

**Study Overview**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Investigating patterns		Bronze/Iron age		Ancient Greeks	
English	Stories by the same author Stories from other cultures, Fables Instructions and explanations Non chronological reports, News reports Letters, Creating Images Humorous poems Poems from around the world		Stories about imaginary worlds Myths and legends, Recounts Non chronological reports Instructions and explanations Traditional poems, Performance poems Poetry to express emotion		Adventure stories Plays and dialogues Myths – Greek myths, Persuasive writing Non chronological reports, Recounts Traditional poems, Shape poems, Animal poems	
Computing	Animations & programming	Spot bugs in code and correct them	Edit video on a computer	Networks	Email safely Features of emails	Use computers to collect, analyse & present data.
Mathematics	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Money Statistics Length and Perimeter Fractions		Fractions Time Properties of Shape Mass and Capacity	
Geography	Continents, countries and major cities		Types of settlement and land use Compare UK to a European country		European country Greece Mapping	
Religious Education	What does it mean to be a Christian in Britain today ?		Why is the Bible so important for Christians today ?	Why are festivals important to people?	Why do people pray ? (Multi faith)	What do people believe about God ? (Hindu focus)
PE	Core Skills Swimming & Water Safety	Gymnastics Swimming & Water Safety	Dance Swimming & Water Safety	Team Games Swimming & Water Safety	Striking and Fielding Games Swimming & Water Safety	Athletics Swimming & Water Safety
PSHE	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
Science	Light		Magnets		The muscles of the human body	
Design & Technology	We are exhibition designers		Packaging		Sandwich snacks	
History	The worlds most famous, influential and ground-breaking painters, sculptors, architects and designers		Stone Age – Iron age Development of humanity during this time		Ancient Greeks	
Music						
Lessons delivered by Warwickshire County music service						
Modern Foreign Languages	1) Spanish 2) Polish		1) Italian 2) German		1) Mandarin 2) French	
Country study						

	Autumn Term 1&2 Year 3: Investigating patterns Year 4: Roman Gladiators	Spring Term 1&2 Year 3: Bronze/Iron age Year 4: Ancient Egypt	Summer Term 1&2 Year 3: Ancient Greeks Year 4: Mountain Landscapes
Skills and knowledge	<ul style="list-style-type: none"> <li>To use a range of materials creatively to be able to design and make products.</li> <li>Take inspiration from great artists (classic and modern).</li> <li>To be able to give an opinion on a piece of artwork.</li> <li>To be able express ideas in a variety of ways.</li> <li>To be able to adapt and refine ideas as they progress.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To be able to draw lines of different size or thickness to sketch and shade.</li> <li>To be able to colour own work neatly and follow the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>To be able to use different hardness's of pencils to show line, tone and texture.</li> <li>To be able to annotate sketches to explain and elaborate ideas</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>To be able to use varied objects or equipment to make prints.</li> <li>To attempt to mimic prints from the environment ie. wallpaper.</li> <li>To be able to overlap shapes.</li> <li>To be able to make printing blocks (plaster cast print, monoprints, marbling).</li> </ul> <p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>To be able to use a wide range of tools using IT to create different textures, lines, tones, colours and shapes.</li> <li>To be able to use different effects within an I.T paint package.</li> <li>To be able to create and edit images using various software and explain how they were created.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to be able to design and make products.</li> <li>Take inspiration from great artists (classic and modern).</li> <li>To be able to give an opinion on a piece of artwork.</li> <li>To be able express ideas in a variety of ways.</li> <li>To be able to adapt and refine ideas as they progress.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To be able to draw lines of different size or thickness to sketch and shade.</li> <li>To be able to colour own work neatly and follow the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>To be able to use different hardness's of pencils to show line, tone and texture.</li> <li>To be able to annotate sketches to explain and elaborate ideas</li> </ul> <p><b>Collage and textiles</b></p> <ul style="list-style-type: none"> <li>To be able to use a range of materials to make a collage for effect.</li> <li>To weave materials together to make patterns and to be able to do a basic cross stitch.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>To be able to use varied objects or equipment to make prints.</li> <li>To attempt to mimic prints from the environment ie. wallpaper.</li> <li>To be able to overlap shapes.</li> <li>To be able to make printing blocks (plaster cast print, monoprints, marbling).</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to be able to design and make products.</li> <li>Take inspiration from great artists (classic and modern).</li> <li>To be able to give an opinion on a piece of artwork.</li> <li>To be able express ideas in a variety of ways.</li> <li>To be able to adapt and refine ideas as they progress.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>To be able to use techniques such as rolling, cutting, moulding and carving e.g. using clay to produce a clay pot.</li> <li>To use a combination of shapes in artwork and to include lines and texture.</li> <li>To be able to use clay and other mouldable materials in my artwork.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To be able to use thick and thin paintbrushes.</li> <li>I can use a range of painting techniques including experimenting and creating mood with colour.</li> <li>To be able to make secondary colours from using primary colours.</li> <li>To be able to mix colours effectively.</li> <li>To be able to use watercolours to produce pieces of artwork.</li> </ul> <p><b>Collage and textiles</b></p> <ul style="list-style-type: none"> <li>To be able to use a range of materials to make a collage for effect.</li> <li>To weave materials together to make patterns and to be able to do a basic cross stitch.</li> </ul>
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> To be able to write instructions in cooking or making a design.</p> <p><b>Numeracy:</b> Maths using measurements and numbers.</p>		
Wider Skills	<ul style="list-style-type: none"> <li>History: Looking at Ancient Greeks and Ancient Egypt.</li> <li>Geography: Looking at mountains and landscapes.</li> <li>Science: Rocks and plants.</li> </ul>		
How you can help your child at home	Watching videos from the link provided based around topics done in school. Art and Design KS2: <a href="https://www.bbc.co.uk/bitesize/subjects/zn3rkqt">https://www.bbc.co.uk/bitesize/subjects/zn3rkqt</a>		

*“The English language is so elastic that you can find another word to say the same thing”  
— Mahatma Gandhi.*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Word reading:</b> apply knowledge of root words, suffixes, prefixes etc. Read further exception words, noting spelling and sound.</p> <p><b>Spelling:</b> use further prefixes and suffixes and understand how to add them (e.g. super- anti- auto-)</p> <p><b>Composition:</b> in narrative writing, create settings, character and plot. Read loud their own writing using intonation</p> <p><b>Grammar:</b> use a wide range of conjunctions , read books structured in different ways, use dictionaries</p> <p><b>Comprehension:</b> Listen to and discuss a range of texts,</p> <p><b>Handwriting:</b> write legibly, fluently and with increasing speed</p> <p><b>Speaking and Listening:</b> Give structured descriptions</p>		<p><b>Word reading:</b> apply knowledge of root words, suffixes, prefixes etc. Read further exception words, noting spelling and sound.</p> <p><b>Spelling:</b> make connections to and explore word families [for example, solve, solution, solver, dissolve, insoluble]</p> <p><b>Composition:</b> organised paragraphs around a theme</p> <p><b>Grammar:</b> use present perfect forms of verbs</p> <p><b>Comprehension:</b> read a wide range of narratives, identify themes in texts, prepare texts to read aloud</p> <p><b>Handwriting:</b> write legibly, fluently and with increasing speed</p> <p><b>Speaking and Listening:</b> participate in conversations</p>		<p><b>Word reading:</b> apply knowledge of root words, suffixes, prefixes etc. Read further exception words, noting spelling and sound.</p> <p><b>Spelling:</b> spell further homophones, spell words that are often misspelt</p> <p><b>Composition:</b> in non narrative, use headings and subheadings.</p> <p><b>Grammar:</b> choose nouns or pronouns for clarity &amp; cohesion</p> <p><b>Comprehension:</b> discuss words and phrases to capture the imagination, recognise different forms of poetry, discuss understanding and explain meaning in context</p> <p><b>Handwriting:</b> write legibly, fluently, and with increasing speed</p> <p><b>Speaking and Listening:</b> Consider and evaluation different viewpoints</p>	
Key Assessments	Writing assessment as baseline AR assessment	Writing assessment as at end of term AR assessment	AR assessment	Writing assessment at end of term AR assessment	AR assessment	Writing assessment at end of term AR assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> N/A</p> <p><b>Numeracy:</b> Using the library, dates and times for authors and time periods</p>					
Wider Skills	Communicating, sharing ideas, research for different topics, extending writing perseverance					
How you can help your child at home	BBC Bitesize English/ language and literacy Oxford Owl home learning		Books and stories on line.			

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> <li>• Create an animation on a computer</li> <li>• Review their work</li> <li>• Improve their work</li> <li>• Use a programming language to sequence commands for a purpose</li> <li>• Use iteration in the code.</li> </ul>	<ul style="list-style-type: none"> <li>• Spot bugs in code and correct them</li> <li>• Understand that even if the code works it could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Edit video on a computer</li> <li>• Combine sound and video</li> <li>• Evaluate work</li> <li>• Improve work</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that computers use networks to communicate with each other</li> <li>• Understand what is needed for a computer network</li> <li>• Understand how the internet is a large network of networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Email safely</li> <li>• Features of emails</li> </ul>	<ul style="list-style-type: none"> <li>• Use computers to collect data</li> <li>• Use technology to analyse data</li> <li>• Use computers to present data to a specific audience.</li> </ul>
Key Assessments						
Important literacy and numeracy developed this year	<p><b>Literacy:</b></p> <p><b>Numeracy:</b></p>					
Wider Skills						
How you can help your child at home						

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Skills and knowledge</b>	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Read and write numbers to 1000</li> <li>Represent numbers to 1000</li> <li>Compare and order numbers up to 1000</li> <li>Recognise the place value of a 3 digit number.</li> <li>Count in multiples of 4, 8, 50 and 100</li> <li>Find 10 or 100 more or less than a given number</li> <li>identify, represent and estimate numbers using different representations</li> <li>Use place value and number facts to solve problems.</li> </ul> <p><b>Number: Addition and Subtraction</b> <b>To be able to;</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds</li> <li>add and subtract numbers up to three digits using formal written methods of column addition and subtraction</li> <li>Use the inverse operation to check answers</li> <li>estimate the answer to a calculation</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Number: Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Multiply and Divide by 3, 4 and 8</li> <li>Become fluent in the 3, 4 and 8 times tables.</li> <li>Apply their times tables knowledge to practical contexts.</li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>		<p><b>Number: Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.</li> </ul> <p><b>Measurement: Length &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>measure the perimeter of simple 2-D shapes</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> </ul>		<p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator within one whole e.g.. <math>5/7 + 1/7 = 6/7</math></li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above and in Spring Term Fractions.</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul> <p><b>Geometry : Properties of Shape</b></p> <ul style="list-style-type: none"> <li>Recognise angles as a measure of a turn.</li> <li>Make <math>1/2</math>, <math>1/4</math>, <math>3/4</math> and whole turns clockwise and anti-clockwise.</li> <li>Recognise right angles</li> <li>Compare angles and use mathematical language (obtuse and acute) to describe angles.</li> <li>Draw lines accurately in cm and mm.</li> <li>Recognise vertical and horizontal lines of symmetry.</li> <li>Identify parallel and perpendicular lines.</li> <li>Recognise, describe and draw 2D shapes</li> <li>Recognise, describe and construct 3D shapes.</li> </ul> <p><b>Measurement: Mass, Capacity and Temperature</b></p> <ul style="list-style-type: none"> <li>Read scales to measure mass</li> <li>Compare mass, capacity and volume measurements using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</li> <li>Add and subtract mass and capacities.</li> </ul>	
<b>Key Assessments</b>	Marking and Feedback End of block assessments					
<b>Important literacy and numeracy developed this year</b>	<b>Literacy:</b> Reading and writing numbers, reading and understanding word problems, understanding mathematical language, symbols and diagrams. <b>Numeracy:</b> N/A					
<b>Wider Skills</b>	Resilience, application to real life, explaining, communication skills, problem solving, perseverance					
<b>How you can help your child at home</b>	My Maths, Timestables Rockstars <a href="https://home.oxfordowl.co.uk/maths/">https://home.oxfordowl.co.uk/maths/</a>					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Locational knowledge</b> locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics</p> <p><b>Geography skills &amp;field work</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use symbols and keys</p>	<p><b>Locational knowledge</b> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed</p> <p><b>Geography skills &amp;field work</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use symbols and keys</p>	<p><b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, hemispheres etc</p> <p><b>Geography skills &amp;field work</b> Use Ordnance Survey maps, to build knowledge of the United Kingdom and the wider world</p>	<p><b>Locational knowledge</b> use key vocabulary to demonstrate knowledge: ie county, country, town, coast, mountain, hill, river, sea, climate, tropics,</p> <p><b>Geography skills &amp;field work</b> Use Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p>	<p><b>Place knowledge</b> understand geographical similarities and differences comparing the human geography of a region of the UK and a region of South America</p> <p><b>Human and physical</b> climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle</p> <p><b>Geography skills &amp;field work</b> use fieldwork to observe and present the human and physical features in the local area</p>	<p><b>Place Knowledge</b> use key vocabulary : ie rainforest, Coventry, city, leisure, housing, business, industrial, agricultural.</p> <p><b>Human and Physical</b> Human geography - including: types of settlement and land use</p> <p><b>Geography skills &amp;field work</b> use key vocabulary : sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>
Key Assessments	N/A	N/A	N/A	N/A	N/A	N/A
Important literacy and numeracy developed this year	<p><b>Literacy:</b> spelling tier 2 words in context, extended writing in paragraphs, reading – non fiction</p> <p><b>Numeracy:</b> direction, numbers using larger digits (population, sizes) negative numbers (temperature)</p>					
Wider Skills	Understanding locations , map reading, directions					
How you can help your child at home	<p>National Geographic - <a href="https://www.natgeokids.com/uk/teacher-category/geography">https://www.natgeokids.com/uk/teacher-category/geography</a></p> <p>BBC - <a href="https://www.bbc.co.uk/programmes/b006vj4c">https://www.bbc.co.uk/programmes/b006vj4c</a>    KS2 <a href="https://www.bbc.co.uk/programmes/b006vj4c">https://www.bbc.co.uk/programmes/b006vj4c</a></p>					

## Subject: RE

*“Teach a youth about the way he should go; even when he is old he won’t depart from it ” Proverbs 22:6*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>To understand beliefs and teachings.</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Refer to religious figures and holy books to explain answers.</p>	<p>To understand practices and lifestyles</p> <p>Identify religious artefacts and explain how and why they are used.</p> <p>Describe religious buildings and explain how they are used.</p> <p>Explain some of the religious practices of both clerics and individuals.</p>	<p>To understand how beliefs are conveyed</p> <p>Identify religious symbolism in literature and the arts.</p>	<p>To reflect</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Ask questions that have no universally agreed answers.</p>	<p>To understand values</p> <p>Explain how beliefs about right and wrong affect people’s behaviour.</p>	<p>To understand values</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p>
Key Assessments	N/A	N/A	N/A	N/A	N/A	Teacher assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills</p> <p><b>Numeracy:</b> Times and dates in RE context</p>					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	<p><a href="https://www.natre.org.uk/resources">https://www.natre.org.uk/resources</a></p> <p>BBC bite sized – BBC RE</p>					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Multi &amp; Core Skills</b></p> <p>Running, Jumping, Throwing, catching, learning and exploring how to control the body.</p> <p>Basic relays, small sided games and baseline activities</p> <p>Movement in space, spatial awareness, making use of space and learning how to use lines for various things.</p> <p>Teamwork, cooperation, independence, leadership, listening and resilience.</p>	<p><b>Gymnastics</b></p> <p>Body movement and exploring the body different environments, rolls, jumps, travelling and linking actions, shapes and balances, performing to best of ability</p> <p>Watching own and others performance identifying strengths and improvements</p> <p>Create own short routine / sequence using basic skills</p>	<p><b>Dance</b></p> <p>Exploring dance and the body through movement, travel, locomotion, speed, style and linking skills.</p> <p>Learning a motif; copy and remember.</p> <p>Linking different skills together through copying or remembering, showing own sense of style. Make own short routine / sequence</p>	<p><b>Team Games</b></p> <p>Throwing, catching, passing and bouncing.</p> <p>Learning what a team is and that there are two teams that work against each other.</p> <p>Follow simple rules of conditioned activities.</p> <p>Participate in a simple conditioned activity.</p>	<p><b>Striking and Fielding Games</b></p> <p>Throwing, catching and bowling.</p> <p>Striking the ball and batting.</p> <p>Work together to get the ball back to the bowler.</p> <p>Target practice.</p> <p>Learning how to work together to try and beat their opponent</p>	<p><b>Athletics</b></p> <p>Running for distance and running for speed.</p> <p>Throwing – underarm and overarm. Different distances and targets.</p> <p>Jumping for height and distance</p> <p>Learning more specific techniques of running, jumping and throwing.</p>
Key Assessments	Mini assessment in core skills	Create, develop and show a gymnastics routine, including key skills	Create and show a dance routine / sequence	Participate in isolated drills / activities and conditioned games	Participate in isolated drills/ activities and conditioned games	Assessment of knowledge and understanding, technique and performance (times/distances)
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Keywords for each unit of work with key words leading through: run, jump, move, catch, bounce, team, score and performance.</p> <p><b>Numeracy:</b> Basic counting and comparing of numbers where appropriate, power, distance, height.</p>					
Wider Skills	Teamwork, resilience, exploring how to body works in different situations and environments and learning how the body works and reacts to exercise.					
How you can help your child at home	Be active at home, play different sports and activities, make use of technology to help you keep active as a family/household. Learning how the body responds to exercise, both physically and mentally, promoting the positive effects of exercise. Encourage healthy eating and guide food choices and balance of health and unhealthy foods.					



	<b>Autumn 1 We're all stars</b>	<b>Autumn 2 Be Friendly Be Wise</b>	<b>Spring 1 Daring to be Different</b>	<b>Spring 2 Living Long Living Strong</b>	<b>Summer 1 Dear Diary</b>	<b>Summer 2 Daring to be Different</b>
Skills and knowledge	<ol style="list-style-type: none"> <li>1. Devising a class charter.</li> <li>2. Gifts and talents</li> <li>3. Exploring feelings</li> <li>4. Working cooperatively</li> <li>5. Happy playtimes</li> <li>6. Having opinions</li> </ol>	<ol style="list-style-type: none"> <li>1. The importance of friends</li> <li>2. Falling out with a friend</li> <li>3. Managing anger</li> <li>4. Anti-bullying</li> <li>5. What to do in an emergency</li> <li>6. E-safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding how our bodies change as we grow</li> <li>2. Special people and support networks</li> <li>3. Keeping clean</li> <li>4. Feeling happy</li> <li>5. Staying healthy</li> <li>6.Overcoming barriers to reaching goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Similarities and differences</li> <li>2. Feeling good about yourself</li> <li>3. Surprises</li> <li>4. Hopeful and disappointed</li> <li>5. Hiding or showing feelings</li> <li>6.Standing up for myself</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowing where to go for help</li> <li>2. Taking responsibility</li> <li>3. Making good choices</li> <li>4. Managing uncomfortable feelings - loss</li> <li>5. Dealing with worries</li> <li>6.Supporting each other</li> </ol>	<ol style="list-style-type: none"> <li>1. Jobs at home and in school</li> <li>2. Representation – local council</li> <li>3. Voting and debating</li> <li>4. Having a say in the school community</li> <li>5. Voluntary, community and pressure groups</li> <li>6. Fund raising</li> </ol>
Year B	<b>IT'S OUR WORLD</b>	<b>SAY NO! (Drugs education)</b>	<b>MONEY MATTERS</b>	<b>WHO LIKES CHOCOLATE?</b>	<b>PEOPLE AROUND US</b>	<b>GROWING UP</b>
	<ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Understanding rules and laws</li> <li>3. Saving energy</li> <li>4. Renewable energy</li> <li>5. Climate change</li> <li>6. Climate change – greenhouse gases</li> </ol>	<ol style="list-style-type: none"> <li>1. Risk taking</li> <li>2. Legal and illegal drugs</li> <li>3. Effects and risks of smoking</li> <li>4. Effects and risks of drinking alcohol</li> <li>5. Keeping safe in my local area: say no to gangs</li> <li>6.Anti-bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Keeping track of my money</li> <li>2. Paying for goods</li> <li>3. Family expenses</li> <li>4. Planning and budgeting</li> <li>5. Charity work</li> <li>6. Fund raising for charity</li> </ol>	<ol style="list-style-type: none"> <li>1. The real cost of chocolate</li> <li>2. What is fair trade?</li> <li>3. Consumer power</li> <li>4. The media and information</li> <li>5. Advertising</li> <li>6. Recognising and challenging stereotypes</li> </ol>	<ol style="list-style-type: none"> <li>1. Similarities and differences</li> <li>2. How we are all connected</li> <li>3. Living and working cooperatively</li> <li>4. Recognising and challenging prejudice</li> <li>5. Gender stereotypes</li> <li>6.Contributing to society – jobs people do</li> </ol>	<ol style="list-style-type: none"> <li>1. Change is normal</li> <li>2. Celebrating and making key life events</li> <li>3. The human life cycle</li> <li>4. Wishes hopes and dreams</li> <li>5. Positive change</li> <li>6. Unwelcome change</li> </ol>
Key Assessments	Practical based assessment Summative and formative assessment					
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills acting out scenario ,speaking and listening to each other</p> <p><b>Numeracy:</b> Timings, ordering, counting</p>					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	<p>Watching videos from the link provided based around topics in school.</p> <p>Key Stage 2 PSHE <a href="https://www.bbc.co.uk/bitesize/subjects/zmpfb9g">https://www.bbc.co.uk/bitesize/subjects/zmpfb9g</a></p> <p>Talking about the topics, teaching independence, reinforcing the “fundamental British values” as <b>democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.</b></p>					

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1&2
Skills and knowledge	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living and dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperate to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> To be able to write instructions in cooking or making a design.</p> <p><b>Numeracy:</b> Maths using measurements and numbers.</p>		
Wider Skills			
How you can help your child at home			

	Autumn Term 1&2 Year 3: We are exhibition designers Year 4: Moving toys/machines (cams)	Spring Term 1&2 Year 3 : Packaging Year 4: Storybooks, pop-up books with moving parts Food Technology – Egyptian spices/stew	Summer Term 1&2 Year 3: Sandwich snacks Year 4: Money containers – sewing, making wallets/purse
Skills and knowledge	<ul style="list-style-type: none"> <li>To design purposeful, functional appealing products.</li> <li>To be able to improve ideas by refining design work.</li> <li>To be able to make products using a range of tools.</li> <li>To be able to take inspiration from design throughout history.</li> <li>To be able to evaluate a range of products against a design criteria.</li> <li>To be able to use technical knowledge to build structures, exploring ways to make them more stable.</li> <li>To be able to master practical skills including:</li> </ul> <p><b>Food:</b> prepare ingredients, use measuring equipment and understand basic principles of a healthy and varied diet. To be able to safely use cooking equipment and follow a simple recipe.</p> <p><b>Mechanics:</b> to create products using levers, wheels and winding mechanisms. To be able to apply scientific knowledge to design and technology.</p> <p><b>Electricals and electronics:</b> to diagnose faults in battery operated devices and create series/parallel circuits.</p>	<ul style="list-style-type: none"> <li>To design purposeful, functional appealing products.</li> <li>To be able to improve ideas by refining design work.</li> <li>To be able to make products using a range of tools.</li> <li>To be able to take inspiration from design throughout history.</li> <li>To be able to evaluate a range of products against a design criteria.</li> <li>To be able to use technical knowledge to build structures, exploring ways to make them more stable.</li> <li>To be able to master practical skills including:</li> </ul> <p><b>Materials:</b> to be able to use a range of equipment and cutting/shaping techniques. To be able to take measurements and mark out to the nearest mm.</p> <p><b>Computing:</b> to model designs using software designed for purpose.</p> <p><b>Construction:</b> To practice essential skills including; drilling, screwing, gluing and nailing materials to make and strengthen products. To be able to strengthen materials using suitable techniques.</p>	<ul style="list-style-type: none"> <li>To design purposeful, functional appealing products.</li> <li>To be able to improve ideas by refining design work.</li> <li>To be able to make products using a range of tools.</li> <li>To be able to take inspiration from design throughout history.</li> <li>To be able to evaluate a range of products against a design criteria.</li> <li>To be able to use technical knowledge to build structures, exploring ways to make them more stable.</li> <li>To be able to master practical skills including:</li> </ul> <p><b>Food:</b> prepare ingredients, use measuring equipment and understand basic principles of a healthy and varied diet. To be able to safely use cooking equipment and follow a simple recipe.</p> <p><b>Materials:</b> to be able to use a range of equipment and cutting/shaping techniques. To be able to take measurements and mark out to the nearest mm.</p> <p><b>Textiles:</b> to be able to join materials using templates and stitching. To be able to select the correct method to decorate textiles. To understand the importance of seam allowance.</p>
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> To be able to write instructions in cooking or making a design.</p> <p><b>Numeracy:</b> Maths using measurements and numbers.</p>		
Wider Skills	<p>RE: Learning about the Christianity celebration of Christmas.</p> <p>Literacy: writing instructions for cooking or a design.</p> <p>PSHE: Charity, what this means by helping others.</p> <p>History: Egyptian culture and history.</p>		
How you can help your child at home	<p>Watching videos from the link provided based around topics done in school.</p> <p>KEY Stage 2 D&amp;T: <a href="https://www.bbc.co.uk/bitesize/subjects/zyr9wmn">https://www.bbc.co.uk/bitesize/subjects/zyr9wmn</a></p>		

## Subject: History

*“The more we know about the past,  
the better prepared you are for the future” - Theodore Roosevelt*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>The worlds most famous, influential and ground-breaking painters, sculptors, architects and designers (Link with Art)</b></p> <p><b>Pupils will know;</b></p> <ul style="list-style-type: none"> <li>Who the famous person was</li> <li>What they were famous for</li> <li>How they lived</li> <li>How their lives influenced their work</li> </ul> <p>These famous people could include but isn't limited to; Frida Kahlo, Lowry, Joan Miro, Barbara Hepworth, Norman Foster, Denise Scott Brown, William Morris, Vivienne Westwood.</p> <p><b>Pupils will be able to;</b></p> <ul style="list-style-type: none"> <li>Explain how people in the past have influenced today.</li> <li>Explore peoples lives and compare to the lives today.</li> <li>Produce their own art in the styles of the famous individual. (Art Link)</li> </ul>		<p><b>Stone Age – Iron age</b> <b>Development of humanity during this time</b></p> <p><b>Pupils will know;</b></p> <ul style="list-style-type: none"> <li>What happened during the stone age and the 3 different time periods.</li> <li>What types of houses they lived in.</li> <li>How they lived, what they ate.</li> <li>hat humans needed to live in the Stone age.</li> <li>What Skara Brae is and how it was discovered.</li> <li>What tools her important to the stone age</li> </ul> <p><b>Pupils will be able to;</b></p> <ul style="list-style-type: none"> <li>Sequence events and dates on a timeline</li> <li>Find out about the everyday lives of people and compare to the lives of today.</li> <li>Note key changes over a period time and give reasons why.</li> <li>Gather detail from sources to build a clearer picture of the past.</li> <li>Investigate different accounts of time periods and be able to explain the differences and the reasons why.</li> </ul>		<p><b>Ancient Greeks</b></p> <p><b>Pupils will know;</b></p> <ul style="list-style-type: none"> <li>Who the Ancient Greeks are and what time period they lived.</li> <li>How they lived</li> <li>What different types of buildings did they build.</li> <li>How important their education was</li> <li>Aesop Fables</li> </ul> <p><b>Pupils will be able to;</b></p> <ul style="list-style-type: none"> <li>Sequence events on a timeline in relation to other time periods.</li> <li>Find out about the Ancient Greeks and compare it to their own lives.</li> <li>Identify key changes over the time period and why it was important to society.</li> <li>Explain why the Ancient Greeks are important today and how they influenced today.</li> </ul>	
Key Assessments	Teacher Assessment		Teacher Assessment		Teacher Assessment	
Important literacy and numeracy developed this year	<p><b>Literacy-</b></p> <ul style="list-style-type: none"> <li>present, communicate and organise ideas about the past using models, drama role play and different genres of writing</li> <li>present ideas based on their own research about a studied period.</li> </ul> <p><b>Numeracy-</b> Times and Dates related to topic in History.</p>					
Wider Skills	Speaking and Listening, critical thinking and reasoning, interpreting historical evidence.					
How you can help your child at home	BBC Bitesize- History History books and TV programmes. Visiting historical places / Museums.					

## Subject: Music – delivered by County Music

*““Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music.” – Gerald Ford*

	Perform	Compose	Describe	Describe	Transcribe
Skills and knowledge	<p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Listen to and evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>
Key Assessments	Lessons delivered by Warwickshire County Music service.				
Important literacy and numeracy developed this year	<p><b>Literacy:</b> vocabulary of musical terms</p> <p><b>Numeracy:</b> counting</p>				
Wider Skills	Being able to give opinions, work together, practice with an instrument, overcome barriers				
How you can help your child at home	<p><a href="https://www.bbc.co.uk/teach/bring-the-noise">https://www.bbc.co.uk/teach/bring-the-noise</a></p> <p>Listening to music from different composers, performers, time periods.</p>				

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	To listen attentively to spoken language and begin to show basic understanding of single words and small phrases by joining in and responding when items are repeated several times.	To begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	To engage in conversations with support from a spoken model or visual clue; ask and answer questions with support from a visual clue; express simple opinions and respond to those of others; seek clarification and help. To speak in basic sentences, using familiar vocabulary, phrases and basic language structures.	To present ideas and information orally to a range of audiences, starting with single words and building up to short phrases. • To read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	To copy & begin to write simple words and short phrases from memory, and with support adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing single words and short phrases. Understand basic grammar and high frequency verbs; key features and patterns of the language;	To appreciate stories, songs, poems and rhymes in the language, joining in by making a physical response or showing a flashcard and by referring to the text when singing.
Key Assessments	N/A	N/A	N/A	N/A	N/A	Teacher judgement
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Spelling, grammar, punctuation</p> <p><b>Numeracy:</b> Vocabulary around numbers and counting</p>					
Wider Skills	Speaking and listening.					
How you can help your child at home	KS2 French BBC bite sized. Lingascope					