

Study Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Roman Gladiators		Ancient Egypt		Mountain Landscapes	
English	Fables Stories with familiar settings Fantasy Imaginative stories Instructions and explanations Information texts Biographies Image poems Syllabic poems Animal poems		Myths and legends Fairy tales and play scripts Stories about issues Recounts Non chronological reports Persuasive writing Lists, poems and kennings Poems to perform Narrative poems		Stories with humour Stories from other cultures Fiction with an element of fantasy Persuasive writing Chronological reports Information texts Non sense poems Poetry – off by heart Odes and insults	
Computing	Working with Software	Designing, creating a programming a device	Use software to create & edit digital music	Understand the basic history of the WWW and internet.	Design a web page	Recording data on spreadsheets
Mathematics	Place Value Addition and Subtraction Length and Perimeter Multiplication and Division		Multiplication and Division Area Fractions Decimals		Decimals Money and Time Statistics Properties of Shape Position and Direction	
Geography	Different types of mountains Volcanoes and Earthquakes		Land use – mapping the River Nile		Fieldwork, locate and describe using maps, plans and graphs Land uses/change over time	
Religious Education	What does it mean to be a Hindu in Britain today?		What can we learn from religions about deciding what is right and wrong ?	Why is Jesus inspiring to people?	Why are festivals important to religious communities ?	Why do some people think life is a journey and what significant experiences mark this ?
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	Digestive system		Sound		Classifying Living things	
Design & Technology	Moving toys/machines (cams)		Storybooks, pop-up books with moving parts Food Technology – Egyptian spices/stew		Money containers – sewing, making wallets/purse	
History	Ancient Rome		Ancient Egypt		Significant historical events, people and places in their own locality	
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"> To use a range of materials creatively to be able to design and make products. Take inspiration from great artists (classic and modern). To be able to give an opinion on a piece of artwork. To be able express ideas in a variety of ways. To be able to adapt and refine ideas as they progress. <p>Drawing</p> <ul style="list-style-type: none"> To be able to draw lines of different size or thickness to sketch and shade. To be able to colour own work neatly and follow the lines. Show pattern and texture by adding dots and lines. To be able to use different hardness's of pencils to show line, tone and texture. To be able to annotate sketches to explain and elaborate ideas <p>Print</p> <ul style="list-style-type: none"> To be able to use varied objects or equipment to make prints. To attempt to mimic prints from the environment ie. wallpaper. To be able to overlap shapes. To be able to make printing blocks (plaster cast print, monoprints, marbling). <p>Digital media</p> <ul style="list-style-type: none"> To be able to use a wide range of tools using IT to create different textures, lines, tones, colours and shapes. To be able to use different effects within an I.T paint package. To be able to create and edit images using various software and explain how they were created. 	<ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. Take inspiration from great artists (classic and modern). To be able to give an opinion on a piece of artwork. To be able express ideas in a variety of ways. To be able to adapt and refine ideas as they progress. <p>Drawing</p> <ul style="list-style-type: none"> To be able to draw lines of different size or thickness to sketch and shade. To be able to colour own work neatly and follow the lines. Show pattern and texture by adding dots and lines. To be able to use different hardness's of pencils to show line, tone and texture. To be able to annotate sketches to explain and elaborate ideas <p>Collage and textiles</p> <ul style="list-style-type: none"> To be able to use a range of materials to make a collage for effect. To weave materials together to make patterns and to be able to do a basic cross stitch. <p>Print</p> <ul style="list-style-type: none"> To be able to use varied objects or equipment to make prints. To attempt to mimic prints from the environment ie. wallpaper. To be able to overlap shapes. To be able to make printing blocks (plaster cast print, monoprints, marbling). 	<ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. Take inspiration from great artists (classic and modern). To be able to give an opinion on a piece of artwork. To be able express ideas in a variety of ways. To be able to adapt and refine ideas as they progress. <p>Sculpture</p> <ul style="list-style-type: none"> To be able to use techniques such as rolling, cutting, moulding and carving e.g. using clay to produce a clay pot. To use a combination of shapes in artwork and to include lines and texture. To be able to use clay and other mouldable materials in my artwork. <p>Painting</p> <ul style="list-style-type: none"> To be able to use thick and thin paintbrushes. I can use a range of painting techniques including experimenting and creating mood with colour. To be able to make secondary colours from using primary colours. To be able to mix colours effectively. To be able to use watercolours to produce pieces of artwork. <p>Collage and textiles</p> <ul style="list-style-type: none"> To be able to use a range of materials to make a collage for effect. To weave materials together to make patterns and to be able to do a basic cross stitch.
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>Literacy: To be able to write instructions in cooking or making a design.</p> <p>Numeracy: Maths using measurements and numbers.</p>		
Wider Skills	<ul style="list-style-type: none"> History: Looking at Ancient Greeks and Ancient Egypt. Geography: Looking at mountains and landscapes. Science: Rocks and plants. 		
How you can help your child at home	<p>Watching videos from the link provided based around topics done in school. Art and Design KS2: https://www.bbc.co.uk/bitesize/subjects/zn3rkqt</p>		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Word reading: apply knowledge of root words, suffixes, prefixes etc. Read further exception words, noting spelling and sound.</p> <p>Spelling: place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Composition: Proof read for spelling and punctuation errors.</p> <p>Grammar: use fronted adverbials</p> <p>Comprehension: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied</p> <p>Handwriting: choose which shape of letter is best to join. Choose an appropriate writing implement for a task</p> <p>Speaking and Listening: Speak clearly and audibly</p>		<p>Word reading: apply knowledge of root words, suffixes, prefixes etc. Read further exception words, noting spelling and sound.</p> <p>Spelling: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Composition: compose and rehearse sentences orally. Access the effectiveness of their own and others writing and suggest improvements.</p> <p>Grammar: indicate possession by using the possessive apostrophe with plural noun</p> <p>Comprehension: identify and summarise main ideas drawn from more than one paragraph. Identify how language, structure, and presentation contribute to meaning</p> <p>Handwriting: choose which shape of letter is best to join. Choose an appropriate writing implement for a task</p> <p>Speaking and Listening: Gain. Maintain and monitor interest of listeners.</p>		<p>Word reading: apply knowledge of root words, suffixes, prefixes etc. Read further exception words, noting spelling and sound.</p> <p>Spelling: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Composition: propose changes to grammar and vocab to improve constancy</p> <p>Grammar: use and punctuate direct speech</p> <p>Comprehension: retrieve and record information. Participate in discussion taking turns and listening to what others say.</p> <p>Handwriting: Choose which shape of letter is best to join. Choose an appropriate writing implement for a task</p> <p>Speaking and Listening: Articulate and justify opinions</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>Literacy: N/A</p> <p>Numeracy: 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.			

Subject: Computing

*“Computing is not about computers anymore.
It’s about living.” Nicholas Negroponte”*

	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"> Analyse a piece of software Plan own software Create the software using block based programming language Programming concepts <ul style="list-style-type: none"> Sequence Selection Iteration Evaluate and improve 	<ul style="list-style-type: none"> Analyse a physical device that uses technology. Design the hardware (device) Create the device Programme the device 	<ul style="list-style-type: none"> Use software to create digital music Understand the E-Safety links to audio on computers Edit music by adding to it. 	<ul style="list-style-type: none"> Understand the basic history of the WWW and internet. Understand that HTML is used in the process of making webpages Evaluate webpages Be able to write a simple page using HTML 	<ul style="list-style-type: none"> Design a web page Evaluate and improve designs Understand the different ways that people can collaborate using computers 	<ul style="list-style-type: none"> Understand how to use sensors on a computer Use a spreadsheet to record data Use a spreadsheet to help analyse data.
Key Assessments						
Important literacy and numeracy developed this year	<p>Literacy:</p> <p>Numeracy:</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
Skills and knowledge	<p>Number: Place Value</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers Recap knowledge and skills from year 3 Calculate the perimeter of rectilinear shapes in cm and m. <p>Number: Multiplication & Division</p> <ul style="list-style-type: none"> Multiply and divide numbers by 10 and 100 Multiply and divide by 3,6,7,9. Multiply 2 digits and 3 digit numbers by a one digit number using formal written methods. Check calculations by using the inverse operation. recall multiplication and division facts for multiplication tables up to 12×12 		<p>Number: Multiplication & Division</p> <ul style="list-style-type: none"> Multiply together 3 numbers Divide 2 digit numbers by one digit numbers with remainders. solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Measurement: Area</p> <ul style="list-style-type: none"> Begin to understand area Find the area of rectilinear shapes by counting shapes Compare the area of rectilinear shapes <p>Number: Decimals</p> <ul style="list-style-type: none"> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths <p>Number: Fractions</p> <ul style="list-style-type: none"> add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places. 		<p>Number: Decimals</p> <ul style="list-style-type: none"> Read and write numbers with decimals. Round decimals with one decimal place to the nearest whole number Compare and order numbers with decimals with up to two decimal places. Solve simple problems involving decimal places. Recognise the decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. <p>Measurement: Money</p> <ul style="list-style-type: none"> Recognise money using the decimal point Convert between different units of money Estimate and order amounts of money. Solve simple money problems. <p>Measurement: Time</p> <ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12 and 24 hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts and time graphs. Solve comparison, sum and difference problems using the information represented in data. <p>Geometry : Properties of Shape/ Position and Direction</p> <ul style="list-style-type: none"> Identify acute and obtuse angles. Compare and order angles in order. Identify name and draw different triangles and quadrilaterals. Identify lines of symmetry in 2D shapes Complete 2D shapes and patterns across the symmetrical line Describe positions in the first quadrant using coordinates Describe movements between positions on the grid Plot coordinates on the grid 	
Key Assessments	Marking and Feedback End of block assessments					
Important literacy and numeracy developed this year	<p>Literacy: Reading and writing numbers, reading and understanding word problems, understanding mathematical language, symbols and diagrams.</p> <p>Numeracy: N/A</p>					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance					
How you can help your child at home	My Maths, Timestables Rockstars https://home.oxfordowl.co.uk/maths/					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Locational knowledge locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics</p> <p>Geography skills &field work use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use symbols and keys</p>	<p>Locational knowledge 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>Geography skills &field work use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use symbols and keys</p>	<p>Locational knowledge identify the position and significance of latitude, longitude, Equator, hemispheres etc</p> <p>Geography skills &field work Use Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p>	<p>Locational knowledge use key vocabulary to demonstrate knowledge: ie county, country, town, coast, mountain, hill, river, sea, climate, tropics,</p> <p>Geography skills &field work Use Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p>	<p>Place knowledge understand geographical similarities and differences comparing the human geography of a region of the UK and a region of South America</p> <p>Human and physical climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle</p> <p>Geography skills &field work use fieldwork to observe and present the human and physical features in the local area</p>	<p>Place Knowledge use key vocabulary : ie rainforest, Coventry, city, leisure, housing, business, industrial, agricultural.</p> <p>Human and Physical Human geography - including: types of settlement and land use</p> <p>Geography skills &field work 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>Literacy: spelling tier 2 words in context, extended writing in paragraphs, reading – non fiction</p> <p>Numeracy: 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 - https://www.natgeokids.com/uk/teacher-category/geography</p> <p>BBC - https://www.bbc.co.uk/programmes/b006vj4c KS2 https://www.bbc.co.uk/programmes/b006vj4c</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>Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills</p> <p>Numeracy: 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>https://www.natre.org.uk/resources</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>Multi & Core Skills</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>Gymnastics</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 and intermediate skills</p>	<p>Dance</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.</p> <p>Make own short routine / sequence showing sense of style</p>	<p>Team Games</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>Learn how to work together to score and beat opposition</p>	<p>Striking and Fielding Games</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>Learning the rules of the game and abiding by them</p>	<p>Athletics</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> <p>Trying your best to compete and looking at your best performance.</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>Literacy: Keywords for each unit of work with key words leading through: run, jump, move, catch, bounce, team, score and performance.</p> <p>Numeracy: 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.					

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

Subject: Science

*“The important thing is not to stop questioning.
Curiosity has its own reason for existing.” Albert Einstein*

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1&2
Skills and knowledge	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living and dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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 Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperate to grow and stay healthy 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
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>Literacy: To be able to write instructions in cooking or making a design.</p> <p>Numeracy: 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"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Food: 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>Mechanics: to create products using levers, wheels and winding mechanisms. To be able to apply scientific knowledge to design and technology.</p> <p>Electricals and electronics: to diagnose faults in battery operated devices and create series/parallel circuits.</p>	<ul style="list-style-type: none"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Materials: 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>Computing: to model designs using software designed for purpose.</p> <p>Construction: 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"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Food: 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>Materials: 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>Textiles: 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>Literacy: To be able to write instructions in cooking or making a design.</p> <p>Numeracy: 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&T: https://www.bbc.co.uk/bitesize/subjects/z9r9wmn</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	Ancient Rome		Ancient Egypt		Our School and the Local Area	
	<p>Pupils will know;</p> <ul style="list-style-type: none"> Where the Roman Empire began Who Julius Caesar was? How the Roman invasion of Britain happened. Who Boudicca was and why she was so important during the Roman time? What a Roman Army looked like? What did they wear? What weapons did they use. Roman Mosaics, buildings and entertainment. <p>Pupils will be able to;</p> <ul style="list-style-type: none"> Investigate different accounts of historical events Use a range of sources to find out about the past to inform their responses. Sequence events on a timeline using dates and understand it can be divided into BC and AD Note key changes over a period of time and be able to give reasons for those changes. 		<p>Pupils will know;</p> <ul style="list-style-type: none"> When in history the Ancient Egyptians lived. Know some of the key achievements of this civilisation. How the Ancient Egyptians lived What the Ancient Egyptians beliefs were. The importance of the river Nile Who Howard Carter was and why he was important. <p>Pupils will be able to;</p> <ul style="list-style-type: none"> Place the historical events on the timeline understanding BC and AD. Use evidence to help answer and ask questions about the past. Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives in time and compare to the lives today. Describe connections and contrasts between aspects of history, people and events. 		<p>Pupils will know:</p> <ul style="list-style-type: none"> Where their school is located The history of Exhall Grange The types of homes we live in. What the local land is used for in the past and present. <p>Pupils will be able to;</p> <ul style="list-style-type: none"> Look at two versions of the same place and be able to compare and identify similarities and differences. Begin to undertake their own research about the local area Note key changes over a period of time and be able to give reasons for those changes. Gather details from pictures to build a clearer picture of the past. 	
Key Assessments	Teacher Assessment		Teacher Assessment		Teacher Assessment	
Important literacy and numeracy developed this year	<p>Literacy-</p> <ul style="list-style-type: none"> present, communicate and organise ideas about the past using models, drama role play and different genres of writing present ideas based on their own research about a studied period. <p>Numeracy- 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. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>
Key Assessments	Lessons delivered by Warwickshire County Music service.				
Important literacy and numeracy developed this year	<p>Literacy: vocabulary of musical terms</p> <p>Numeracy: 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>https://www.bbc.co.uk/teach/bring-the-noise</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>Literacy: Spelling, grammar, punctuation</p> <p>Numeracy: 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					