

	Autumn	Spring	Summer
Whole School Themes	Story Telling Curious Minds	Building for the Future Getting Creative	Healthy Habits Lights, Camera, Action
Class Themes	Dragons	Romans	Lymm History/Picture texts
<b>English</b>			
<b>English</b>	<p><b>Grammar</b> : inverted commas, verbs, standard English, noun phrases, sentences that make sense, using correct punctuation, preposition phrases, paragraphing</p> <p><b>Writing Outcomes</b> Non -narrative eg headings, sub headings Narrative-characters, settings, descriptions. Poetry and Performance poetry-Windrush poem Instructions Narratives with beginning, middle and end. Persuasive writing-holiday brochure on Sicily</p> <p><b>Suggested Texts-</b> Tell Me A Dragon by Jackie Morris, How To Train Your Dragon books by Cressida Cowell and any other books/films featuring dragons that capture the children's interest. Leon and the Place between by Angela McAllister Mog's Christmas Calamity film.</p>	<p><b>Grammar</b> : headings, paragraphing, fronted adverbials eg Later that day, using a comma after fronted adverbials, preposition phrases, apostrophes, appropriate noun and pronouns, paragraphing, inverted commas, noun phrases, plural and possessives, verbs</p> <p><b>Writing Outcomes</b> Recount Narrative Letter writing-Mother's Day letter Persuasive writing Description-characters, settings and 5 part story.</p> <p><b>Suggested Texts</b> -Escape from Pompeii by Christina Balit, The journal of Iliona by Richard Platt</p>	<p><b>Grammar</b> : Recap, revisit and consolidate.</p> <p><b>Writing Outcomes</b> Narrative-clear beginning, middle and end. Detailed characters and settings. Description Non -narrative eg headings, sub headings Poetry Suggested Texts- The Lost Thing by Shaun Tan ,The Black Hat by Maia Walczak, The Lion ,The Witch and The Wardrobe by C.S Lewis and any other texts/films that capture the children's interest.</p>
<b>Maths</b>			
<b>Maths</b>	<p><b>Number and place value</b>-Recognise and compare numbers beyond 1000. Recognise the place value of 4 digit numbers. Represent and partition numbers to 10,000. Compare and order numbers to 10,000. Round any</p>	<p><b>Multiplication and Division</b> Use a written method for multiplication. Multiply 3 digits by 1 digit. Use a written method for division. Recognise and use factor pairs.</p>	<p>Revising all areas of maths.</p> <p><b>Decimals</b> Making a whole with tenths. Making a whole with hundredths. Partition decimals. Compare decimals. Order</p>

number in the thousands to the nearest 10,100,1000.Find 1000 more or less than a given number.

**Addition and subtraction-** Add and subtract numbers mentally and use a written method to add and subtract 4 digit numbers.Estimate and use inverse to check answers.

**Area** -Finding the area by counting squares and comparing area.

**Multiplication and division-**Recall all multiplication and division facts up to 12x12-end of year outcome.Multiply and divide 3,6,9,7,11 and 12.

Multiply by 1 and 0 and divide by 1 and itself.Multiply 3 numbers.

Reasoning and problem solving.

Multiplying by 10 and 100 and dividing by 10 and 100.

**Length and perimeter**  
Measure in m and km.Finding the perimeter.

**Fractions and decimals-**  
Understanding a whole.Count beyond 1.Partition a mixed number.Compare and order mixed numbers.Understand improper fractions.Convert mixed numbers to improper fractions.Equivalent fractions.Add and subtract fractions.

Tenths as decimals.Divide 1 digit by 10.Divide 2 digits by 10.Hundredths as decimals.Divide 1 or 2 digit numbers by 100.

Reasoning and problem solving.

decimals.Round to the nearest whole number.Halves and quarters as decimals.

**Money**  
Write money using decimals.Convert between pounds and pence.Compare amounts of money and calculate with money.

**Time**  
Telling the time to the minute,using am and pm,24 hour clock,using analogue and digital.

**Shape and symmetry-**Identify ,compare,order angles.Types of triangles.Quadrilaterals and polygons.Identify lines of symmetry.

**Position and direction-**identify coordinates and plot them.Draw 2D shapes on a grid.Translate on a grid.

Reasoning and problem solving.

# Science and Technology

**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.

**Animals including humans :** Identify different teeth in humans and their functions. Digestive system in humans.

**States of Matter**  
Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees.

**States of Matter**  
Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees. Identify the part played by evaporation and condensation in the water cycle and associate the evaporation with temperature. We will be continuing our States of Matter topic that we were working on last half term.

**Sound :** Identify how sounds are made, recognise that vibrations travel through a medium to the ear, pitch/volume of sound, recognise that sounds get fainter as the distance from the sound increases.

**Electricity :** identify common appliances that run on electricity, construct a simple series circuit, identifying and naming basic parts including cells, wires, bulbs, switches and buzzes, identify whether 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 the or not a lamp lights in a simple series circuit, recognise common conductors and insulators.

**Living things and their habitats :** Grouping living things, using classification keys, identify and name living things in their local and wider environment. Recognise that environments can change. Construct and interpret a variety of food chains identifying producers, predators and prey.

## E-safety

**Online safety**  
Recap digital footprints. Explore the terms malware and phishing. Understanding plagiarism and the importance of crediting creators. Learning about healthy screentime.

**Logo**  
Entering instructions to solve a problem. Using the repeat function. Creating procedures.

**Coding**  
Understanding selection in computing programs by the use of IF and IF/ELSE statements. Exploring number variables and coordinates in programming.

# Science

# Computing

(Themes from the "Knowsley" computing scheme)

	<p><b>Effective searching</b> Learning how to locate information on a search page. Developing skills to assess whether an information source is true and reliable.</p>	<p><b>Writing for different audiences</b> Exploring how font size and style can affect the impact of a text. Using a simulated scenario to produce a news report. Using a simulated scenario to write for a community campaign.</p>	<p><b>Animation</b> Learning what animations are and how they can be created. Creating own animations based on ideas from 'stop motion' films.</p>
<p><b>Design Tech</b></p>	<p>Plan, design and make seasonal stockings.</p>	<p>Plan, design and make a greenhouse.</p>	<p>Design, make and evaluate an electrical torch (with a DT expert).</p>

# Humanities

<h2>History</h2>	<p>Know about the Windrush. Life of Rosa Parks and why she is so significant.</p> <p>Local history Remembrance Day-What was Lymm like in WW1? Visit to the Heritage Centre in Lymm which includes a workshop and local walk to visit landmarks e.g. war memorial, Brookfield House, old drill hall, life of local soldier Harry Brooks. Working with Lymm Heritage Centre and Lymm History Society.</p>	<p>The Roman Empire and its impact on Britain. Prior learning- looking at what life was like before the Roman invaded-links Y3 history. Why the Romans wanted to invade Britain. Julius Caesar's attempted invasion 55-54BC. Successful invasion by Claudius and conquest including Hadrian's wall. The power of the Roman army. British resistance eg Boudica The impact of the Romans Why the Romans settled in Chester.</p>	<p>In depth study of the history of Lymm-landmarks, trades e.g. fustian cutting, how Lymm has changed. Links with Lymm Heritage Centre and Lymm History Society.</p>
<h2>Geography</h2>	<p>We will look at early settlers in geography. We will learn about the origins of some UK place names and use a map to identify early settlements. We will use and find out about OS maps. We will recognise different mapping symbols and explain what they mean. We will create our own maps that include a key.</p> <p>We will be locating Europe on a world map and identifying European countries. We will learn the capital cities of some European countries. We will find out about the features of another European country.</p>		<p>Earning a Living We will learn about a variety of different jobs and their roles. The children will describe which jobs they would and wouldn't like to do. We will learn to identify some of the main industries in the UK and different parts of the world. We will learn about the effects of unemployment.</p>

<p style="text-align: center;"><b>R.E.</b></p>	<p>Christianity-What does love your neighbour mean? We will look at stories with morals,the story of the Good Samaritan (and other parables) and the life of Mother Teresa.</p> <p>What might a Hindu learn from celebrating Diwali? We will be learning about why Diwali is such a popular Hindu festival. We will look at the story of Rama and Sita and identify what it teaches Hindus about how to live and the idea that good overcomes evil. We will explore the symbolism of light in Diwali festivities.</p>	<p>Why do Muslims fast during Ramadan? We will learn about Ramadan - the Islamic months of fasting.We will explore the reasons for fasting and the values expressed by this commitment.</p> <p>Is sacrifice an important part of religious life? We will investigate the account of Jesus being tempted in the wilderness and the Christian beliefs about Jesus contained in the story.</p>	<p>How and why might Christians use the Bible? Pupils will explore different Christian beliefs about the Bible as the word of God.They should consider how and why Christians might try to follow the teachings of God.</p> <p>How do Sikhs express their beliefs and values? We will explore beliefs and the values of Sikhism and how these might be expressed through use of symbols,clothing and worship.</p>
<p style="text-align: center;"><b>MFL (French)</b></p>	<p><b>Welcome to our school</b> - Rooms in a school, Classroom objects <b>My local area</b> - Places in a town, Shop names</p>	<p><b>'Alien Family'</b> - Family members, Parts of the body <b>I don't feel well</b> - Feelings, Illnesses</p>	<p><b>Walking through the jungle</b> - Jungle animals, Describing unicorns and dragons <b>Summer time</b> - Weather, Ice creams</p>

## The Creative Arts (Art, Music, Dance, Drama)

<b>Dance and drama</b>	Drama techniques Inspiring writing	Drama techniques Inspiring writing Dance –Creative Steps Roman dance topic.	Drama techniques Inspiring writing.
<b>Art</b>	<u>Sculpture and 3D</u> Use sketch books to plan idea.Create a clay dragon eye.	<u>Painting and mixed media</u> Investigate tints and shades of colour.Use tints and shades for a 3D effect.To learn about colour mixing and painting techniques to create a finished piece.	<u>Powerprints</u> Explore tone to make observational drawings.Using shading techniques to create pattern and contrast.Create a wax resist drawing.
<b>Music (with a music specialist)</b>	Introduction to posture, breathing, setting up instruments, rhythm, recognising tuned and untuned instruments. introducing stave notation. Learning vocal and instrumental repertoire. Listen to a variety of music incorporating music of different cultures. Performance of learned repertoire.	Focus on composition- working in groups to start to improvise and compose a 4 bar melody. Introduce harmony into vocal activity. Begin to introduce notation and to recognise notes. Increasing scope of repertoire using a small range of instruments to build ensembles.	Consolidation of Autumn and Spring learning leading to performing confidently. Begin to evaluate their own performance. Applying learnt musical vocabulary.

## Health and Wellbeing

<b>PE</b>	<p><b>Real Gym - UNIT 1 Fundamentals</b> - Static Balance: Seated/Floorwork Funs 2 3 <b>Swimming</b></p> <p><b>Real PE - UNIT 5 Fundamentals</b> - Static Balance: Floorwork/Agility:Reaction &amp; Response Funs 3 12</p> <p>Swimming</p>	<p><b>Dance - Fundamentals</b> – Static Balance:1 leg/Stance/Balancing in Pairs Roman Dance-creative steps unit Funs 1-7</p> <p><b>Rugby W.Wolves</b> Funs 8 9 10</p> <p><b>Real Gym - UNIT 2 Fundamentals</b> – Dynamic Balance:On a Line/Jumping &amp; Landing Funs 5 6</p> <p><b>Real PE - UNIT 6 Fundamentals</b> - Static Balance:Stance/Agility: Ball chasing Funs 4 11</p>	<p><b>Enrichment - Athletics Orienteering</b></p> <p><b>Tennis- Fundamentals</b> - Agility:Ball chasing/Reaction &amp; Response Funs 11 12</p> <p><b>CCB Cricket - Fundamentals</b> - Agility:Ball chasing/Reaction &amp; Response Funs 11 12</p> <p><b>Dance - Fundamentals</b> –Static Balance: Stance/On a line/Balancing in Pairs Funs1-7</p>
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<b>Personal, Social and Health Education</b>	<b>Relationships</b> <b>Family and friendships</b> Positive friendships including online <b>Safe relationships-</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online <b>Respecting ourselves and others-</b> Respecting differences and similarities; discussing difference sensitively .	<b>Living in the wider world</b> <b>Belonging to a community-</b> What makes a community; shared responsibilities <b>Media literacy and Digital resilience-</b> How data is shared and used <b>Money and Work-</b> Making decisions about money; using and keeping money safe Burwardsley residential	<b>Health and Wellbeing</b> <b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care <b>Growing and Changing-</b> Physical and emotional changes in puberty;external genitalia;personal hygiene routines; support with puberty with the school nurse. <b>Keeping Safe-</b> Medicines and household products;drugs common to everyday life
<b>Trips and Visitors</b>	Heritage Centre visit-local history links-Lymm and WW1	Burwardsley Residential Roman Trip to Chester Church trip	Local history walk Heritage Centre visit Lymm History Society visits
<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>	Harvest Christmas	Chinese New Year Easter	Moving On
<b>British Values</b>	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions