

	Autumn 1 A History of Absolutely everything!	Autumn 2 Festival of Light	Spring 1 – The Contest	Spring 2 Romans	Summer 1 Horrendous humans	Summer 2 Let's stick to the nuts and bolts
English	Text: Pebble in my pocket.  Non – Chron Report.  Report.  Pebble in my pocket - continuing the narrative.  Diary of the pebble.	Poetry – light and dark.  Diary Entry.  Fiction (Myths and Legends): Rama and Sita & story of Hannuka.  Leaflet / brochure on importance of light in religion.	Text: The contest Fiction – Suspense and thrillers.  Autobiographies / biographies.  Newspaper reports.  Creating a Guinness book of records Insert.  Explanation on climbing.	Text: Various non-fiction.  Non chronological report on the invasion of Britain.  Diary entry from the point of view of a soldier on both sides.  Fact file on Boudica.  Newspaper report on the heroine Boudica.	Text: Georges Marvellous Medicine.  Books on the Plague – Report.  Instructions – Recipes.  Fiction – writing in the style of Roald Dahl.  Letter to persuade for a Tuck shop.	Text: Iron Man.  Story Writing from different viewpoints.  Diary entry.  Newspaper report.  Persuasive writing.  Iron Wolf poetry.  Comparison of book, poem and film.
Maths	<b>Numbers to 1000</b> Counting in hundred to 1000 To be able to count in hundred, tens and ones. To be able to recognise the place value of each digit in a 3-digit number (H, T, U). To be able to compare and order numbers to 1000. To be able to count from 0 in multiples of 50. To be able to find 10 more or less than a given number using number patterns. To be able to count in fours and eights.  <b>Addition and Subtraction</b> To be able to understand the commutative law of addition and form a family of addition and subtraction facts. Adding with renaming Subtracting with Renaming Using Models.	<b>Multiplication and Division</b> Multiplying by 3, 4, and 8. Dividing by 3, 4, and 8. Solving word problems. Multiplying 2 digit numbers. Multiplying with regrouping. Simple dividing. Dividing with regrouping. Solving word problems.  <b>Length</b> Writing length in meters and centimetres. Writing length in centimetres. Writing length in meters. Writing length in kilometres and metres.	<b>Length</b> Comparing length. Solving word problems.  <b>Mass</b> Reading weighing scales.  Solving word problems.  <b>Volume</b> Measuring volume in millilitres. Measuring capacity in millilitres. Measuring volume in millilitres and litres. Writing volume in litres and millilitres. Writing capacity in litres and millilitres. Solving word problems.	<b>Money</b> Naming amounts of money. Showing amounts of money. Adding money. Subtracting money. Calculating change. Solving word problems.  <b>Time</b> Telling the time. Measuring and comparing time in seconds. Measuring time in seconds, hours and minutes. Changing minutes to seconds. Changing seconds to minutes. Finding number of days.  <b>Picture Graph and Bar Graphs</b> Drawing picture graphs. Drawing bar graphs. Reading bar graphs.	<b>Fractions</b> Counting in tenths. Making number pairs. Adding fractions. Subtracting fractions. Finding equivalent fractions. Finding the simplest fraction. Finding equivalent fractions. Comparing fractions. Adding fractions. Subtracting fractions. Finding part of a set. Finding the fraction of a number. Sharing one. Sharing More than one. Solving word problems.	<b>Angles</b> Making angles. Finding angles in shapes. Finding right angles. Comparing angles. Making turns.  <b>Lines and Shapes</b> Identifying perpendicular lines. Identifying parallel lines. Finding vertical and horizontal lines. Describing two-dimensional shapes. Drawing two-dimensional shapes. Making three-dimensional shapes. Describing three-dimensional shapes.  <b>Perimeter of Figures</b> Measuring total length around a shape. Measuring perimeter. Calculating perimeter.
Science	<b>Rocks</b> Compare and group different kinds of rocks on the basis of their appearance and simple physical properties. Fossils –Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	<b>Lights</b> Recognise that they need light in order to see and that dark is the absence of light.  Notice that light is reflected from surfaces.	<b>Plants</b> Identify and describe the functions of different parts of flowering plants.  Explore the requirements of plants for life and growths (MRGRENS) and how they vary from plant to plant.		<b>Animals including humans</b> Identify that animals, including humans need the right type of nutrients and that they get nutrients from what they eat.  Identify that humans and some other animals have skeletons and	<b>Forces and Magnets</b> Compare how things move on different surfaces.  Notice how some forces need contact between two objects but magnetic forces act at a distance.

	<p>Recognise that soils are made from rocks and organic matter.</p> <p>Attempting to explain what they see Recognise that effects have causes.</p>	<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Fair testing with support</p>	<p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Fair testing with support</p>		<p>muscles for support, protection and movement.</p> <p>Fair testing with support</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other depending on which poles are facing.</p> <p>Fair testing with support</p>
DT/ART	<p><b>Drawing</b> Plan, refine and alter drawings as necessary. Experiment with different grades of pencil and other implements to draw their pebble – including charcoal for contrast.</p> <p>Use different media to achieve variation in line texture, tone, colour, shape and pattern.</p> <p><b>Painting</b> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. to Make Pebble boxes.</p>	<p><b>Drawing</b> Use their sketchbooks to collect and record visual information from different sources on light representation and Diwali.</p> <p>Use different media to achieve variation in line texture, tone, colour, shape and pattern. Including using chalk to create a Diwali night scene.</p> <p>Create Rangoli patterns.</p> <p><b>Textiles / Collage</b> Experiment with a range of media e.g. overlapping, layering etc. when creating a Stained glass windows.</p> <p>Shadow puppets.</p> <p>Food tasting.</p> <p><b>3D form</b> To make a candle holder – construct a simple clay base which can then be extended and modelled into different shapes. When making Dreidels join clay adequately and work reasonably independently.</p>	<p><b>Exploring and Developing Ideas</b> Explore the roles and purposes of artists. Styles of different artists – Landscape art and choose a style to re-create.</p> <p><b>Painting</b> Mix a variety of colours and know which primary colours make secondary colours and use these colours along with a variety of media to create landscape art.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture when painting and develop Colour Vocabulary.</p> <p><b>3D form</b> Plan, design and make a mountain. Make a simple papier mache Everest mountain.</p>	<p><b>Exploring and Developing Ideas</b> Explore the roles and purposes of crafts people and designers working in different times and cultures.</p> <p><b>Textiles / Collage</b> Design and make a variety of items for the Romans. When doing so use a variety of techniques inc. dying, quilting, weaving, embroidery and applique.</p> <p>Develop skills in stitching, cutting and joining when making the items.</p> <p><b>3D form</b> Plan, design and make a simple Roman cart. Cut and join wood safely and effectively to make a simple Roman cart.</p>	<p><b>Exploring and Developing Ideas</b> Select and record from first hand observations, experience and imagination and explore ideas for different purposes when creating dishes around Healthy eating and making recipes for medicines for Granny.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work when designing meals and medicines.</p> <p><b>Drawing</b> Plan, refine and alter drawings as necessary when creating observational life drawings of bodies and faces – focusing on proportion.</p> <p>Draw for a sustained period of time at their own level.</p>	<p><b>Printing</b> Print using a variety of materials and objects which could be found in the story from the Iron man. Use a range of techniques including layering when creating artwork.</p> <p>When printing, explore patterns and shape to create designs and talk about the processes used to produce a simple print.</p> <p>Silhouette pictures.</p> <p>Iron man collage.</p> <p>Magnetic arm design and make.</p> <p>Mobile – destruction of the iron man</p> <p>Prop making.</p> <p><b>Textiles / Collage</b> Experiment with a range of media e.g. overlapping, layering etc. and name the tools and materials used when creating the Iron man.</p>

ICT	<p><b>Digital Literacy</b> Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use ICT to access a wider range of information and tools to help find specific information quickly e.g. search engines and google maps.</p> <p>Produce a picture of a pebble using photos hop as a more advanced computer programme.</p>	<p><b>Computer Science</b> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Develop an understanding of how technology work and process instructions and commands by using the scratch programme to retell the story of Rama and Sita.</p>	<p><b>Digital Literacy</b> Through studying a data base giving information on Everest children will: Understand the basic structure of a data base. Add data to a pre-made database. Use the data in a pre-made database to generate graphs and charts.</p> <p><b>Computer Science</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use a range of simulations to represent real life situations when climbing Everest.</p>	<p><b>Digital Literacy</b> Understand computer networks including the internet; how they offer for communication and collaboration.</p> <p>Children will work collaboratively to create documents and presentations showing what life was like I Roman Britain.</p> <p><b>Computer Science</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Children to create, edit and refine more complex sequence of instructions on Scratch by creating a Roman quiz.</p>	<p><b>Digital Literacy</b> Use technology to create graphs and charts to show what people eat and how much they exercise.</p> <p><b>Computer Science</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use a range of simulations to represent real life situations when carrying out different physical activities.</p>	<p><b>Digital Literacy</b> Understand computer networks including the internet; how they can provide services, such as the world-wide web. Use ICT to access a wider range of information and tools to help find specific information quickly e.g. search engines and google maps.</p> <p><b>Computer Science</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use a computer to create basic applications, investigating how different variables can be changed and the effect this has when testing different forces and magnets. Use simulations to make and test predictions on forces and magnets.</p>
Geography	<p><b>Location Knowledge</b> Describe where places are beyond the local area by locating Volcanoes and earthquakes around the world and Identify longest rivers in the world, largest deserts, and highest mountains. Compare with UK.</p> <p>Locate and name the continents they are in on a Globe, World Map and to develop atlas skills.</p> <p><b>Place Knowledge</b> Compare a region in the UK which has had an earthquake to region in Europe which has had an earthquake.</p> <p><b>Human and Physical</b> Describe and understand key aspects of physical geography including rivers and a brief</p>	<p><b>Place Knowledge</b> Know where to find different places of worship in the local area and how to use maps to find them.</p> <p>Map the Hindu and Jewish population around the world Discrete: Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p><b>Place Knowledge</b> Describe how Southampton's diverse culture gives it character and link it to similar places.</p> <p><b>Human and Physical</b> Begin to understand how people effect the environment.</p>	<p><b>Place Knowledge</b> Describe what gives the area characters. Himalayas – Where they are and what is the climate. Everest – Where it is and its climate. Compare to a similar region in the UK and in Europe.</p> <p><b>Human and Physical</b> Observe and describe the physical and human features of Everest and other mountains. Compare their features. Begin to understand how people effect the environment.</p> <p><b>Skills and fieldwork</b> Map reading – understanding symbols to map mountains and answer other questions about mountains.</p>	<p><b>Place Knowledge</b> Compare the features of Roman England to today and contrast maps.</p> <p>Describe what gave the local area character.</p> <p><b>Human and Physical</b> Looking at the physical and human features of Roman Britain, including trade links in pre Roman and Roman Britain.</p> <p>Compare Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Compare these to different locations in Britain at this time.</p>	<p><b>Location Knowledge</b> Locate and name the countries making up the British Isles with their capital cities.</p> <p><b>Place Knowledge</b> Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p><b>Location Knowledge</b> Describe where places are beyond the local area by researching Australia – locate on a map Find population, states, cities, landscape.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p><b>Skills and fieldwork</b> Create a map of Australia using correct symbols and maps and atlases to support.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs,</p>

	<p>introduction to volcanoes and earthquakes.</p> <p><b>Skills and fieldwork</b> Using maps, atlases, globes and digital mapping to locate countries, describe features and ask and answer questions about the environment.</p>		<p>Start to use Geographical words.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>			<p>and digital technologies and compare findings to Australia.</p> <p><b>Place Knowledge</b> Compare Australia to Southampton.</p> <p>Create a map showing locations from The Iron man story.</p>
RE	<p>Discuss the concept of a Message focusing on Christianity.</p> <p>Talk about Jesus, his teaching and messages.</p>	<p>Light as a symbol of religion Focusing on Hinduism and Christianity and looking at the events of Advent and Diwali.</p> <p>Look at the Hanukah festival for Judaism.</p> <p>Discuss different Sacred Places for different religions but in particular Christianity/ Hinduism and their places of Worship.</p>	<p>Discuss the concept of Good and evil.</p> <p>Focus on Hinduism as a religion and the Holi event.</p>	<p>Discuss the concept of Suffering, Focusing on Christianity.</p> <p>Key events of Holy Week to be discussed.</p>		<p>Discuss the concept of Protection, focusing on Hinduism.</p> <p>Talk about Raksha Bandhan.</p>
Music Soton Music Services	<p><b>Vocal:</b> To sing songs in unison and stay at the correct tempo consistently To show good breath control and an increasing awareness of pitch and dynamics when singing.</p> <p><b>Instrumental:</b> To play simple patterns on percussion instruments with control.</p> <p><b>Improving and Composing</b> To maintain a steady pulse using songs and chant, body sounds and untuned percussion.</p> <p><b>Listening and Understanding</b> To listen to, copy and remember rhythmic patterns. To look and listen to examples of music and illustrate an understanding of pulse independently.</p> <p><b>Dimensions</b> <b>Dynamics:</b> Understand getting louder and quieter in finer graduations. <b>Tempo:</b> Understand getting faster and slower in finer graduations. <b>Timbre:</b> Identify a range of percussion and non-percussion instruments by name and the way they are played.</p>		<p><b>Vocal:</b> To show good breath control and an increasing awareness of pitch and dynamics when singing.</p> <p><b>Instrumental:</b> To play tuned and un-tuned instruments with a sense of tempo and dynamics.</p> <p><b>Improving and Composing</b> To improvise simple patterns on tuned and un-tuned instruments.</p> <p><b>Listening and Understanding</b> To echo a simple rhythmic pattern using body sounds or un-tuned percussion.</p> <p><b>Dimensions</b> <b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat. <b>Dynamics:</b> Understand getting louder and quieter in finer graduations <b>Tempo:</b> Understand getting faster and slower in finer graduations.</p>		<p><b>Instrumental:</b> To perform different melodic shapes and scales using graphic scores and other simple notations.</p> <p><b>Improving and Composing</b> Begin to read and create simple rhythms from notation.</p> <p><b>Listening and Understanding</b> To recognise the pentatonic scale and identify songs which use the pentatonic scale.</p> <p><b>Dimensions</b> <b>Pitch:</b> Identify steps, leaps and repeated notes in melodies. <b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat. <b>Texture:</b> Recognise different combinations of layers in music. <b>Structure:</b> Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</p>	
History	<p>Changes in Britain through the stone age. Pupils have some awareness of the different periods of the past and can identify some of the difference and similarities between the periods.</p> <p>Prehistoric Southampton.</p>	<p><b>Additional: Organise, evaluate and communicate Information</b> Pupils can identify some of the different ways in which the past is represented. Considering the History of different religions.</p> <p>History of Rangoli patterns.</p>	<p><b>Understand historical concepts: additional</b> Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain concepts such as cause and effect.</p>	<p><b>Knowledge and Understanding of significant aspects of history.</b> Pupils have knowledge and understanding of some of the main events, people and changes from the past. Including the <b>Romans, Celts, Claudius and the conquest.</b></p>	<p><b>Understand historical concepts</b> Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain concepts such as cause and effect.</p>	

	<p><b>Understand historical concepts</b> Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain concepts such as cause and effect. E.g. what caused the different ages in Britain?</p>		<p>E.g. History of climbers of Everest including Edmund Hilary and women climbers – what was learnt from these events?</p>	<p>Studies to include: Fishbourne / Roman Southampton.</p>	<p>E.g. History of medicine and how diseases impacted on changes and today. <b>Knowledge and Understanding of significant aspects of history.</b> Pupils have knowledge and understanding of some of the main events, people and changes from the past including the Plague. Health, nutrition and medicine throughout British History.</p>	
MFL	<p><b>Language Content</b> Greetings – hello, how are you? Goodbye. Classroom commands – listening / speaking. Feelings. Colours. Christmas vocabulary.</p> <p><b>Concepts / Skills</b> Listening to spoken French including some adjectives, nouns and verbs Indefinite article (un) Repeating simple sentences Writing simple words</p>		<p><b>Language Content</b> Numbers 1-10 (and 0). Name and age (in conversation). Days of the week.</p> <p><b>Concepts / Skills</b> Letters and sounds. Pronouns (je, tu). Introduction to adverbs.</p>		<p><b>Language Content</b> Er – verbs – 1st and 2nd person. Numbers 1 – 10 (and 0). Asking for something politely, please/thank you – <i>s'il vous plait, merci, Je veux.</i> Body parts. <b>Concepts / Skills</b> Develop an understanding of letter and sound connections. Simple sentence with I/You + verb. 2 forms of 'you'. Introduction of concept of gender. Indefinite article – un/une.</p>	
PSHE	<p><b>Living in the wider world</b> To begin to understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules.</p> <p><b>Relationships</b> Begin to express their view and listen to those of others and respect their opinions.</p>	<p><b>Living in the wider world</b> To begin to understand some of the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p><b>Relationships</b> Begin to recognise negative behaviours such as stereotyping and aggression and understanding some of the consequences of aggressive behaviour such as bullying on individuals.</p> <p>Begin to demonstrate respect and tolerance for each other.</p>	<p><b>Health and Well-being</b> Recognise their own worth and with support can demonstrate and express it. Identify ways to face new challenges.</p> <p><b>Relationships</b> Beginning to make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well-being.</p>	<p><b>Living in the wider world</b> Name jobs, begin to understand that they will need to develop skills to work in the future and with support demonstrate how to look after and save money.</p> <p><b>Relationships</b> Begin to identify with support some factors that affect how people think and feel.</p>	<p><b>Health and Well-being</b> Begin to understand some of the bodily and emotional changes in their life, and with support how to deal with these.</p> <p>Begin to express simple ideas about how to develop healthier lifestyles.</p> <p>With Support, list some commonly available substances and drugs that are legal and illegal. Begin to say their effects and risks.</p>	<p><b>Living in the wider world</b> Begin to explore with support, how the media presents information.</p> <p>To begin to understand that resources can be allocated in different ways and that these economic choices affect individuals.</p> <p>With support begin to research, discuss and debate topical issues, problems and events.</p> <p><b>Relationships</b> Begin to identify different types of relationships and how to maintain good relationships.</p>
E-Safety	<p><b>Self-Image and Identity</b></p> <ul style="list-style-type: none"> <li>• Creating an avatar.</li> <li>• Identity v reality.</li> </ul> <p>Screen time health.</p>	<p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying pledge.</li> <li>• Cyber Bullying – what is it?</li> <li>• Latest technologies.</li> </ul>	<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>• Platforms for communication.</li> <li>• Understanding Emoji's.</li> </ul>	<p><b>Self-image and identity and reputation</b></p> <ul style="list-style-type: none"> <li>• What is a reputation?</li> <li>• Why are they important?</li> <li>• Are they real?</li> </ul>	<p><b>Online reputation, Privacy and Security</b></p> <ul style="list-style-type: none"> <li>• Managing online information.</li> <li>• Belief, facts and opinions.</li> </ul>	<p><b>Copyright and Ownership</b> Issues relating to copyright.</p>

		<ul style="list-style-type: none"><li>• How are people bullied on line?</li></ul> How do I report?	<ul style="list-style-type: none"><li>• Knowing and liking what is the difference?</li></ul> What to do if I don't feel safe.	<ul style="list-style-type: none"><li>• Information about me on line.</li></ul> What to share and what not to.	Persuasion in media.	
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