

| | Autumn | Spring | Summer |
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| Whole School Themes | Story Telling Curious Minds | Building for the Future Getting Creative | Healthy Habits Lights, Camera, Action |
| Class Themes | From Bone to Stone | A pirate's life for me | Let's go to Egypt |
| English | | | |
| English | <p>Writing outcomes Narrative - describing character, setting and plots, recount-adventure story, poetry Non-Fiction - instructions, non-chronological reports, explanation text</p> <p>Suggested Texts Stone Age Boy, topical information books</p> <p>Grammar – a/an, conjunctions, sub-headings, paragraphing, word families, subordination</p> | <p>Writing outcomes Narrative -planning, drafting and editing a story, poetry Non-Fiction - recounts, information text</p> <p>Suggested Texts Mongo's, topical books</p> <p>Grammar – inverted commas, adverbs, prepositions, present perfect, apostrophes</p> | <p>Writing outcomes Narrative - Story writing, poetry Non-Fiction – explanation text, non-chronological reports, recount</p> <p>Suggested Texts Tin Forest, topical books</p> <p>Grammar – Revision and consolidation</p> |
| Maths | | | |
| Maths | <p>Number Place Value Identify, represent, estimate and partition numbers using different representations up to 1000. Find 1, 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Estimate on a number line to 1000. Count from 0 in multiples of 3, 4, 8, 50 and 100.</p> <p>Addition and Subtraction Apply number bonds within 10. Add and subtract 1s 10s and 100s. Step 5 Spot the pattern. Add and subtract 1s across a 10, 10s across a 100. Make connections. Add and subtract two numbers with no exchange and across the</p> | <p>Number Multiplication and Division – Multiples of 10. Related calculations. Reasoning about multiplication. Multiply a 2-digit number by a 1-digit number – no exchange and with exchange. Link multiplication and division. Divide a 2-digit number by a 1-digit number – no exchange and flexible partitioning. Divide a 2-digit number by a 1-digit number – with remainders. Scaling. How many ways? Fractions –Understand the denominators of unit fractions. Compare and order unit fractions. Understand the numerators of non-unit fractions. Understand the whole. Compare and order non-unit fractions. Fractions and scales. Fractions on a number line. Count in fractions on a number line.</p> | <p>Number Fractions – Add and subtract fractions. Partition the whole. Unit fractions of a set of objects. Non-unit fractions of a set of objects. Reasoning with fractions of an amount. Measurement Time – Roman numerals to 12. Tell the time to 5 minutes. Tell the time to the minute. Read time on a digital clock. Use am and pm. Years, months and days. Days and hours. Hours and minutes – use start and end times Money – Pounds and pence. Convert pounds and pence. Add and subtract money. Find change. Geometry</p> |

10. Add and subtract two numbers with no exchange and across the 100. Add and subtract 2-digit and 3-digit numbers. Complements to 100. Estimate answers. Inverse operations. Make decisions.

Multiplication and Division Multiplication – equal groups. Use arrays. Multiples of 2, 5 and 10. Sharing and grouping. Multiply by and divide by 3. The 3 times-table. Multiply by and divide by 4. The 4 times-table. Multiply by and divide by 8. The 8 times-table. The 2, 4 and 8 times-tables.

Equivalent fractions on a number line.

Equivalent fractions as bar models

Measurement – Length and Perimeter

Measure in metres and centimetres.

Measure in millimetres. Measure in

centimetres and millimetres. Metres,

centimetres and millimetres. Equivalent

lengths (metres and centimetres). Equivalent

lengths (centimetres and millimetres).

Compare lengths. Add and subtract lengths.

What is perimeter? Measure and calculate

perimeter.

Mass and Capacity Use scales. Measure

mass in grams. Measure mass in kilograms

and grams. Equivalent masses (kilograms and

grams). Compare mass. Add and subtract

mass. Measure capacity and volume in

millilitres. Measure capacity and volume in

litres and millilitres. Equivalent capacities

and volumes (litres and millilitres). Compare,

add and subtract capacity and volume.

Shape – Turns and angles. Right angles.

Compare angles. Measure and draw

accurately. Horizontal and vertical. Parallel

and perpendicular. Recognise and describe

2-D shapes. Draw polygons.

Statistics

Interpret pictograms. Draw pictograms.

Interpret bar charts. Draw bar charts.

Collect and represent data. Two-way

tables.

Science and Technology

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| Science | <p>Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.</p> | | |
| | <p>Rocks - compare and group, how fossils are formed, soils are made from rocks and organic matter Animals including humans - Skeletons, movements, muscles and nutrition in animals and humans HOOK - Giant’s footprint investigation</p> | <p>Forces and Magnets - moving on different surfaces, magnetic forces, observe and predict with magnets, magnetic poles, compare and group everyday materials</p> | <p>Plants - parts and functions of the plant, requirements for life and growth, lifecycles, water transportation within the plant. Light - need light in order to see things, dark is the absence of light, light is reflected from surfaces, sun safety, shadow play.</p> |
| Computing (Themes from the “Knowsley” computing scheme) | E-safety | | |
| | <p>Online Detectives This activity is designed to support children in mastering the art of advanced internet searching. They will learn new tricks to improve their searches while they try to solve puzzles and challenges. My On-line life This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS' Education for a Connected World Framework’</p> | <p>Hour of code The children will plan, create and debug programs. They will use decomposition to help solve computing problems. They can use sequence, selection, repetition and variables in programs. Use of logical reasoning to predict and correct errors in algorithms and programs. Use of HOur of Code and Scratch Jr’s.</p> | <p>Digitally awesome The children will enhance their core skills with word processing, spreadsheets and presentation apps. Keyboard Adventures In this activity the children will master the art of using a keyboard and short cuts with a series of fun activities.</p> |
| Design Tech | <p>Seasonal food – foods produced and farmed during the year and forming a healthy diet Designing and making a soup.</p> | <p>Easter baskets - making things move - levers and hinges</p> | <p>British Inventors – Alexander Bell, Mackintosh and World Wide Web</p> |

Humanities

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| <p>History</p> | <p>Black history month</p> <p>Changes in Britain from the Stone Age to the Iron Age Know how Britain changed from the beginning of the Stone Age to the Iron Age eg tools,homes,hunter-gatherers to farming Know the main differences between the Stone,Bronze and Iron Ages. Know what is meant by ‘hunter gatherers’ and how life changed when man began to farm. Know about life in the Stone Age from studying Skara Brae. Know why they may have built Stonehenge Know what caused the end of the Iron Age - link to the Romans.</p> | | <p>Ancient civilisation - Ancient Egypt Know where and when the first civilizations appeared. Describe what it was like during Ancient Egyptian times and explain what was important to people and why eg River Nile Describe some of the achievements of the Ancient Egyptians eg construction,medicine,calendars,farming Explain beliefs about death (including mummification),the afterlife and Egyptian gods. Know how evidence can give us different answers about the past eg archaeology.</p> |
| <p>Geography</p> | <p>Where does our food come from? Understand that the food comes from around the world. Know how land in temperate, tropical and Mediterranean climate zones are used to produce food and land within the UK. Understand the terms biome, longitude and latitude.</p> <p>Develop mapping skills using the 8 points of a compass.</p> | <p>Countries of the world Locate major countries and capital cities on a world map. Find out about geographical features of each continent. Use a variety of sources to identify human/physical features in a contrasting country and find similarities/differences between different countries.</p> | <p>In the Desert Find, locate deserts around the world. Investigate the weather and climate of deserts and find out about desert formations. Find out how deserts are used by humans and about the people who live there. Find out about the cause and effects of desertification.</p> |
| <p>R.E.</p> | <p>Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others</p> | <p>Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet Muhammed (pbuh), Zakah</p> <p>Christianity (Church) What do Christians mean by the ‘Holy Spirit’? The Holy Spirit’ gifts of the spirit’ Pentecos</p> | <p>Sikhism Why are the Gurus important to Sikhs? Guru Nanak’ The 10 gurus, Baisakhi Hindu dharma Why is family an important part of Hindu life? religious duty’ Hindu scriptures. (the Ramayana), Raksha Bandhan</p> |

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| MFL | <p>Getting started - Getting to know someone, Numbers, Colours</p> <p>The calendar and celebrations - Days of the week, Months of the year, Christmas celebrations</p> | <p>Animals around us - Pets, Farm animals, Epiphany celebrations</p> <p>Carnival - Playground games, Easter celebrations</p> | <p>'The Hungry Giant' - Fruit, Breakfast foods</p> <p>Going on a picnic - Picnic foods, Exploring France</p> |
| The Creative Arts (Art, Music, Dance, Drama) | | | |
| Dance and drama | <p>Stone Age –Stone Age Hunt Dance Linked to literacy – freeze frame, expression, story telling through mime and dance.</p> | <p>PAN performance dance at the Parr Hall.</p> | <p>Lights, Camera, Action! - Create moods, show feelings and actions to enhance writing.</p> |
| Art | <p>Painting and mixed media: Prehistoric painting Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p> | <p>Drawing: Growing artists Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p> <p>PAN artwork - application of techniques skills taught.</p> | <p>Craft and design: Ancient Egyptian scrolls Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</p> |
| Music (Charanga Music) | <p>Let your spirit fly?(R&B SONG-pulse, rhythm, pitch, singing, playing instruments) Christmas Carol concert – choral skills, harmonies</p> | <p>Three Little Birds (Reggae song-listening, appraising, playing instruments) The Dragon Song (Listening, appraising, composing, performing) Recorders</p> | <p>Bringing Us Together (Disco music-Listening, appraising, composing, performing) Reflect, Rewind and Replay (classical music – improvise, compose, perform) Recorders</p> |

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| Health and Wellbeing | | | |
| PE | <p>Real Gym - UNIT 1 Fundamentals - Static Balance: Seated/Floorwork</p> <p>Real Gym - UNIT 2 Fundamentals – Dynamic Balance:On a Line/Jumping & Landing</p> <p>Dance - Fundamentals – Balance: Stance/On a line/Balancing in Pairs</p> <p>Real PE - UNIT 1 Fundamentals - Static Balance: 1 leg. Coordination: Footwork</p> | <p>Enrichment – Taekwondo</p> <p>Real PE - UNIT 2 Fundamentals - Static Balance: Seated/ Dynamic Balance: Jumping & Landing</p> <p>Pirate/PAN Dance - Fundamentals – Balance: Stance/On a line/Balancing in Pairs</p> <p>Rugby W.Wolves - Fundamentals -</p> | <p>Enrichment - Athletics Orienteering</p> <p>Real PE - UNIT 3/4 Fundamentals - Dynamic Balance:On a Line/ Counterbalance in pairs. Coordination: Balls Skills/Coordination:Sending & receiving</p> <p>CCB Cricket - Fundamentals - Agility:Ball chasing/Reaction & Response</p> |

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| | | Coordination: Sending & Receiving/Ball Skills/Footwork | Tennis- Fundamentals - Agility:Ball chasing/Reaction & Response |
| Personal, Social and Health Education | <p>Family and friendships What makes a family; features of family life.</p> <p>Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour.</p> <p>Respecting Ourselves and Others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p> | <p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities.</p> <p>Media literacy and digital resilience How the internet is used; assessing information online.</p> <p>Money and work Different jobs and skills; job stereotypes; setting personal goals.</p> | <p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings.</p> <p>Growing and changing Personal strengths and achievements; managing and reframing setbacks.</p> <p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p> |
| Trips and Visitors | Stone Age visitor | PAN performance at Parr Hall St Mary's Church - Easter story | Warrington Museum - Egyptian experience Sports Morning |
| School Values | Compassionate - We care about others Open-minded - We try new things | Aspirational - We reach for the stars Happy - We have a positive attitude | Resilient - We have a go and don't give up Independent - We can do it! |
| Whole School Celebration focus | Harvest/Charity Assembly Christmas | Chinese New Year Easter | Cherry Tree Moving On |
| British Values | Rule of Law /Democracy | Individual liberty/ Mutual respect | Tolerance of different cultures and religions |