

	Autumn		Spring		Summer	
English Core Text Writing	Varjak Paw By S.F. Said Character description, Newspaper, Narrative adventure story		Carrie's War by Nina Bawden Setting description, Letter, Diary, Recount		The Abominables By Iva Ibbotson Diary entry, letter writing, Newspaper report	
Maths	YR 3 Place value Addition and Subtraction Multiplication and Division	YR 4 Place value: 4-digit numbers Addition and Measure; Perimeter Multiplication and division Subtraction	YR 3 Multiplication and Division Money Statistics Length Fractions	YR 4 Multiplication and Division Measure Area Fractions Decimals	YR 3 Fractions Time Angles and Property of Shape Mass Capacity	YR 4 Decimals Money Time Statistics Geometry
Science	Physics: Forces Forces and magnets What forces are acting on this object? How does this force impact the movement of this object? Why do some surfaces slow objects down? What is friction? How can friction be increased or decreased? What do we mean when we say magnets attract and repel? Will these magnets attract or repel each other? What types of magnets do you know of? How can magnets be used? Which materials are magnetic? How do magnetic forces act at a distance? What is a compass? How does it work? What are the four compass points? Chemistry: States of matter States of matter What are the 3 states of matter? What are the properties of the 3 states of matter? Is this a solid, liquid or gas? How do particles behave in each state of matter? How can substances change state? At what temperature does water change state? What do we mean by 'melting point'? What do we mean by 'freezing point' and 'boiling point'? What is evaporation? What is condensation? What are the stages of the water cycle? Why is evaporation and condensation important to the water cycle? What happens within the water cycle?		Biology: Animals including humans Teeth and the digestive system What are main organs of the human digestive system? What is the role of the digestive system? What do each of the organs in the digestive system do? What happens to our food after we put it into our mouths? What are the different types of human teeth? What do the different human teeth do? Why do humans have two sets of teeth? How should we care for our teeth? Chemistry: Materials Rocks Where does igneous rock come from? What is the difference between intrusive and extrusive igneous rock? What are the three types of rock that are formed on Earth? What are the properties of these rocks? What is the difference between igneous, sedimentary and metamorphic rocks? What different types of weathering are there? What effects can weathering have on rocks? How does water cause rocks to erode? What is a fossil? How is a fossil created? What is soil made from? What different types of soil are there? What are the properties of these different types of soil?		Biology: Plants Plants What do plants need to live and grow? What are the key parts of a plant? What is the function of each of these parts? How is water transported within a plant? What are the reproductive parts in a flower? What are the functions of the reproductive parts in a flower? How do flowers reproduce? What is seed dispersal? Biology: Animals including humans Nutrition Where do animals and human get their nutrition from? What are the 5 key food groups? How many portions of food from different food groups should we eat in a day? How is food from each food group essential for human growth and health? What do food labels tell us? How do food labels help us to make healthy choices? Physics: Energy Electricity Which common appliances use electricity? What are some of the dangers of using electrical appliances? How can we use them safely? What are the main components of an electrical circuit? How does a simple electrical circuit work? Will this circuit work? What makes you think that? What is an electrical insulator? What is an electrical conductor? Which common items are conductors / insulators? How does a switch work?	
History	British History: Henry VIII and the Tudors To know about the War of the Roses. To know about King Henry VII. To know about King Henry VIII and his six wives. To know about Henry VIII's children. To know about Mary Queen of Scots. To know about life in the Tudor Era. Local History: Tuxford-Coal Mining		British History: World War 2 (Touching on WW1) To know about WW1. To know about evacuees in WW2. To know about everyday life in WW2. To know about leaders in WW2. To know about Entertainment in WW2. To know about the significance/ impact of WW2. Local History: Retford-Civic tour		British History: Invaders and Settlers: Romans and the Roman Empire To know about the Roman Empire. To know how the Romans conquered Britain. To know about the Roman army. To know how the Romans changed Britain. To know about the decline and fall of Rome.	

<p>Geography</p>	<p>Mountains - Where do mountains come from? -To know what the geographical definition of mountain is. -To locate mountains in the UK using an atlas contents page, index and Ordnance survey symbols. -To locate mountains on topographical maps. -Locate the world's 'Seven Summits' on a map. -To know that contours show height and slope. -To use models with contour lines to describe the height and slope of mountains. -To know where some of the great mountain ranges of the world are -To understand how a mountain is formed</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: What are the positive and negative impacts on tourism on the Indian Himalayan region? -To know some of the positive and negative impacts of tourism - Loss of ecosystems</p>	<p>Depth Study of a region of the UK - The Peak District/ East Midlands - Why is the Peak District so important? What is a National Park and why is The Peak District one of them? -To know what the terms landscape and area of outstanding natural beauty mean. -To know that a National Park is protected landscape because of its special qualities and areas of outstanding natural beauty. -To know that The Peak District was the first National Park ever created. -To know some regions of the UK: East Midlands, Yorkshire and the Humber, The North-West. -To know which counties The Peak District in is: Derbyshire, Yorkshire (South/ West), Staffordshire, Cheshire, Greater Manchester. -To locate cities (Sheffield and Manchester), counties and regions in an atlas. - To know what maps can tell us about how the land is used in The Peak District. -To know some of the physical features of The Peak District -To use oblique and aerial views to locate physical features of The Peak District. - To understand what are 4 figure grid references and how can we use them to locate tourist attractions in The Peak District? To understand what is tourism and why do so many tourists visit the Peak District? To know what natural resources does the Peak District have and why are they so important.</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: Why does The Peak District have so many reservoirs? -To know why water is an important natural resource. -To know that there are 7 rivers that flow through The Peak District including The River Derwent and the River Trent and that this makes it a good location for reservoirs. -To know that Buxton Spring water is collected and bottled in The Peak District.</p>	<p>Local area - Where is Retford and what can we find out about its location? - To know which county and region is Retford in. - To know what are the towns, cities and counties in The East Midlands. - To understand how do the 8 point compass points help us to locate places more accurately. - To know where the town of Retford is in the UK. -To know the difference between a town and a city. - To understand how Retford has grown as a settlement and why. - To be able to use map symbols to help locate landmarks in my local area -To know what the human and physical features of Retford are. -To make and use a map of a route in East Retford with the features in correct order. -To know what 'as the crow flies' means. -To use the scale bar and measurement tool to measure and compare distances. - To understand how people travel to school.</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: Can we make the way we travel to school better for the environment? -To know that car exhaust fumes can pollute the air and cause damage to plants, animals and people. -To use conclusions from data collected. - To plan how to improve the way we travel to school.</p>
<p>Religious Education</p>	<p>Commitment to Christianity - What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p>Christianity: Investigating Jesus & Christmas To understand the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth.</p> <p>Diwali</p>	<p>Religion, family and community; Prayer. - How do religious families and communities practice their faith? The example of prayer. How are prayers practised in Christianity and Islam? What meaning and importance does prayer have in each faith?</p> <p>Worship and Sacred Places: Muslims, Christians and Hindus - Where, how and why do people worship? How do holy buildings such as churches, mosques and mandirs express key ideas about belief and worship?</p> <p>Christianity: Easter Know the main events of Easter week (Entry to Jerusalem, Last supper, Garden of Gethsemane, trial and crucifixion, resurrection and appearances) -Explain the significance of the cross in the Christian belief</p>	<p>Inspirational people from the past. Christianity, Islam, Judaism - What can we learn from inspiring people in sacred texts and in the history of religions?</p>
<p>Art and Design</p>	<p>Formal Elements - Texture & Patterns <i>Making Skills:</i> Developing drawing ability through use of geometry and application of tonal shading <i>Formal Elements:</i> Learning how to use and apply line and tone when drawing. Creative use of line to make original art.</p> <p>Drawing - Observational Drawings <i>Making Skills:</i> Using a range of drawing and sculptural materials to draw from observation <i>Formal Elements:</i> Developing use of line, tone and colour through drawing <i>Knowledge of Artists:</i> Learning about the work of a famous cartoon illustrator – Walt Disney</p> <p>Digital Art <i>Making Skills:</i> Using digital cameras to take images to capture inspiration from natural and manmade world</p>	<p>Craft - Materials <i>Making Skills:</i> Creating a mood board. Using 2D materials and craft processes to create art, develop sewing skills <i>Knowledge of Artists:</i> Applying the creative processes of artists and craftspeople to own work</p> <p>Painting - Tints & Shades <i>Making Skills:</i> Developing ability to control the tonal quality of paint <i>Formal Elements:</i> Developing ability to use qualities of tone when painting <i>Knowledge of Artists:</i> Diego Velázquez</p> <p>Craft & Design - Puppets <i>Making Skills:</i> To design and make 3D forms using art materials and techniques <i>Formal Elements:</i> Developing ability to model form in 3D, developing understanding of application of colour to decorate models <i>Knowledge of Artists:</i> How different artists made puppets</p>	<p>Design - Optical Illusions <i>Making Skills:</i> Developing skills, techniques, and processes with 2D and 3D materials, including geometric and mathematical drawing with a compass, printing, mark making and pattern making <i>Formal Elements:</i> Developing skills of pattern making, line and texture <i>Knowledge of Artists:</i> Learning how great artists work</p> <p>Prehistoric Art (Drawing, Painting & Charcoal) <i>Making Skills:</i> Exploring unusual mediums. Simplifying to abstract form. Developing drawing and painting skills <i>Formal Elements:</i> Developing understanding of colour, line and form <i>Knowledge of Artists:</i> Learning how prehistoric artists created painting materials</p> <p>Drawing – Cartoon: Learning about Carl Giles <i>Making Skills:</i> Developing their drawing skills by identifying and representing key features</p>

	<p><i>Formal Elements:</i> Texture, colour, line, tone, shade <i>Knowledge of Artists:</i> Frans Lanting, Eliot Porter</p>		<p><i>Knowledge of Artists:</i> Carl Giles</p>
<p>Music</p>	<p>Focus I. Composers and specific pieces of music Earth by Hans Zimmer - BBC Ten Pieces Commission</p> <p>Children will use this piece as a stimulus for exploring the effect of dynamics and timbre, composing their own class piece representing Earth.</p> <p>Listening <i>Earth – Hans Zimmer</i> - Know that timbre refers to the type of sounds heard or instruments playing - Recognise that music has timbre & tone colour (different sounds instruments make and the effect it has on the moods of the music) - Recognise how musical elements can be used together to compose music</p> <p>Composing Use sound to create abstract effects Choose, order, combine & control sounds with awareness of their combined effects use silence for effect in my music Recognise how musical elements (specifically dynamics, pitch, tempo, timbre) can be used together to compose music</p>	<p>Focus I. Composers and specific pieces of music The music of WW2 Glenn Miller and the big band sound.</p> <p>2. Instruments: Brass and woodwind families Recap the different families. Look at the string family in detail: Violin, Viola, cello, Double Bass, harp. Also, look at non</p> <p>Listening <i>Music by: Glenn Miller, The Dam Busters Theme, 633 Squadron</i> - Discriminate between differences in pitch: high & low in more detail - Dynamics – crescendo and diminuendo gradually increasing & decreasing volume - Listen for specific instruments or families of instruments.</p> <p>Composing Writing short phrases of music, using rhythm notation and drawing on a one lined stave.</p>	<p>Focus I. Composers and specific pieces of music BBC Ten piece: Ravi Shankar – Symphony – Finale (excerpt) Children will explore traditional Indian music, using the Ravi Shankar piece as a stimulus. They will listen to Raga, learn about tala, sitar and tabla. They will have the opportunity to improvise a raga and tala.</p> <p>2. Instruments: Percussion Look at the percussion family in detail Timpani, bass drum, gong, Xylophone, Marimba, Glockenspiel Also, recap classroom percussion instruments. Recognise piano and keyboard; know the difference between the two.</p> <p>Listening <i>BBC Ten piece: Ravi Shankar – Symphony – Finale</i> - Listen to and appraise music from other countries - Recognise short & long sounds (duration) - Tempo: gradually slowing down & getting faster</p> <p>Composing Improvising Raga. Compose & perform melodies Composing Tala. - Recognise & create repeated patterns with a range of instruments</p>
<p>Design & Technology</p>	<p>Food: Eating seasonally <i>Make:</i></p> <ul style="list-style-type: none"> • Create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish • Know how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination • Follow the instructions within a recipe <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Working with cooking equipment safely and hygienically • Learning to use, store and clean a knife safely • Learning that climate affects food growth • Learning that imported foods travel from far away and this can negatively impact the environment • Learning that vegetables and fruit grow in certain seasons • Learning that each fruit and vegetable gives us nutritional benefits 	<p>Textiles: Cushions <i>Make</i></p> <ul style="list-style-type: none"> • Follow design criteria to create a cushion • Select and cut fabrics with ease using fabric scissors • Sew cross stitch to join fabric • Decorate fabric using appliqué • Complete design ideas with stuffing and sewing the edges <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Threading needles with greater independence • Tying knots with greater independence • Sewing cross stitch and appliqué • Understanding the need to count the thread on a piece of even weave fabric in each direction to create uniform size and appearance • Understanding that fabrics can be layered for affect 	<p>Mechanical Systems: Making a Slingshot Car <i>Make:</i></p> <ul style="list-style-type: none"> • Design a shape that reduces air resistance • Measure, mark, cut and assemble with increasing accuracy • Make a model based on a chosen design <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Learning that products change and evolve over time • Learning that all moving things have kinetic energy • Understanding that kinetic energy is the energy that something (object person) has by being in motion <p>Electrical Systems: Static Electricity <i>Make:</i></p> <ul style="list-style-type: none"> • Make an electrostatic game, referring to the design criteria • Use a wider range of materials and equipment safely • Use electrostatic energy to move objects in isolation as well as in part of a system <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> • Understanding what static electricity is and how it moves objects through attraction or repulsion • Generating static electricity independently • Using static electricity to make objects move in a desired way
<p>Computing</p>	<p>Communicating <i>Email</i> - To understand that e-mail can be used to send messages between individuals and groups. To know that e-mail addresses have a particular format. To be able to open, read and send a reply to an email address,</p> <p><i>Technology and Text</i> – To understand that there are a range of modes of communication including text, audio, video and that digital texts may be nonlinear. To be able to change the layout of a text to suit a purpose and to create a digital text which includes making choices. To be able to capture an image or video (including sound) using an electronic recording device and to import videos and sound in to editing clips to make longer sequences</p> <p><i>Making Music</i> – To know that digital devices may be used to create musical sounds, and these might sound like real instruments. To understanding that ICT</p>	<p>Finding Out <i>Databases</i> – To understand that databases exist in a variety of forms and provide a means of storing information that can be searched. To understand a database is created by collecting and inputting data into a prepared structure and that that information needs to be collected and entered accurately. To be able to open a prepared database, and identify the main features: records, types of fields etc and to use the search tool to find out the answers to questions by ordering records by a key field. To be able to create a simple database with different types of fields and records. To be able to use a variety of graphs to display the information, including pie charts, and discuss which type of graph works best for different kinds of data.</p> <p><i>Search engines and reports</i> - To know that web pages have a unique address or URL (unique resource locators) and that although keywords can be used to</p>	<p>Computing <i>Programming and debugging</i> – To understand that devices are controlled by a repeated set of instructions and that digital simulations allow users to solve problems and test ideas. To know that variables can be changed within a digital simulation to achieve a specific outcome. To be able to create a program which includes sequence, selection and repetition and which responds to various forms of inputs and outputs. To be able to use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Online Safety: Conduct - Know how to respond to unpleasant communications via mobile phone, text, IM or email, chat rooms.</p> <p>Online Bullying</p>

	<p>can be used to arrange, repeat and edit musical elements. To be able to record a sound on a computer. To be able to create music using music software and arrange a musical sequence where musical phrases are represented by icons.</p> <p>Online Safety: Content -Be aware of the school Acceptable use Policy and the SMART online rules: Safe/Meeting/Accepting/Reliable/Tell. -Know what to do if content is inappropriate or upsetting (school policy) e.g. know who to report to and talk to. -Be aware that taking text or images from some sites may be stealing other people's work.</p> <p>Privacy & Security - Describe simple strategies for creating and keeping passwords private. - Know why someone should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured then they should tell a trusted adult. - Understand how connected devices can collect and share anyone's information with others.</p> <p>Copyright & Ownership - Understand why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p>search for information, results may not always be useful. To be able to use search engines to find images and text for a specific topic by using keywords to search. To be able to bookmark a website as a favourite.</p> <p>Online Safety: Contact -Know to keep personal information and passwords private when communicating online. -Know how to create an alias or avatar when online.</p> <p>Self-image & identity - Explain what is meant by the term 'identity'. - Explain how people can represent themselves in different ways online. - Explain ways in which someone might change their identity depending on what they are doing online and why.</p> <p>Online Relationships - Describe ways people who have similar likes and interests can get together online. - Understand what it means to 'know someone' online and why this might be different from knowing someone offline. - Know what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. - Understand why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. - Understand how someone's feelings can be hurt by what is said or written online. - Know the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p>Online Reputation - Know how to search for information about others online. - Understand what anyone may or may not be willing to share about themselves online. - Understand the need to be careful before sharing anything personal. - Know who someone can ask if they are unsure about putting something online.</p>	<p>- Know appropriate ways to behave towards other people online and why this is important. -Understand how bullying behaviour could appear online and how someone can get support.</p> <p>Managing Online Information - Demonstrate how to use key phrases in search engines to gather accurate information online. - Explain what autocomplete is and how to choose the best suggestion. - Understand and explain how the internet can be used to sell and buy things. - Understand and explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online. - Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> <p>Health, wellbeing & lifestyle - Understand why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships. - Know why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable.</p>
<p>PE</p>	<p>Football Rugby</p>	<p>Dance OAA</p>	<p>Athletics Rounders</p>
<p>PSHE</p>	<p>Relationships: Families and Friendships <i>What makes a family; features of family life</i> Safe Relationships Respecting Ourselves and Others <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i></p>	<p>Living In The Wider World: Belonging to a Community <i>The value of rules and laws; rights, freedoms and responsibilities</i> Media Literacy and Digital Resilience <i>How the internet is used; assessing information online</i> Money and Work <i>Different jobs and skills; job stereotypes; setting personal goals</i></p>	<p>Health and Well-Being: Physical Health and Mental Wellbeing <i>Health choices and habits; what affects feelings; expressing feelings</i> Growing and Changing <i>Personal strengths and achievements; managing and reframing setbacks</i> Keeping Safe <i>Risks and hazards; safety in the local environment and unfamiliar place</i></p>
<p>Spanish</p>	<p>Greetings To know the vocabulary for basic greetings in Spanish enabling the children to participate in a short oral conversation The alphabet and vowels To know a selection of the key phonemes to facilitate accurate and authentic pronunciation. Spanish Christmas celebrations To explore key Christmas related words</p>	<p>Numbers 1-10 and Colours To learn to count to ten as well as learning ten popular colours Classroom language and Classroom stationary Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise. Easter Exploring non-religious Easter vocabulary and traditions</p>	<p>Family Say the nouns for members of their family. Tell the name of family members. Understand the concept of mi and mis. Pets Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets Tell somebody if they have or do not have a pet. Ask somebody else if they have a pet. Tell somebody the name of their pet. Spanish in the world Know about the many countries in the world that speak Spanish</p>