawing and printing - Saxon and Celtic symbols	
Music	Out of the Ark song 'The Olympians'. Action songs, ceremonial music to listen to and appraise. Percussion fanfares Song writing using familiar tunes about the water cycle. Information phrases + pulse to create raps. Descriptive percussion – water cycle sequences		Word rhythms (counting syllables) repeat, create textures. (say – play in ensemble) Listen to and appraise Italian music Notated rhythms: using Roman/Italian words (foods, places, features..)		Traditional songs: folk music - Lambton Worm, Bamburgh Tuned instruments: Anglo Saxon Monks – plainsong: modes e.g. dorian – create chords/ melodic ideas	
MFL	Core Unit 1 - Greetings and Family	Core Unit 2 - Days of the week, counting to 20 and colours	Core unit 3 - Months of the year, counting to 31 and parts of the body	Animals - Describing pets and farm animals and being able to describe where they are.	Food - Fruit, vegetables, cutlery and ingredients	At School - Ways to get to school, subjects and telling the time
PE	Invasion Games Basketball, Football, Netball, Hockey, Rugby, Table tennis	Gymnastics use of Flexibility, technique, control and balance	ETM/MTM Movement/exercise to music/dance	Net & Ball Tennis, volleyball, squash, badminton, table tennis	Striking/ fielding games Rounders, cricket, T-ball	Athletics Running, jumping, long jump, throwing, hurdles, relay race, starting position using starting blocks