









		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		The Maya	Mexico	Natural Disasters	Romans	Victorians	Viva Le France
Curriculum Map	Experiences	York Chocolate Story		Tees Barrage (Flood defence)	Vindolanda	Shildon Locomotion: The National Railway Museum	
	Global Community	Think about the lives of people living in other places and times, and people with different values and customs, celebrating difference.		Investigate different places around the world where natural disasters have occurred.	Compare the capital cities of Italy and the UK.	Investigate different modes of transport around the world.	Similarities and differences between your school and a school in France.
	Preparing for the Future		Use of digital technology to locate countries and describe features.	Design an information leaflet to give advice to people living in Tornado Alley.	How will Roman influences be affected in the future? (Especially in the context of the digital revolution worldwide). Armed Forces	Debate the arguments for and against HS2.	Plan a holiday in France. Travel Industry
	Taking Action		Design a poster to protect the forests in the Sierra Madre.	Create a radio bulletin to give advice to people returning to their homes after a tornado (link to Red Cross advice).	Write a letter to the Tourist Board to ensure Roman remains are protected.	What are the key dangers around a railway line? Design a poster to tell children what they should do to keep safe.	Paris Climate Agreement – France to reduce greenhouse emissions by 40%. Write a letter to enquire what the environmental targets of French companies like L'Oreal are planning.
	English	Charlie and the Chocolate Factory by Roald Dahl 	Day of the Dead – Animated Short Film (Literacy Shed) 	Natural Disasters & Flood by Alvaro F. Villa 	The Time Travelling Cat and the Roman Eagle by Julia Jarman 	Street Child by Berlie Doherty 	Rooftoppers by Kathleen Rundell 
				Fiction: Setting description	Fiction: Playscript	Fiction: Descriptions, narrative	

	<p>Fiction: Setting/character description, narrative</p> <p>Non-fiction: Newspaper report, diary entry</p> <p>Poetry</p> <p>Spelling, Punctuation and Grammar: Noun phrases, conjunctions to express time/place/cause.</p>	<p>Fiction: Setting/character description, narrative</p> <p>Non-fiction: Persuasive leaflet, non-chronological report</p> <p>Poetry</p> <p>Spelling, Punctuation and Grammar: Adverbials, direct speech.</p>	<p>Non-fiction: Instructions, non-chronological report</p> <p>Poetry: Adverb poem</p> <p>Spelling, Punctuation and Grammar: Adverbs, tenses, prepositions.</p>	<p>Non-fiction: Persuasive advert, diary entry</p> <p>Poetry</p> <p>Spelling, Punctuation and Grammar: Formal/informal, standard English, apostrophes.</p>	<p>Non-fiction: Non-chronological report, diary entry, biography</p> <p>Poetry</p> <p>Spelling, Punctuation and Grammar: Paragraphs, prefixes/suffixes – word families.</p>	<p>Fiction: Setting description, narrative</p> <p>Non-fiction: Newspaper report, journalistic writing, diary entry</p> <p>Poetry</p> <p>Spelling, Punctuation and Grammar: Nouns, consolidation.</p>
Maths	<p>Y3 Power Maths Textbook 3A: Unit 1: Place Value within 1000. Unit 2: Addition and Subtraction 1.</p> <p>Y4 Power Maths Textbook 3A: Unit 1: Place Value -4 digit numbers 1. Unit 2: Place Value -4 digit numbers 2.</p>	<p>Y3 Power Maths Textbook 3A: Unit 3: Addition and Subtraction 2. Unit 4: Multiplication and Division 1.</p> <p>Y4 Power Maths Textbook 3A: Unit 3: Addition and Subtraction. Unit 4: Measure – Perimeter. Unit 5: Multiplication and Division 1.</p>	<p>Y3 Power Maths Textbook 3B: Unit 5: Multiplication and Division 2. Unit 6: Money. Unit 7: Statistics.</p> <p>Y4 Power Maths Textbook 4B: Unit 6: Multiplication and Division 2. Unit 7: Measure – Area.</p>	<p>Y3 Power Maths Textbook 3B: Unit 8: Length. Unit 9: Fractions 1.</p> <p>Y4 Power Maths Textbook 4B: Unit 8: Fractions 1. Unit 9: Fractions 2. Unit 10: Decimals 1.</p>	<p>Y3 Power Maths Textbook 3C: Unit 10: Fractions 2. Unit 11: Time.</p> <p>Y4 Power Maths Textbook 4C: Unit 11: Decimals 2. Unit 12: Money. Unit 13: Time.</p>	<p>Y3 Power Maths Textbook 3C: Unit 12: Angles and Properties of Shapes. Unit 13: Mass. Unit 14: Capacity.</p> <p>Y4 Power Maths Textbook 4C: Unit 14: Statistics. Unit 15: Geometry – Angles and 2D shapes. Unit 16: Geometry – Position and Direction.</p>
Science	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	<p>Sound</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and 	<p>Rocks</p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	<p>Electricity</p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 	<p>Light</p> <ul style="list-style-type: none"> - Recognise that they need light in order to see things and that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 	<p>Scientist and Inventors</p> <p>Children will apply their learning throughout the year to different investigations while learning about significant scientists and inventors throughout history.</p>

		- Recognise that environments can change and that this can sometimes pose dangers to living things.	features of the object that produced it. - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound increases.	- Recognise that soils are made from rocks and organic matter.	- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.	- Recognise that shadows are formed when the light from a light source is blocked by a solid object. - Find patterns in the way that the size of shadows changes.	
	Religious Education	God: What is it like to follow God?	Gospel: What kind of world did Jesus want?	Salvation: Why Christians call the day Jesus died 'Good Friday'.	Kingdom of God: When Jesus left, what next?	Thematic: How and why do believers show their commitments during the journey of life?	
	History and Geography	Ancient Mayans: Who were the Maya?	Marvellous Mexico: What is Mexico like today?	Dynamic Earth: How would you deal with a disaster?	Edge of the Empire: Was Hadrian's Wall the final frontier?	Full Steam Ahead: How did trains turn Britain around?	Vive la France: Bonjour or Au Revoir?
	Art and Design Technology	Design and Technology Design and make a Mayan pyramid trap.	Art Line drawing, tone, texture, form. Day of the Dead – design sugar skulls.	Design and Technology Electrical systems	Art Roman mosaics	Art Perspective drawing	Design and Technology Food Technology
	Computing	Computing systems and networks – The Internet	Data and information – Data logging	Programming A – Repetition in shapes	Programming B – Repetition in games	Creating media – Audio editing	Creating media – Photo editing

	PE	<p>Dance</p> <ul style="list-style-type: none"> - Themed Work based on topic - Develop actions & sequences through different styles of dance <p>Invasion Games</p> <ul style="list-style-type: none"> - Taught through activities to develop communication skills (Tag Rugby) 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Floor work to improve flexibility, strength, coordination and balance <p>Health & Fitness</p> <ul style="list-style-type: none"> - SAQ, Fitness Circuits to include flexibility, strength and Healthy Lifestyles (Yoga) 	<p>Striking & Fielding</p> <ul style="list-style-type: none"> - Activities to develop communication skills and defending skills (Football) <p>Invasion Games</p> <ul style="list-style-type: none"> - Using modified games to develop catching and passing in isolation. - Developing attacking & defending (Basketball) 	<p>Invasion Games</p> <ul style="list-style-type: none"> - Activities to develop simple attacking tactics (Netball) <p>Invasion Games</p> <ul style="list-style-type: none"> - Activities to develop simple attacking tactics (Hockey) <p>Swimming</p> <ul style="list-style-type: none"> - Developing competent & confident swimmers 	<p>Athletics</p> <p>(Run, jump, throw)</p> <p>Striking and Fielding</p> <ul style="list-style-type: none"> - Activities to develop communication skills and defending skills (Cricket) 	<p>Striking & Fielding</p> <ul style="list-style-type: none"> - To develop teamwork and competitive skills - To build on teamwork skills (Rounders) <p>Net/wall</p> <ul style="list-style-type: none"> - Competitive & modified games activities with to develop resilience - Developing Racquet skills (Tennis)
	Music	<p>Fundamentals of Music</p> <p>Singing & Tuned Percussion</p> <p>Children will consolidate and develop awareness of rhythm, pulse, pitch and to extend reading of standard and non-standard music notation</p> <p>Preparation for Christmas Show</p> <p>Reflect on and improve own and others work in relation to its intended effect)</p> <p>Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p>		<p>Composition/Performance</p> <p>Children compose and perform works on a theme.</p> <p>Music Interpretation & Description</p> <p>Famous Musical Works and the Orchestra</p> <p>Children learn about instruments of the orchestra and develop listening skills through identifying the sounds in significant musical pieces.</p> <p>Children develop their use of musical vocabulary to describe and interpret famous musical works across genres.</p>		<p>History of Music</p> <p>Children reflect on learning across the terms and consolidate this through an overview of the history of music, noting key composers and when they were at their most popular.</p>	
	French	Core Unit 1	Core Unit 2	Animals	Food	At school	Playtime
	PSHE	<p>Me and my Relationships</p> <p>The children will be learning about cooperation and friendships: understanding that we don't always agree with each other. They will also explore different ways to make up with a friend if they have fallen out.</p>	<p>Valuing Difference</p> <p>The children will be learning about recognising and respecting diversity and being respectful and tolerant. They will look at different community groups and investigate how respect and tolerance make our classroom a safe and happy place.</p>	<p>Keeping Myself Safe</p> <p>The children will learn how to manage risk and stay safe online. They will also learn why medicines can be helpful or harmful.</p>	<p>Rights and Responsibilities</p> <p>The children will explore the skills they need to develop as they grow up and how they can help the people who help them.</p>	<p>Being My Best</p> <p>The children will learn how to keep themselves healthy and how to celebrate and develop their skills and talents.</p>	<p>Growing and Changing</p> <p>The children will learn about what makes a positive or negative relationship, and how to identify when somebody hasn't been invited into their personal space.</p>

