

	Autumn	Spring	Summer
<b>Whole School Themes</b>	<b>Story Telling Curious Minds</b>	<b>Building for the Future Getting Creative</b>	<b>Healthy Habits Lights, Camera, Action</b>
<b>Class Themes</b>	From Bone to Stone	Going on an adventure!	Let's go to Egypt
<b>English</b>			
<b>English</b>	<p><b>Writing outcomes</b>  <b>Narrative</b> - describing character, setting and plots, recount-adventure story, poetry  <b>Non-Fiction</b> - instructions, non-chronological reports, explanation</p> <p><b>Suggested Texts</b>                      Stone Age Boy, topical information books</p> <p><b>Grammar</b> – a/an, conjunctions, sub-headings, paragraphing, word families</p>	<p><b>Writing outcomes</b>  <b>Narrative</b> -planning, drafting and editing a story, poetry</p> <p><b>Suggested Texts</b>                      The secret of black rock by Joe Todd Stanton, Aaron Becker texts</p> <p><b>Grammar</b> – inverted commas, adverbs, prepositions, apostrophes</p>	<p><b>Writing outcomes</b>  <b>Narrative</b> - Story writing, poetry  <b>Non-Fiction</b> – explanation text, non-chronological reports, recount</p> <p><b>Suggested Texts</b>                      Tin Forest, topical books</p> <p><b>Grammar</b> – Revision and consolidation</p>
<b>Maths</b>			
<b>Maths</b>	<p><b>Number</b>  <b>Place Value</b> 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><b>Addition and Subtraction</b> 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><b>Number</b>  <b>Multiplication and Division</b> – 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?  <b>Fractions</b> – 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><b>Number</b>  <b>Fractions</b> – 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.  <b>Measurement</b>  <b>Time</b> – 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  <b>Money</b> – Pounds and pence. Convert pounds and pence. Add and subtract money. Find change.  <b>Geometry</b></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

<b>Science</b>	<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</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>		
	<p><b>Rocks</b> - compare and group, how fossils are formed, soils are made from rocks and organic matter</p> <p><b>Animals including humans</b> - Skeletons, movements, muscles and nutrition in animals and humans</p>	<p><b>Forces and Magnets</b> - moving on different surfaces, magnetic forces, observe and predict with magnets, magnetic poles, compare and group everyday materials</p>	<p><b>Plants</b> - parts and functions of the plant, requirements for life and growth, lifecycles, water transportation within the plant.</p> <p><b>Light</b> - need light in order to see things, dark is the absence of light, light is reflected from surfaces, sun safety, shadow play.</p>
<b>Computing</b>	E-safety		
	<p><b>Online Life</b> Keeping passwords safe. Understand that not everything they see online is true. Explore a spoof website.</p> <p><b>Touch typing</b> Importance of posture when typing, Finger positions.</p>	<p><b>Email</b> Open and respond to an email. How to use email safely. Add attachments.</p> <p><b>Presenting</b> Children create their own presentation using the skills they have learnt.</p>	<p><b>Coding</b> Use timers Repeat commands and then use this knowledge to create an interactive scene. Debugging</p> <p><b>Graphing</b> Enter data into graphing software. Answering questions. Solving investigations.</p>
<b>Design Tech</b>	<p><b>Seasonal food</b> – foods produced and farmed during the year and forming a healthy diet Designing and making a soup.</p>	<p><b>Easter baskets</b> - making things move - levers and hinges</p>	<p><b>British Inventors</b> – Alexander Bell, Mackintosh and World Wide Web</p>

# Humanities

<h2>History</h2>	<p>Black history month</p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b>          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><b>Ancient civilisation - Ancient Egypt</b>          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 e.g. archaeology.</p>
<h2>Geography</h2>	<p><b>Where does our food come from?</b>          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><b>Countries of the world</b>          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><b>In the Desert</b>          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>
<h2>R.E.</h2>	<p><b>Christianity (God)</b>  <b>How (and why) have some people served God?</b>          Prophets, service to God, inspirational people  <b>Christianity (Jesus)</b>  <b>What does it mean to be a disciple of Jesus?</b>          Discipleship, following the example of Jesus, helping others</p>	<p><b>Islam</b>  <b>Why is the Prophet Muhammad (pbuh) an example for Muslims?</b>          The Prophet Muhammed (pbuh), Zakah</p> <p><b>Christianity (Church)</b>  <b>What do Christians mean by the ‘Holy Spirit’?</b>          The Holy Spirit’ gifts of the spirit’ Pentecos</p>	<p><b>Sikhism</b>  <b>Why are the Gurus important to Sikhs?</b>          Guru Nanak’ The 10 gurus, Baisakhi  <b>Hindu dharma</b>  <b>Why is family an important part of Hindu life?</b>          religious duty’ Hindu scriptures. (the Ramayana),          Raksha Bandhan</p>

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

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

		Coordination: Sending & Receiving/Ball Skills/Footwork	<b>Tennis- Fundamentals</b> - Agility:Ball chasing/Reaction & Response
<b>Personal, Social and Health Education</b>	<p><b>Family and friendships</b> What makes a family; features of family life.</p> <p><b>Safe Relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour.</p> <p><b>Respecting Ourselves and Others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p>	<p><b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities.</p> <p><b>Media literacy and digital resilience</b> How the internet is used; assessing information online.</p> <p><b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals.</p>	<p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings.</p> <p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks.</p> <p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>
<b>Trips and Visitors</b>	Stone Age visitor	PAN performance at Parr Hall St Mary's Church - Easter story	Warrington Museum - Egyptian experience Sports Morning
<b>School Values</b>	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!
<b>Whole School Celebration focus</b>	Christmas	Chinese New Year Easter	Cherry Tree Moving On
<b>British Values</b>	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions