| Terms and Values | Autumn 1 Friendship | Autumn 2 Compassion | Spring 1 Generosity | Spring 2 Forgiveness | Summer 1 Justice | Summer 2 Courage |
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| **Theme Title** | **It's All Greek To Me!** | **Bright Lights, Big City** | **I Like to Move It, Move It!** | **Amazon Adventure** | **Tomb Raiders** | **Rivers' Meet** |
| **History or Geography** | **Ancient Greece** History A study of Greek life and achievements (slaves, work & school, politics, sea & ships, home life), timeline & artefacts, Greek gods and the Battle of Troy. | **London** UK History A study of an aspect or theme in British history - the development of the City of London - that extends pupils' chronological knowledge beyond 1066. | **Migration** Global Geography A study of UK and world migration - different types, how it has affected the UK, the positive and negative impacts of migration, economic reasons, refugees and climate change. | **Rainforest** Global Geography This unit looks at where rainforests regions are located in the world, uses the language of the tropics of Capricorn and Cancer and the Equator, longitude and latitude, northern and southern hemisphere, arctic and antarctic circle and time differences to Greenwich Meridian. The natural resources of these regions are explored as well as key physical and human characteristics (a South American region). | **Ancient Egyptians** History An overview of where and when the Egyptians appeared and an in-depth study of Ancient Egypt. | **Rivers** Field study Geography Use fieldwork to observe, measure and record physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. |
| **Brilliant Beginnings/ Fantastic Finales** **Visits** | **Brilliant Beginning:** For our entry point, we will have an **'Ancient Greek Day'**, with pupils invited to dress up in togas. Pupils will adopt a city-state and participate in an Ancient Greek Olympics! **Fantastic Finale:** To end this topic, we will be designing and making our own Greek pots. | **Brilliant Beginning** - Children will build a 3D famous building from London. They will then create an algorithm to control lights on the 3d building. **Fantastic Finale** - Parents will be invited in to see our learning where we will showcase our art, poems and light up buildings. | **Brilliant Beginning** - Children will **Fantastic Finale** - | **Brilliant Beginning** - children will visit the rainforest centre. **Fantastic Finale** - Children will build rainforests, we will then demonstrate the issue of deforestation by destroying our creations! | **Brilliant Beginning** – we will recreate the moment Howard Carter discovered **Tutankhamun's tomb** by making a shoebox tomb & discovery hole. **Fantastic Finale** – we will then turn our class into a **Egyptian museum** to include clay canopic jars, papier-mâché mummies and instruction texts. | **Brilliant Beginning-** Children will visit the River Stour. **Fantastic Finale** - Children will create a Geography centre where they will invite year 3 into the class to teach them all about rivers. |
| **Global Diversity** | We will locate Greece on a world map/globe/Google Earth. We will compare ancient Greece and modern Greece as part of our learning. | We will learn about trade links with London and other countries and discuss how this links to Brexit. We will also discuss light pollution and pollution of big cities. | We will learn about the role of migration on world populations. | We will evaluate the impact of our 'carbon footprint' and how we are affecting the planet. We will look at deforestation and Global warming. | We will locate Egypt on a world map/globe/Google Earth. We will compare ancient Egypt and modern day as part of our learning. | We will be learning about different rivers around the world and how they are important to people who live in those countries. |
| **Learning How to Learn** | We will have a growth mindset and learn that effort grows your brain. **Ruby Resilience** | Communicating ideas and listening to each other. **Communicating Dotty** | Collaboration - We will learn about **Team Bee** and how working together can make a difference. | Taking risks - **Ralph the Risk taker** We will learn what we mean by 'taking a risk' and the difference between those worth taking and those not. | Problem solving - **Winston Wise Owl** We will explore how the Egyptians solved problems and link this to our own learning. | Creativity - **Sparky the Unicorn** We will think of our own ideas to showcase learning. |
| **Maths** | **Maths Hub - Text A** **Chapter 1 - Number to 10,000** | **Maths Hub - Text A** **Chapter 3- Multiplication and division** | **Maths Hub- Text A** **Chapter 4 - Further multiplication and division** | **Maths Hub- Text B** **Chapter 1 - Decimals** | **Maths Hub- Text B** **Chapter 3 - Mass** | **Maths Hub- Text B** **Chapter 6 - Position and Movement** |

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| We will embed our understanding of number by counting to 10 000 in multiples of 25, 100 and 1000. We will develop our understanding of place value by using concrete apparatus to represent numbers. We will compare and order 4 digit numbers and learn to create and interpret number patterns by using our knowledge of place value. We will learn to round numbers to the nearest 10, 100 and 1000 and use this knowledge to estimate numbers. We will begin to understand that numbers less than one exist.<br><br>**Chapter 2 - Addition and subtraction within 10,000**<br>We will learn to add and subtract with numbers up to 10 000. We will learn mental methods and column methods for addition and subtraction. We will be encouraged to think about when is the most appropriate time to use each method. We will use the methods taught to solve word problems: visualising the problems using the bar model. | We will learn how to multiply and divide by 6, 7, 9, 11 and 12. We will begin to understand mathematical vocabulary such as 'quotient' in relation to division. We will learn how to calculate multiplication equations using the multiplication facts that we know. We will understand the difference between sharing and grouping and we will understand the commutative law in multiplication. We will also solve problems involving multiplication and division.<br><br>**Chapter 4 - Further multiplication and division**<br>We will further develop our understanding of multiplication and division. We will learn how to divide and multiply by 1 and 0 and understand the law of commutativity. We will learn how to multiply three numbers together using our knowledge of multiplication tables. We will use our tables and knowledge of place value to multiply multiples of ten leading to the multiplication of 2-digit numbers using short multiplication. We will use our knowledge of multiplying multiples of ten when multiplying multiples of 100 leading to multiplying 3-digit numbers using short multiplication. | We will learn more about division and will divide 2-digit numbers using chunking and short division: this includes numbers with remainders. We will learn to solve multiplication and division problems using the methods we have learned and will use the bar model to help visualise what the problem is asking us to do.<br><br>**Chapter 5 - Graphs**<br>We will learn how to interpret picture graphs and bar graphs. We will be introduced to line graphs and how they are used to measure change over time. We will interpret line graphs and use information collated in a table to draw a line graph. We will learn to make predictions based on trends identified in data.<br><br>**Chapter 6 - Fractions**<br>We will be using concrete apparatus to learn about mixed number fractions and improper fractions. We will learn about hundredths using concrete apparatus. We will learn how to convert between mixed numbers and improper fractions. We will learn how to add and subtract fractions and we will solve addition and subtraction word problems.<br><br>**Chapter 7 - Times**<br>We will embed our learning about the 24-hour clock. We will learn how to convert between the 12-hour clock and the 24-hour clock. We will learn to convert between units of time, such as minutes and seconds, and hours and minutes. We will learn how to solve time problems involving conversions and calculating durations of time. | We will be learning how to count, order and record the decimals in different ways. We will begin to understand the equivalence between tenths and hundredths and will be able to compare and order the numbers. We will learn to create number sequences using decimals as well as rounding decimals to the nearest whole number. We will explore the link between tenths and hundredths and dividing by 10 and 100.<br><br>**Chapter 2 - Money**<br>We will be learning how to count and record in pounds and pence. We will make links between tenths and hundredths and decimal notation for money. We will learn how to compare amounts of money by looking at significant digits and by converting amounts from pounds to pence and vice versa. We will learn how to round money to the nearest pound and we will understand contexts in which this would be a useful skill to know, like estimating. We will apply our learning to problem solving - finding totals and calculating change. We will be using the bar model to visualise money problems. We will begin to explore unequal sharing in the context of money. | We will be learning how to estimate and measure mass, volume and length. We will be learning how to convert units of measure from larger to smaller and vice versa. We will embed our understanding of measuring perimeter using cm and mm. We will solve problems involving mass, volume and length.<br><br>**Chapter 4 - Area**<br>We understand the concept of area by measuring surface coverage: i.e. counting squares before measuring area by using multiplication. We will find areas of figures that have squares and rectangles by counting and visualising. We will learn how to apply our knowledge of finding the area of figures in different orientations.<br><br>**Chapter 5 - Geometry**<br>We will be learning to name and compare angles and use this information to help us when classifying triangles and quadrilaterals. We will explore symmetry and symmetrical figures before applying this knowledge to the completion of symmetrical figures. We will draw lines of symmetry on shapes and figures and will combine this knowledge and understanding to sort a variety of 2-D shapes. | We will be learning how to describe the positions of objects and figures. We will understand how we can describe positions on grids using coordinates. We will be introduced to the x and y axes and how coordinates are written. We will learn how to translate shapes using the language of 'left', 'right', 'upwards' and 'downwards' and will use coordinates to describe a figure following a translation.<br><br>**Chapter 7 - Roman Numerals**<br>We will learn to write the Roman numerals to 100, exploring the patterns involved and exploring other concepts of number whilst learning about this number system. |

| **English** *(We are a Talk 4 Writing school)* | Theseus & the Minotaur<br><br>**Genre:** Conquering the monster story | Ancient Greece Information Page<br><br>**Genre** *Non-chronological reports* | A Rival for Rachel<br><br>**Genre:** Modern fiction<br><br>**Toolkit** | The Bear & the Hare (John Lewis Christmas advert)<br><br>**Genre:** Wishing story | TBC | TBC | Ring of fire<br><br>**Genre:** Adventure<br><br>**Toolkit:** Dialogue and characterisation | Looking after the environment<br><br>**Genre:** Persuasive text<br><br>**Toolkit** Writing to persuade | How to Mummify a Pharaoh<br><br>**Genre:** Instructions | The Nightmare<br><br>**Genre:** Portal story<br><br>**Toolkit:** Description | Do mermaids exist?<br><br>**Genre:** Discussion text | King of the fishes<br><br>**Genre:** A Wishing story |
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| | Toolkit: Description | Toolkit: Writing to inform | Dialogue and characterisation | Toolkit: Plots | | | | | | | Toolkit: Paragraph cohesion |
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| **Core Reading Spine** | Shadow Forest by Matt Haig (guided reading)<br>Who Let the God's Out? by Maz Evans<br>A Boy Called Christmas by Matt Haig | | | | The Runaway Troll by Matt Haig (guided reading)<br>Simply the Quest by Maz Evans<br>Evie & the Animals by Matt Haig | | | | The Lion, the Witch and the Wardrobe by CS Lewis (guided reading) | |
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| **Science** | **Animals, including humans**<br><br>- name the parts of the digestive system<br>- describe the functions of each part of the digestive system<br>- describe how food is digested.<br>- Describe a food chain.<br>- Describe different types of teeth and their functions. | **Electricity**<br><br>- Identify common appliances that run on electricity.<br>- Construct a simple series electrical circuit, identifying and naming its parts, including cells, wires, bulbs, switches and buzzers.<br>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop.<br>- Recognise that a switch opens and closes a circuit and associate this with whether or not the lamp lights.<br>- Recognise some common conductors and insulators, and associate metals with being good conductors. | **Living things and their habitats**<br><br>- Recognise living things can be grouped in a variety of ways.<br>- Recognise that environments can change and that this can sometimes pose dangers to living things. | | **Living things and their habitats**<br><br>-<br>- Explore and use classification keys to help group, identify and name a variety of living things in their locals and wider environment. | | **Sound**<br><br>- Identify how sounds are made, associating some of them with something vibrating.<br>- Recognise that vibrations from sounds travel through medium to the ear.<br>- Find patterns between pitch of a sound and features of the object that produced it.<br>- Find patterns between the volume of a sound and the strength of the vibrations that produced it.<br>- Recognise that sounds get fainter as the distance from the sound source increases. | | **States of Matter**<br><br>- Compare and group materials together, according to whether they are solids, liquids or gases.<br>- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (.c).<br>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. |
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| **Computing** | **E-safety**<br>**Have Your Say**<br><br>~ To understand how to use technology safely, respectfully and responsibly<br>~ To recognise acceptable/unacceptable behaviour online<br>~ To identify a range of ways to report concerns about content or contact<br><br>**Digital literacy**<br>**You've got mail**<br><br>**Main focus & software**<br>- Getting started on email | **Computer programming (Crumbles)**<br><br>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | **Digital Research**<br><br>- 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<br>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | | **Presenting Data about the Rainforest**<br><br>- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | **Text and multimedia**<br><br>- Plan and support layout of a powerpoint.<br>- Select and import graphics from multi-media.<br>- Select and import sounds.<br>- Make improvements through peer assessment. | | **Data Logging**<br><br>- To know that technology can be used to capture data.<br>- Give examples of real life situations where sensors are used.<br>- Understand that data loggers can be used to sense further physical changes and collect data. |
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| **Art or Design and Technology** | **Art/D&T - Ancient Greek Pots**<br>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **DT (computing link)**<br>Apply their knowledge of computer programming to control their product (light up a famous building). | | | **Art**<br>Looking closely and reproducing Rousseau's tiger images; using sketching techniques; using photos as stimuli; using watercolours | | **Art**<br>Canopic Jars (clay modelling)<br>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, clay] | | **Art**<br>Sketching the local environment<br>- to create sketch books to record their observations and use them to review and revisit ideas |
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| | | Understanding electrical systems.<br><br>**Art**<br>Ton Schulten city scapes.<br>- to learn about great artists, architects and designers in history | | | | |
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| **Music** | Mamma Mia! A timeless pop song from the 70s by Abba<br>This unit contains all the classic teaching resources of; Listen & Appraise, progressive Warm-up Games, Flexible Games, progressive improvisation resources, and a compose tool.<br>As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits. | **Glockenspiel 2** - This unit introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills and having an understanding of the language of music. | **A Song/Rap about Bullying**<br>This unit contains all the classic teaching resources of; Listen & Appraise apps, progressive Warm-up Games, Flexible Games, progressive improvisation resources, and a compose tool.<br>This Unit of Work builds on previous learning. All the learning is focused around one song: Stop! - a rap/song about bullying. We will learn about the interrelated dimensions of music through games, singing and composing. | **A Soul/Gospel Song by Bill Withers**<br>This unit contains all the classic teaching resources of; Listen & Appraise apps, progressive Warm-up Games, Flexible Games, progressive improvisation resources, and a compose tool.<br>All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Throughout the unit we will be encouraged to keep focused on musical learning; the integration of musical learning/practice. | **Blackbird by The Beatles - a song about civil rights.**<br>This unit contains all the classic teaching resources of; Listen & Appraise apps, progressive Warm-up Games, Flexible Games and improvisation resources, and a compose tool.<br>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.<br><br>Musical learning focus:<br><br>Listen and Appraise Classical music.<br>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.<br>Singing.<br>Play instruments within the song.<br>Improvisation using voices and instruments.<br>Composition.<br>Share and perform the learning that has taken place.<br>**Listen and Appraise** a different piece of music each week.<br>**Musical Activities**<br>**Share and Perform** |
| **R.E.** | **Living Difference**<br>**Celebration**<br><br>**Key question:** How do Hindus celebrate Krishna's birthday? | **Understanding Christianity**<br>**Incarnation**<br><br>**Key Question:** What is the Trinity? | **Living Difference**<br>**Remembering through storytelling**<br><br>**Key question:** What do Hindus remember from the story of Ganesh? | **Understanding Christianity**<br>**Salvation**<br><br>**Key question:** Why do Christians call the day Jesus died "Good Friday" | **Understanding Christianity**<br>**Gospel**<br><br>**Key question:** What kind of world did Jesus want? | **Understanding Christianity**<br>**Creation**<br><br>**Key question:** What do Christians learn from the Creation story? What can we learn about the concept of stewardship? |
| **P.E. & Games** | Inavastion: Netball<br>Gymnastics: Symmetry and Asymetry | Invasion: Handball<br>Gymnastics: Bridges | Invasion: Basketball<br>Dance: Cats | Invasion: Tag Rugby<br>Dance: Space | Net/ Wall: Tennis<br>OAA: Problem Solving | Striking and Fielding: Rounders<br>Athletics |
| **French** | ● **Greetings**<br>Bonjour/ salut/ au revoir Comment ça va?  Ça va bien/ ça va mal, ça va comme-ci comme-èa<br>● **Introducing yourself** | | ● **Numbers 0-12**<br>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze<br><br>● **Phonics consonants + French Alphabet**<br>CH/K/S/T/J/G/Z, Learn French consonants + imitate sounds | | ● **French Pancake Day**<br>"La Chandeleur".  To know about Pancake Day in France and to compare it with the one in England and the rest of the world.<br><br>● **Numbers 20-31** | |

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| Say what you're called and ask others what they're called.<br><br>● **Comment tu t'appelles?**<br>Je m'appelle...<br><br>● **Phonics vowels**<br>AEIOU (Y) sounds<br><br>● **Recognise + imitate sounds of French vowels**<br><br>● **Family members**<br>(close family members) mon père/mon frère /ma mère/ ma soeur<br><br>● **Christmas lesson**<br>Noel | | ● **Age**<br>Learn how to say your age and ask others, Quel âge as-tu?/ J'ai …<br><br>● **Days of the week**<br>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche<br><br>● **Numbers 13-20**<br>treize, quatorze, quinze, seize, dix-sept, diz-huit, dix-neuf, vingt<br><br>● **Colours**<br>bleu/blanc/rouge/marron/noir/violet/orange/jaune/rose/vert/gris<br><br>● **Class instructions**<br>regardez/écoutez/écrivez/répétez/prenez vos stylos/Silence/ asseyez-vous/levez-vous/levez la main | | ● **Months of the year**<br>les 12 mois de l'année<br><br>● **French mother's Day**<br>"La fete des meres"<br>All about mother's day in France, England,world<br><br>● **Easter**<br>Paques<br>All about Easter in France, England, etc …<br><br>● **Pets**<br>Les animaux domestiques<br>L'oiseau/ le lapin/ le poisson/le chien/le hamster/le serpent / Le cochon-d'inde/la tortue/la souris/le chat<br><br>● **Body parts**<br>Mon corps<br>La tete/les epaules/les genoux/les pieds/les yeux/les oreilles/la bouche/le nez |

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| **P.S.H.E**<br>*(Includes circle time, links to School Council and debating)* | We will introduce Behaviour ladders and discuss **New Beginnings**.<br>We will recap learning done on e-safety in computing lessons | We will learn about **friendships** in a unit called Getting On and Falling Out. We debate how we can make the playground a fairer place (link to School Council).<br><br>We will remind children how to **Say No to bullying / Getting on falling out**<br><br>**Ups and Downs in relationship**<br><br>This includes STOP (start telling other people). | We will set personal goals and aspirations in a unit called **knowing myself**. We learn how to be assertive and to cooperate. | In a **British values** unit (linked to Rule Britannia) we will look at democracy and how we make decisions in a group. We will briefly explore who makes things work in Christchurch. | In a **staying healthy** unit, we learn about the dangers of smoking and taking medicines which haven't been prescribed to us. | We will learn how our bodies and feelings can change as we grow older and more independent. We think about **personal hygiene**. |
| **Heartsmart** | **Get Heartsmart** | **Don't forget to let the love In** | **Too much selfie isn't healthy** | **Don't rub it in, rub it out!** | **Fake is a mistake** | **No way through isn't true** |