

Subject	CURRICULUM OVERVIEW					
	Autumn 1 <i>Elements - Air</i>	Autumn 2 <i>Four Corners of the World - South</i>	Spring 1 <i>Influential People - Inventors</i>	Spring 2 <i>In the Past – The Tudors</i>	Summer 1 <i>Landscapes - Rivers</i>	Summer 2 <i>That's Entertainment – Music & Dance</i>

LITERACY	Non-chronological report Air information poster Descriptive writing Instructions- Krindlekrax	Performance poetry- Anti-bullying, fireworks Non-chronological report Magazine	Explanation- The Shirt Machine Persuasion- Invention conference (adverts)	Historical Fiction- Shakespeare play Narrative Poetry The Highwayman	Haiku poetry- Rivers Persuasion/discussion Deforestation/ healthy	Dramatic conventions The Piano Letter writing- Year 2 buddies
MATHS	Number, place value, addition, subtraction, statistics	Multiplication, division, perimeter, area	Multiplication, division, fractions	Fractions, decimals, percentages	Decimals, properties of shape	Position and direction, converting units, volume
SCIENCE	Motion and Forces Identify patterns in results Fair testing and Noticing patterns Plan an investigation to answer question Collect evidence, draw conclusion and review/evaluate enquiry Take accurate measurements		Animals including humans *identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood *recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function *describe the ways in which nutrients and water are transported within animals, including humans. Observe changes over time	Living things and their habitats *describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird *describe the life process and reproduction in some plants and animals Identify patterns in results Fair testing Collect and present evidence	Animals including humans *describe the changes as humans develop to old age Identify patterns in results Grouping and classifying Observe changes over time Plan investigation and form conclusion	Earth and Space *describe the movement of the Earth, and other planets, relative to the Sun in the solar system *describe the movement of the Moon relative to the Earth *use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Observe changes over time Finding things out Collect evidence (observation) and present evidence

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			Grouping and classifying Finding things out Collect and present evidence			
HISTORY	Transport history (Air Topic) Understanding historical concepts- development and change.	South (South Africa) Britain and the Wider World- sense of identity and a cultural understanding.	Inventors - Ages Historical enquiry; organisation and communication. Analysis and problem solving Understanding historical concepts	Tudors – Aspect beyond 1660 Chronological understanding; range of historical knowledge Skills: enquiry, interpretation. Terms-peasantry.	Mayan Society (overview) Interpretation of history Terms- civilisation Understanding historical concepts	
COMPUTING	DISCRETE Computer Science Information Technology – Multimedia, Digital Literacy, Online Safety CEOP resources. Present ideas in a variety of ways	Computer Science Reliability, plagiarism. & website referencing Online Safety Project Evolve – Online Bullying	Information Technology- Multimedia & data handling Researching and presenting information. Surveying handling data (Invention Convention)	Information Technology.- Multimedia Researching and presenting information. Green-screening linked to topic	Computer Science What is a computer network? How do search engines work?	Computer Science Hour of Code - Keep on Dancing
	CROSS-CURRICULAR	Information Technology- Multimedia Collaboratively produce a magazine about a country in the south			Information Technology- Data Handling Information linked to rainforests.	
GEOGRAPHY		Locational knowledge and Place knowledge South Africa		Human Geography Types of settlement and land use; Economic activity including trade links	Locational Knowledge; Place knowledge; Physical Geography	

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		Skills: maps, atlases, globes; symbols and keys on maps; Southern Hemisphere, Tropics of Cancer and Capricorn			Locate the world's countries – Amazon River and Ouse Skills: maps, atlases, globes; symbols and keys on maps; plans and graphs; digital technologies.	
ART	Pencil: using different techniques with pencil to achieve life-like drawings	African/Aboriginal Art: look at the use of pattern and colour Graffiti Art	Art through the decades Evaluate/ analyse other artist's work: Artist study: Monet (link with French)	Pen and ink: using different techniques with pen to achieve life-like drawings Hindu art	Perspective (link to river drawing) Drawing Focus: Reflections Water colours Isometric patterns (link with RE)	Logos Artist Study: William Morris Pointillism
D&T				COOKING & NUTRITION Healthy diet; preparing and cook; ingredients	MECHANICAL SYSTEMS CAM - rainforest boxes	
MUSIC		Composition: Create a class body percussion/vocal sounds composition using notated rhythms and graphic representation based on Stomp. Singing: Unison songs, 3 part-rounds, partner songs.		Performance: Use of glockenspiels to accompany familiar songs Singing: Unison songs, 3 part-rounds, partner songs.		Listening: Introduction to listening diaries – focussed questions linked to repertoire and use of musical vocabulary in responses. Singing: Unison songs, 3 part-rounds, partner songs.

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		Performance opportunities in and out of school- Christmas play/ carols.				
RE	Unit U2:1 Why do some people think God exists? <i>Christians and non-religious (eg humanists)</i> <i>Expressing</i> 2b.2 <i>Creation and science: competing or complimentary?</i> <i>Believing</i>		Unit U2:2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?) (2b.5 <i>What would Jesus do?)</i> <i>Believing</i>	Unit U2:4 If God is everywhere, why go to a place of worship? <i>Christians/Hindus /Jews</i> <i>Expressing</i> 2b.1 <i>What does it mean if God is holy and loving?</i> <i>Believing</i>	Unit U2:6 What does it mean to be a Muslim in Britain today? <i>Muslims</i> <i>Living</i>	U2.10 How and why should communities do more to care for the Earth <i>Green Religion</i> <i>Living</i>
PE	Dance	Multi-skills/Inclusive sport	Fitness	Invasion Games Football/rugby/hockey	Striking & Fielding (Chance to shine)	Invasion Games Basketball/netball
	Net and Wall Tennis	Swimming	OAA	Gymnastics	Athletics	Striking & Fielding
PSHE	Jigsaw Theme Being Me in My World	Jigsaw Theme Celebrating Difference	Jigsaw Theme Dreams and Goals	Jigsaw Theme Healthy Me	Jigsaw Theme Relationships	Jigsaw Theme Changing Me
FRENCH	Classroom commands Simple Greetings Numbers 1-10 Colours		Masculine and feminine animals To ask and answer simple questions Numbers to 20		Classroom items Time Revision	