

Topic Theme:	Vikings							
English	1	2	3	4	5	6	7	8
<b>Autumn 1</b>	Film: The Saga of Bjorn – Literacy Shed  Writing outcomes: To retell the narrative (including diary entries) <i>SMSC Themes:</i> <ul style="list-style-type: none"> <li>How does a belief in the afterlife affect the way we behave in our lives?</li> <li>Does religion help us to make good choices?</li> <li>Fighting and killing as a way of life – how does this compare with the way we live? Are there better ways to get what we want? (What does 'honour' mean these days?)</li> </ul>				Book: Blodin the Beast – Michael Morpurgo  Writing Outcomes: Diary entries for different points of view  <i>SMSC Themes:</i> <ul style="list-style-type: none"> <li>Listening to your elders. Taking advice from others? Patience and Wisdom (alternatives to fighting) - what does it mean to make 'wise' choices?</li> </ul>			
Mathematics	1	2	3	4	5	6	7	8
<b>Autumn 1</b>	<b>Place Value</b> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas.</li> </ul>				<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>			
The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.								
<b>Science</b>	Working Scientifically: observing rocks; exploring how and why they might change over time; using a hand lens or microscope to help identify and classify rocks; identify similarities and differences; can raise and answer questions about the way soils are formed.  P.O.S: Rocks Key Scientists:  <i>SMSC Themes:</i> <ul style="list-style-type: none"> <li>Utility Vs Beauty – are rocks only important if they are useful?</li> <li>The use of rocks in buildings – what contribution to</li> </ul>				<b>Computing</b>	E-Awareness: Personal details (5Finger Rules: 1-name, 2-address and phone, 3-school, 4-photo, 5-email) Online Research child-friendly search engines and skills Online Publishing Blogs (publishing, public v. school blog) Gaming (age appropriate, rule) Link with topic: Online research about Vikings Search for copyright free images.		

	<p>society? Which 'jobs' depend on using rocks (builders, architects etc)</p> <ul style="list-style-type: none"> <li>Rocks as a part of natural beauty and rock formations (appreciation of nature)</li> </ul>		DK Findout Qfiles
<b>History</b>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>SMSC Themes:</p> <ul style="list-style-type: none"> <li>Link to themes of 'honour' explored in English.</li> </ul> <p>What difference would it have made if the Normans had not been successful in 1066 (nb: King Alfred introduced the right to an education)</p>	<b>Geography</b>	<p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, land-use patterns; and understand how some of these aspects have changed over time.</p> <p>SMSC Themes:</p> <ul style="list-style-type: none"> <li>Cultural Capital: to be able to name/locate at least 10 capital cities (inc Scandinavian Cities – The Vikings)</li> </ul>
<b>Religious Education</b>	<p>Celebration of our differences within school (revising previous learning). Preparation for Focus Day: Myself and Others</p>	<b>Physical Education</b>	<p>Dance &amp; movement skills (SCIS) Net/wall games (SCIS)</p>
<b>Art and Design</b>	<p>Making and designing Viking long boat, spears and shields</p>	<b>Design and Technology</b>	<p>Design , Make and Evaluate making a shield</p> <p>SMSC Themes:</p> <ul style="list-style-type: none"> <li>Link to themes of 'honour' explored in English and History.</li> <li>Why do people feel the need to say what is important to them in life? What modern examples of this are there? (School uniform?)</li> </ul>
<b>M.F.L.</b>	<p>Spanish</p>	<b>Music</b>	<p><u>Music objectives are taught, revisited and refined throughout the year:</u></p> <ul style="list-style-type: none"> <li>I can sing a tune with expression.</li> <li>I can play clear notes on instruments.</li> <li>I can use different elements in my composition.</li> <li>I can create repeated patterns with different instruments.</li> <li>I can compose melodies and songs.</li> <li>I can create accompaniments for tunes.</li> <li>I can combine different sounds to create a specific mood or feeling.</li> <li>I can use musical words to describe a piece of music and compositions.</li> <li>I can use musical words to describe what I like and do not like about a piece of music.</li> <li>I can recognise the work of at least one famous composer.</li> <li>I can improve my work; explaining how it has been improved.</li> </ul>
<b>P.S.H.E</b>	<p>Police Education Programme: Personal Safety- Knowing who to ask for help! Online Safety</p>	<b>School Trips and Educational Visits</b>	<p>To be based on an opportunity arisen each year linked to topic or interests of cohort.</p>



Topic Theme:	Active Planet							
English	1	2	3	4	5	6	7	8
<b>Autumn 2</b>	Book: Tsunami – Kimiko Kajikawa (Stories from other cultures)  Writing outcomes: To write their own Tsunami story			Book: Volcano Wakes Up  Writing Outcomes: To write their own poetry around natural disasters		Book: Flotsam – David Wiesner  Writing Outcomes: A sequel (literacy tree planning unit)		
Mathematics	1	2	3	4	5	6	7	8
<b>Autumn 2</b>	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>		<b>Time</b> <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>	<b>Addition &amp; Subtraction</b> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>			Review, Consolidate, address misconceptions, deepen learning.	
The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.								
<b>Science</b>	Working Scientifically: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces; gathering and recording data to find answers to questions; looking for patterns  P.O.S: Forces and Magnets Key Scientists: Hans Christian Oersted			<b>Computing</b>	Programming and Computational Thinking throughout <a href="http://barefootcas.org.uk">http://barefootcas.org.uk</a>  Pro-bot Unit 1 (Islington)  Espresso Coding Scratch Islington Y3 Unit 2			

	<a href="http://www.famousscientists.org/hans-christian-oersted/">http://www.famousscientists.org/hans-christian-oersted/</a>		Networks and Communications Unit (8 lessons)
<b>History</b>		<b>Geography</b>	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<b>Religious Education</b>	Myself and Others	<b>Physical Education</b>	Dance & movement skills (SCIS) Net/wall games (SCIS)
<b>Art and Design</b>	Outcomes: Collage of a Tsunami	<b>Design and Technology</b>	Design , make and evaluate making a 3D model of a volcano
<b>M.F.L</b>	Spanish	<b>Music</b>	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives. Instrumental Tuition: Recorders
<b>P.S.H.E</b>	Anti-Bullying Week	<b>School trips and Educational Visits</b>	Natural History Museum

<b>Topic Theme:</b>	<b>Stone Age to Iron Age</b>					
<b>English</b>	1	2	3	4	5	6
<b>Spring 1:</b>	Book: Stone Age Boy - Satoshi Kitamura  Writing outcomes: To write a narrative based on the structure of the Stone Aged Boy  <i>SMSC Themes:</i> <i>The importance of friendship. What makes a 'friend' you would never forget? Can people who are very different still be good friends?</i>			Book: UG – Raymond Briggs  Writing Outcomes: To write a comic sequel to UG.  <i>SMSC Themes</i> <i>Why is it important that there are people in life who are forever questioning the nature of things, always wondering about how things may be improved (think about inventions, improvements....). What would the world be like if no one ever did this?</i>		
<b>Spring 2</b>	Books: The Iron Man – Ted Hughes (illustrated by Lauren Charlin) (4 weeks)  Writing Outcome: To write a narrative suspense story (Literacy Tree Planning Unit) <i>SMSC Themes</i> <ul style="list-style-type: none"> <li><i>Bravery, prejudice, irrational fear and the dual nature of the things around us; the Iron Man is destructive but has a good heart, the dragon is also an "angel" and a "star spirit".</i></li> <li><i>Taking care of the environment!</i></li> <li><i>Helping others (family responsibility)</i></li> <li><i>Are people who look different always bad? Judging on appearances – what are the issues with this?</i></li> </ul>					
<b>Mathematics</b>	1	2	3	4	5	6
<b>Spring 1</b>	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>			<b>Statistics</b> <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>		
<b>Spring 2</b>	<b>Fractions</b> <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</li> </ul>			<b>Measurement</b> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>measure the perimeter of simple 2-D shapes</li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>		

	<p>small denominators</p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{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.</li> </ul>	
The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.		
<b>Science</b>	<p>Working Scientifically: identifying and grouping animals; observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons; compare and contrast diets; research different food groups.</p> <p>P.O.S: Animals, including Humans</p> <p>Key Scientists:</p> <p><i>SMSC Themes:</i></p> <ul style="list-style-type: none"> <li><i>Healthy vs unhealthy: understanding what it means to have an appreciation of life. Why would someone want to be healthy and to live a healthy lifestyle?</i></li> </ul>	<p><b>Computing</b></p> <p>Spring 1: Multimedia &amp; Word processing  Edit images using crop, resize, recolour Microsoft Photo editor  Create a video presentation using digital photographs  Movie Maker/ iMovie app/photostory  Link with topic:  Plan and research a multimedia presentation about animals and humans  Download appropriate image from the WWW.  Use Movie Maker to create a presentation about animals and humans.  Rehearse and record voice over.  If appropriate add background music (audio network)</p> <p>Spring 2: Communication &amp; Collaboration  Create and share story/work/project (2Publish or Word), Use microphones to record information.</p> <p>Use J2e5 to blog work.</p> <p>Online research for topic using child-friendly search engines.  Link with topic:  After research Stone age to Iron age topic use J2e5 to create a presentation and publish to J2webby</p>
<b>History</b>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>SMSC Themes:</i></p> <ul style="list-style-type: none"> <li><i>The importance of community. What do we as people get out of being part of a community? What communities are we all part of?</i></li> <li><i>What do we get out of being part of a 'school community?'</i></li> </ul>	<p><b>Geography</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>Special Books and Stories</li> <li>Prayer and Worship</li> <li>Food and Light</li> </ul>	<p><b>Physical Education</b></p> <p>Gymnastics (SCIS)  Invasion games (SCIS)  Swimming</p>
<b>Art and Design</b>	<p>Outcomes: Cave Paintings</p> <p><i>SMSC Themes</i></p> <p>Use of art as narrative – to communicate experiences (consider cultural comparisons to today)</p>	<p><b>Design and Technology</b></p> <p>Design, make and evaluate: 3D cave paintings (using clay)</p>
<b>M.F.L.</b>	Spanish	<b>Music</b> Music objectives taught, refined and revisited throughout the

			year. See 'Autumn 1' for objectives. Instrumental Tuition: Recorders
<b>P.S.H.E</b>	Drugs, Alcohol, Tobacco Education: Tobacco is a drug	<b>School Trips and Educational Visits</b>	British Museum

<b>Topic Theme:</b>	<b>Rainforest</b>						
<b>English</b>	1	2	3	4	5	6	7
<b>Summer 1</b>	Book: Varmints – Helen Ward Film: Varmints  Writing Outcomes: Explanation text, retelling and scene setting.  <i>SMSC Themes:</i> - Understanding importance of looking after nature			Book: The Tin Forest – Helen Ward  Writing Outcomes: report about recycling Comparing two books by the same author  <i>SMSC Themes: taking responsibility, good manners, social responsibility</i> <i>Including:</i> - Helping the community - Clearing up after ourselves - Recycling our everyday products - Looking after the earth - Reducing and reusing to save natural resources			
<b>Summer 2</b>	Book: The Vanishing Rainforest – Richard Platt  Writing outcomes: Persuasive argument about deforestation  <i>SMSC Themes:</i> - The importance of helping each other – how helping someone else makes us feel happy inside. - Standing up for what is right for the environment! The power of personal beliefs! (Thinking about people they admire). - Racism – judging other people by their skin colour, appearance and clothes - Making peace with people			Rainforest Poetry  Writing Outcome: Calligrams			
<b>Mathematics</b>	1	2	3	4	5	6	7
<b>Summer 1</b>	<b>Measurement</b> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>measure the perimeter of simple 2-D shapes</li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>			<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>			

<b>Summer 2</b>	<b>Performance Week</b>	<p style="text-align: center;"><b>Geometry</b></p> <ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p style="text-align: center;">Review, Consolidate, address misconceptions, deepen learning.</p>
<p>The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.</p>			
<b>Science</b>	<p>Working Scientifically: comparing the effect of different factors on plant growth; observing seeds growing and how water is transported.</p> <p>P.O.S: Plants Key Scientists:</p> <p>Working Scientifically: looking for patterns in what happens to shadows when the light source moves or the distance of the object changes. P.O.S: Light</p> <p><i>SMSC Themes Plants:</i></p> <ul style="list-style-type: none"> <li><i>Why is it important to look after plants? How are plants part of the food chain? Why are plants important? How do they contribute to the earth?</i></li> <li><i>Why do we as people have a 'connection' with plants (the idea of 'nurture' and a wish to help things 'grow' and to 'look after things')</i></li> </ul>	<b>Computing</b>	<p>Summer 1:</p> <p>Digital MediaAnimation: create complex animation Purplemash 2Animate, JIT (LGfL)</p> <p>Music/Sound: Create voice over and add backing track to video presentation. LGfL Audio Network microphones/ photostory</p> <p>Link with topic: Create Rainforest images using 2Paint. Create audio to accompany images. (2Simple Musical toolkit 2Sequence)</p> <p>Summer 2: Data Design and collect information for a simple questionnaire</p> <p>Collect data and present in a variety of formats, e.g Purplemash 2Calculate. 2graph.</p> <p>Use a simple existing database to carry out a simple search to answer a series of questions. 2Investigate Link with topic: Plan and create a branching database to sort Rainforest plants 2Simple ITK 2Question</p>
<b>History</b>		<b>Geography</b>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><i>SMSC Themes:</i></p> <ul style="list-style-type: none"> <li><i>Locating different rainforests around the world and understanding <u>global</u> responsibility (why it is important for them to be sustainable, including habitats and environments). Importance of saving natural resources.</i></li> <li><i>Understanding/exploring indigenous tribes – respect for cultures.</i></li> </ul>

			- <i>Understanding conflicts between loggers and deforestation</i>
<b>Religious Education</b>	- Water and Symbols - Caring for Our World	<b>Physical Education</b>	Athletics & movement skills, including preparation for sports day (SCIS) Fielding/striking games (SCIS) Swim (every other Friday)
<b>Art and Design</b>	Outcome: habitat pictures within the rainforest	<b>Design and Technology</b>	Creating 3D classroom rainforest
<b>M.F.L.</b>	Spanish	<b>Music</b>	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives.
<b>P.S.H.E</b>	Sex and Relationships Education: Valuing Difference and Keeping Safe Healthy Living: Edible and Active	<b>School Trips and Educational Visits</b>	Kew Gardens – Rainforest walkway