

| Subject   | Autumn  | Spring   | Summer   |
|---|---|--|--|
| English   | <ul style="list-style-type: none"> <li>➤ <b>Recount</b> – newspaper reports, letters</li> <li>➤ <i>Letters (formal and informal)</i> – inspired by a fiction text</li> <li>➤ Reading, writing and performing poetry with a focus on <b>form</b></li> </ul>  | <ul style="list-style-type: none"> <li>➤ <b>Explanations</b></li> <li>➤ <b>Twisted/alternative fairy tales</b> – writing from an alternative viewpoint</li> <li>➤ <b>Stories with historical settings</b> – typical features</li> </ul>  | <ul style="list-style-type: none"> <li>➤ <b>Fables</b> – typical features</li> <li>➤ <b>Playscript</b> – structure, features and layout</li> <li>➤ <b>Persuasive text</b> – including adverts</li> </ul>                     |
| Maths   | <i>In a spiral curriculum over the year: Number (number and place value, addition and subtraction, multiplication and division, fractions including decimals), measurement, geometry (properties of shapes, position and direction), statistics</i>   |  |  |
| Religious Education   | <ul style="list-style-type: none"> <li>➤ How did belief in God affect the actions of people from the Old Testament?</li> <li>➤ Christmas: Is the Christian message of peace still relevant to today's world?</li> </ul>   | <ul style="list-style-type: none"> <li>➤ <u>World Faith: Hinduism: How do Hindus worship?</u></li> <li>➤ <b>Visit to Neasden Hindu Mandir</b></li> <li>➤ Easter: What is Holy Communion and how does it build a Christian community?</li> </ul>  | <ul style="list-style-type: none"> <li>➤ <u>World Faith: Hinduism: What does it mean to be a Hindu?</u></li> <li>➤ Why is liturgy important to many Christians?</li> </ul>   |
| Science   | <i>Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills and cross curricular links with other subjects.</i>   |  | <ul style="list-style-type: none"> <li>➤ Living things and their habitats</li> <li>➤ Animals, including humans</li> <li>➤ States of matter (water cycle)</li> <li>➤ Sound</li> <li>➤ Electricity</li> </ul>                  |
| Art and Design<br><i>examples of practical knowledge with theoretical knowledge links in brackets</i> | <ul style="list-style-type: none"> <li>➤ <i>Experiment with a range of materials to create relief and 3D forms; apply paint on multi-shaped and textured surfaces: modroc cave paintings; papier mache volcanoes</i></li> </ul>   | <ul style="list-style-type: none"> <li>➤ <i>Investigate techniques to design and create mosaics (Roman tile mosaics)</i></li> <li>➤ <i>Use landscape as a starting point and viewfinders; begin to explore perspective (John Constable, David Hockney)</i></li> </ul>  | <ul style="list-style-type: none"> <li>➤ <i>Transpose designs into prints; investigate monoprinting (Katsushika Hokusai)</i></li> </ul>  |
| Computing<br>Computer Science/ Coding   | <ul style="list-style-type: none"> <li>➤ Rodocodo; Pro-bots</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Creating media: photo editing</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Scratch Jr: Repetition in games</li> </ul>  |
| Digital Literacy<br><i>Information Technology (examples)</i>  | <ul style="list-style-type: none"> <li>➤ Safe searching and selection of websites; cross checking information; how others may be unkind online; how it feels if something goes wrong; sources of support</li> </ul>   |  |  |
|   | <ul style="list-style-type: none"> <li>➤ <i>newspaper – English (Purple Mash/docs)</i></li> </ul>   | <ul style="list-style-type: none"> <li>➤ <i>Information text publishing (docs)</i></li> </ul>  | <ul style="list-style-type: none"> <li>➤ <i>Database (Purple Mash)</i></li> </ul>  |
| Design and Technology<br><i>(examples)</i>  | <ul style="list-style-type: none"> <li>➤ Structures: Shell structures (<i>strengthened packaging for biscuits</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Electrical systems: simple circuits and switches (<i>torches/ light houses, electrical houses</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Textiles: 2D fabric to 3D textile product (<i>money containers</i>)</li> </ul>  |
| Geography   | <ul style="list-style-type: none"> <li>➤ How does the natural world affect people's lives across the globe? (Physical geography: climate zones, biomes, vegetation belts, volcanoes, earthquakes)</li> <li>➤ <b>Visit to Natural History Museum</b></li> <li>➤ What is it like in Italy and the region around Rome? (Human and Physical geography of a region in a European country)</li> </ul>                     | <i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i>  |  |
| History   | <ul style="list-style-type: none"> <li>➤ What was life like in Britain in the time before history was written down and how do we know? (Stone Age to Iron Age Britain)</li> <li>➤ What impact did the Roman Empire have on Britain?</li> <li>➤ <b>Visit to St Alban's Cathedral</b></li> </ul>  |  |  |
| PSHE and Citizenship  | <p><b>Relationships and diversity</b></p> <ul style="list-style-type: none"> <li>➤ Acceptable and unacceptable physical contact</li> <li>➤ Strategies to resolve disputes; negotiation; compromise; constructive feedback</li> <li>➤ Forms of bullying and abuse (including online and prejudice-based)</li> </ul>  | <p><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>➤ Risks, dangers and hazards</li> <li>➤ Predicting risks and keeping physically and emotionally safe (including road, cycle, rail, water, fire safety)</li> <li>➤ Increasing independence and responsibility</li> <li>➤ Emergency aid; how to get help</li> </ul> | <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>➤ UNCRIC – content and history</li> <li>➤ Role of community, voluntary and charity groups</li> <li>➤ Range of identities in the UK</li> </ul> |
| Languages<br>(French)   | <ul style="list-style-type: none"> <li>➤ <i>Content examples: all about me, food and drink, home animals, my town, world around me/holidays</i></li> <li>➤ Ask simple questions with correct pronunciation; listen to story and select key phrases; join in with reading familiar story; write short paragraph following a model</li> </ul>   |  |  |
| Music   | <ul style="list-style-type: none"> <li>➤ Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Beethoven, Oasis and Trinidad Steel Band.</li> <li>➤ Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing); play pieces, as an ensemble, including: <i>Shotgun by George Ezra and Chasing Cars by Snow Patrol.</i></li> </ul> |  |  |
| Physical Education  | <ul style="list-style-type: none"> <li>➤ Skills development leading to invasion games</li> <li>➤ Gymnastics</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Health and Fitness/Gymnastics</li> <li>➤ Skills development/Dance</li> <li>➤ Swimming catch up (if appropriate))</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Athletics including cross country</li> <li>➤ Skills development leading to striking and fielding and racket games</li> </ul>  |

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| <p><b>Stone age/Bronze age/Iron age</b></p> <ul style="list-style-type: none"> <li>• History: Stone Age to Iron Age Britain</li> <li>• English: diary entry from a Stone Age child, newspaper report about the creation of Stone Henge</li> <li>• Art: create cave paintings on Modroc</li> </ul> | <p><b>Romans/Vesuvius/natural disasters</b></p> <ul style="list-style-type: none"> <li>• History: the Roman Empire and its impact on Britain</li> <li>• Maths: Roman numerals investigation, measurements – height of volcanoes</li> <li>• English: writing stories with a historical setting about Boudicca, writing leaflets about the Roman Army, diary entry about the eruption of Mt Vesuvius, ‘how to’ guide – how to make a volcano</li> <li>• Geography: volcanoes around the world, including Mt Vesuvius</li> <li>• Art: Roman tiled mosaics</li> <li>• Art: make and paint a volcano model (and science: how to make it ‘erupt’)</li> <li>• Music: Volcanoes songs, Romans songs</li> </ul> |
| <p><b>Living things</b></p> <ul style="list-style-type: none"> <li>• Science: living things and their habitats</li> <li>• Art: pencil drawings of invertebrates</li> <li>• English: persuasive writing about habitats being destroyed</li> </ul>  |  |