

SUBJECT	EVEN CYCLE			ODD CYCLE		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
TOPIC TITLES	TIME TRAVELLERS	DISASTERS	CHOCOLATE	BATTLES	AROUND THE WORLD	
MATHS	<u>Number</u> - Place Value - Addition and Subtraction - Multiplication and Division	<u>Number</u> - Multiplication and Division - Fractions and Decimals <u>Measurement</u> - Length, Perimeter and Area	<u>Measurement</u> - Money - Time - Mass and Capacity -Position and Direction <u>Statistics</u> <u>Geometry</u> - Properties of Shape	<u>Number</u> - Place Value - Addition and Subtraction - Multiplication and Division	<u>Number</u> - Multiplication and Division - Fractions and Decimals <u>Measurement</u> - Length, Perimeter and Area	<u>Measurement</u> - Money - Time - Mass and Capacity -Position and Direction <u>Statistics</u> <u>Geometry</u> - Properties of Shape
SCIENCE	FORCES AND MAGNETS  Y3 ANIMALS incl HUMANS SKELETONS; NUTRITION	ROCKS AND SOILS  WORKING SCIENTIFICALLY Chns own investigations.	ANIMALS incl HUMANS-DIGESTIVE SYSTEM TEETH  STATES OF MATTER QR codes Materials Trail	SOUND  WORKING SCIENTIFICALLY	PLANTS  LIVING THINGS AND THEIR HABITATS  FOOD CHAINS (from animals incl humans)	LIGHT AND SHADOWS  ELECTRICITY
HISTORY	CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE.  THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN -significant individual  British Values - Individual liberty Democracy		A NON-EUROPEAN SOCIETY THAT PROVIDES CONTRASTS WITH BRITISH HISTORY; -MAYA -CIVILISATION AD 900 -significant individual	BRITISH SETTLEMENT BY ANGLO-SAXONS AND SCOTS.  THE VIKINGS AND ANGLO SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR.	(SIGNIFICANT INDIVIDUAL – Shackleton)	A LOCAL HISTORY STUDY (The Great Plague of 1665).

				British Values - Contrast to democracy		
<b>GEOGRAPHY</b>		VOLCANOES AND EARTH QUAKES	LOCATIONAL KNOWLEDGE – MAPS (GLOBAL)  SOUTH AMERICA COMPARED TO A REGION OF THE UK.  FIELDWORK  British Values - Mutual respect. Tolerance of different faiths and beliefs.	TYPES OF SETTLEMENT AND LAND USE  -OS maps of the local area	CLIMATE ZONES, BIOMES AND VEGETATION BELTS. -& UK vegetation  -International Day (Parental support)  -Climate affecting tourism  LOCATIONAL KNOWLEDGE MAPS.	MAPS UK, -UK cities, rivers, mountains  COMPASS AND FIELDWORK -Compass trail at Countryside Centre & around school.
<b>COMPUTING</b>	DIGITAL LITERACY AND E-SAFETY BPSI Framework Y3  CREATIVE INFORMATION TECHNOLOGY BPSI Framework Y3	PROGRAMMING AND COMPUTER SCIENCE Purple Mash Gibbon activities  DIGITAL LITERACY AND E-SAFETY BPSI Framework Y4	CREATIVE INFORMATION TECHNOLOGY BPSI Framework Y4  PROGRAMMING AND COMPUTER SCIENCE Purple Mash Gibbon activities	PROGRAMMING AND COMPUTER SCIENCE BPSI Framework Y3 (Scratch - videos)	DIGITAL LITERACY AND E-SAFETY  CREATIVE INFORMATION TECHNOLOGY	PROGRAMMING AND COMPUTER SCIENCE BPSI Framework Y4  Scratch (applying skills learnt)  Touch Typing
<b>ART</b>	SCULPTURE E.g. clay, paper mache (e.g. animals or armour - Roman helmets, using balloons).	PAINTING (colour, pattern, texture, line, form and shape) (e.g. volcano)	DRAWING (form, people, insects, pattern)	TEXTILES (also DT skills) (OTHER ART, CRAFT AND DESIGN TECHNIQUES). e.g. weaving  Alternatively could do PRINTMAKING	KNOW ABOUT GREAT ARTISTS AND UNDERSTAND THE HISTORICAL AND CULTURAL DEVELOPMENT OF THEIR ART FORMS. e.g. (Topic Title – Great Artists)	SKETCH BOOKS DRAWING (making own sketch books, variety of papers & choosing appropriate media)  TEXTILES – Sewing

					Henri Rousseau compared to another artist.	sketch books
DESIGN TECHNOLOGY	CROSS SECTIONAL AND EXPLODED DIAGRAMS AND COMPUTER AIDED DESIGN E.g. packaging to transport an object from one place to another in one piece (biscuits).	POP UP BOOKS (Design, make, evaluate and technical knowledge).	PNEUMATICS (Moving monsters)  COOKING AND NUTRITION e.g. chocolate making	CONSTRUCTION MATERIALS e.g. shields (To apply their understanding of how to strengthen, stiffen and reinforce structures).	COOKING AND NUTRITION e.g. healthy and varied diet – different food groups e.g. ingredients from around the world e.g. ice cream	USE ELECTRICAL SYSTEMS IN THEIR PRODUCTS e.g. battery operated lights
MUSIC	Unit 8 Ongoing Skills Unit 13 Painting with sounds Yr ¾  *AFRICAN DRUMMING	Unit 8 Ongoing Skills Unit 12 Dragon Scales Yr 3  COMPOSER STUDY e.g. Carnival of the animals.	Unit 8 Ongoing Skills Unit 10 Play It Again Yr 4	Unit 8 Ongoing Skills Unit 9 Animal Magic Yr4  *RECORDERS	Unit 8 Ongoing Skills Unit 14 Salt, Pepper, Vinegar, Mustard Yr 4	Unit 8 Ongoing Skills Unit 11 Class Orchestra Yr 4 COMPOSER STUDY e.g. Fantasia
P.E.	<u>Autumn 1</u> Dance Val Sabin Y3 Unit 2 The Explorers. <u>Games: Ball Skills – Passing and Receiving (Year 3, Unit 1, Val Sabin)</u> <u>Swimming</u> (2 classes only) <u>Autumn 2</u> <u>Gym: Balance</u> (Unit P, Yr 4, Val Sabin) <u>Games: Invasion Games (Year 4, Unit 3, Val Sabin)</u> Swimming (2 classes	<u>Spring 1</u> <u>Gym: Rolling</u> (Unit S, Yr 4, Val Sabin) <u>Games: Invasion Games (Year 4, Unit 3, Val Sabin)</u> <u>Swimming</u> (2 classes only) <u>Spring 2</u> <u>Gym: Travelling with a Change of Front and Direction</u> (Unit O, Yr 3, Val Sabin) <u>Games: Ball Skills – Passing and Receiving</u>	<u>Summer 1</u> Athletics: Copthall; Ten Step; TOPS <u>Games: Invasion Games (Year 4, Unit 3, Val Sabin)</u> <u>Swimming</u> (2 classes only) <u>Summer 2</u> <u>Dance: Wimbledon</u> (Year 4, Unit 4, Val Sabin) <u>Games: Ball Skills – Passing and Receiving (Year 3, Unit 1, Val Sabin)</u>	Gym: Stretching and Curling <i>Games: Net / Court Wall Games</i> Swimming (2 classes only) Dance: These Shoes are Made for Walking; Giraffes Can't Dance; Incognito <i>Games: Striking and Fielding Games</i>	Gym: Pathways ( <i>Games: Net / Court / Wall Games</i> ) Swimming (2 classes only) Gym: Receiving Body Weight <i>Games: Striking and Fielding Games</i>	Athletics;; Ten Step; TOPS <i>Games: Striking and Fielding Game</i> Swimming (2 classes) Dance: Electricity <i>Games: Net / Court / Wall Games</i> Swimming (2 classes only)

	only)	(Year 3, Unit 1, Val Sabin) <u>Swimming</u> (2 classes only)	<u>Swimming</u> (2 classes only)			
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<b>PSHE</b> (British Values - with ongoing links to democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs)	SEAL – new beginnings	SEAL – Going for Goals	SEAL – Changes + SRE lessons ‘Differences: male and female’ and ‘Growing and changing’ Y4 girls: ‘What is puberty?’  ECONOMIC WELL BEING (Card shop – maths week)	SEAL – Getting on and falling out	SEAL – Good to be me	SEAL – Relationships + SRE lessons ‘Family Differences’ and ‘Safety’ Y4 girls: ‘What is puberty?’  ECONOMIC WELL BEING lessons (Jobs, savings, wants& needs)
<b>R.E.</b> (British Values - with ongoing links to democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs)	INSPIRATIONAL PEOPLE – Jesus/Muhammad	RELIGION AND THE INDIVIDUAL – Islam and Judaism	PLACES OF WORSHIP – Hinduism	KEY BELIEFS AND TEACHINGS OF 8 RELIGIONS	SACRED TEXTS, TEACHING AND AUTHORITY – Christianity, Judaism and Islam	PLACES OF WORSHIP – Sikhism
<b>FRENCH</b>	Envol 2 Numbers All about me. Ma famille.	Envol 2 Fruits The hungry caterpillar	Envol 2 French café Classroom objects	Envol 1 J’apprends le français. Animals	Envol 1 Instruments	Envol 1 Petit Chaperon Rouge Je peux parler
<b>TRIPS</b>	HISTORY OFF THE PAGE - ROMANS  (Alternatively COLCHESTER VERULAMIUM)	PEDESTRIAN TRAINING  COUNTRYSIDE CENTRE – Rocks/Soils or NATURAL HISTORY MUSEUM	MANDIR  TTA DT Day?	MOUNTFITCHET	-ENVIRONMENTAL CENTRE BARNET COUNTRYSIDE CENTRE Habitats	BARNET MUSEUM  KEW GARDENS

LITERACY	EVEN CYCLE			ODD CYCLE		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	TIME TRAVELLERS	DISASTERS	CHOCOLATE	BATTLES	AROUND THE WORLD	
<b>NARRATIVE</b>  WRITING TO ENTERTAIN	NOVEL AS A THEME (e.g. Stone Age Boy) (e.g. Oliver and the Seawigs) (Ssh! I've got a plan)	FAIRY/FOLK TALES (Mouse, Bird, Snake Wolf)	FANTASY IMAGINARY WORLDS (e.g. Charlie and the Chocolate Factory) (e.g. Leon and the Place Between)	MYTHS AND LEGENDS e.g. Beowulf  NOVEL AS A THEME e.g. The miraculous adventure of Edward Tulane	STORIES FROM OTHER CULTURES – e.g. Meeting Mala – Ghost Story (India)	FAIRY/FOLK TALES (e.g. the Sorcerer's Apprentice – Music link)  ISSUES AND DILEMMAS (e.g. Way Home)
<b>NON-FICTION</b>  WRITING TO INFORM  WRITING TO PERSUADE	INFORMATION TEXTS (e.g. Tollund Man) (e.g. Stone Age tools) (e.g. Boudicca)  NEWSPAPER RESCOUNTS (e.g. Romans Day)	NON-CHRONOLOGICAL REPORTS (e.g. How to train your dragon)	INSTRUCTIONAL TEXTS (chocolate bar)  LETTERS – Informal/formal (Charlie & the chocolate factory)  PERSUASION SALES PITCH (advertise their chocolate bar)	DIARY e.g. Edward Tulane  RECOUNTS (Biography)	INFORMATION TEXTS (Polar bears & Penguins) (Shackleton's Journey) (Wolves)  DEBATE - for and against and report (e.g. deforestation)	PERSUASIVE LETTERS  GRAMMAR  DEBATE (e.g. sorcerer's apprentice)
<b>POETRY</b>  WRITING TO ENTERTAIN	CLASSIC POETRY FOR PERFORMANCE (e.g. Limericks)	POEMS WITH A STRUCTURE e.g. Shape, Calligrams, rhyming couplets (e.g. volcanoes)	POEMS ON A THEME	POEMS e.g. Kennings	CLASSIC POETRY (e.g. winter)	POEMS ON A THEME (e.g. Kew Gardens)
<b>PLAYS</b>  WRITING TO ENTERTAIN	PLAYSSCRIPTS – e.g. The Sparrow's Quest					FILM AND PLAYSSCRIPT FABLES (e.g. The Kapok)

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