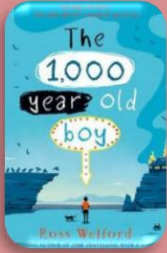
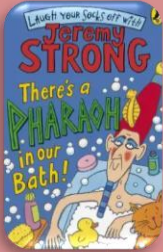
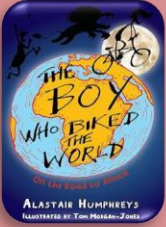
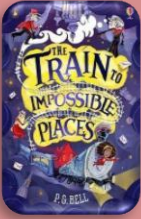


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Branch One: Creation and covenant	Branch Two: Prophecy and promise	Branch Three: Galilee to Jerusalem	Branch Four: Desert to garden	Branch Five: To the ends of the Earth	Branch Six: Dialogue and encounter
English	 Focus Texts: 1000-year-old boy Ross Welford Writing Genres: Adventure narrative Non-chronological report	 Focus Texts: Iron Man Clive King Writing Genres: Character Description Science Fiction narrative	 Focus Texts: There's A Pharaoh in Our Bath! Writing Genres: Instructions Poetry Riddles	 Focus Text: The Ancient Greek Sleepover Writing Genres: Diary Entry Historical Narrative	 Focus Text: The Boy Who Biked the World: On the Road to Africa: Part One: On the Road to Africa: Alastair Humphreys Writing Genres: Information text Recount- journalistic	 Focus Text: The train to impossible places P.G Bell and Flavia Sorrentino Writing Genres: Persuasive Text - Brochure Fantasy narrative
Maths	Number sense and exploring calculation strategies: Children will: •Read, write, order and compare numbers to 100. •Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference. •Derive new facts from a known fact. Place Value: Children will: •Read, write, represent, partition, order and compare 3-digit numbers. •Find 10 and 100 more or Less •Round to the nearest multiple of 10 and 100 Graphs: Children will: •Collect, Interpret and Present data using charts and tables	Addition and Subtraction: Children will: •Develop and use a range of mental calculation strategies •Illustrate and explain formal written methods – column method Length and Perimeter: Children will: •Measure, draw and compare lengths •Add and subtract lengths •Calculate perimeter	Multiplication and Division Children will: • Understand multiplicative relationships: commutativity and inverse •Explore multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10 Calculating with Multiplication and division: Children will: •Multiply and divide by 10 •Multiply a 2-digit number by a 1-digit number •Divide 2-digit by a 1-digit •Correspondence problems	Time Children will: •Tell, record, write and order the time analogue and digital •12-hour, a.m., p.m. •Measure, calculate and compare durations Fractions Children will: •Part-whole relationships •Fractions as part of a whole or a whole set and as a number •Add, subtract, compare and order fractions	Angles and Shape Children will: •Identify angles including right angles and recognise as a quarter of a turn •Identify and draw parallel and perpendicular lines •Draw/make, classify and compare 2-D and 3-D shapes •Measure the perimeter Measures Children will: •Read scales with different intervals when measuring mass and volume •Weigh and compare masses and capacities with mixed units •Estimate mass and capacity	Applying Multiplicative Thinking Children will: •Representing multiplication and division problems •Solve a one-step problem Exploring calculation strategies Children will: •Add and subtract mentally •Find 10, 100 and 1000 more or less •Order and compare beyond 1000 •Round numbers



Skeleton and Muscles

Children will learn:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement



Rocks and Fossils

Children will learn:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter



Lights and Shadows

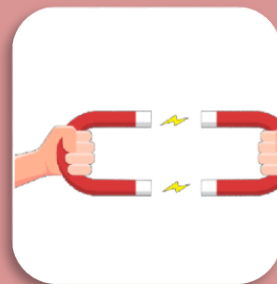
Children will learn:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.



Plants (Need for survival) Children will learn:

- identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal



Forces and Magnets

Children will learn:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

History	 Stone, Bronze and Iron Age Children will learn: • What life was like in early Stone Age Britain – how they lived and who the people were • How life changed within Stone Age Britain – farming and a study of Skara Brae		 Ancient Egypt Children will learn: • Kingdoms of Egypt – Old, Middle and New • Notable Pharaohs – Ramesses II and Cleopatra • Ancient Egypt’s societal structure • The Giza Pyramids		
---------	--	--	--	--	--

	• How life changed in Bronze Age Britain – analysis of objects and a comparison with the Stone Age. • How life changed in Iron Age Britain – the people and how they lived, a comparison with Bronze Age • What the Stonehenge tells us about prehistoric Britain – why it was built and how it was used • How prehistoric Britain compares to the earliest world civilisations – identifying characteristics of a civilisation and comparing prehistoric Britain to Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer		• The who and how of the building of the pyramids • Egyptian beliefs – Gods, Afterlife, Mummification • The extent of artefacts the Ancient Egyptians left behind which created a rich historical knowledge base for modern day		
--	--	--	---	--	--

Geography		UK Settlement and Land Use Children will: • understand what mountains and hills are • learn the names of and locations of key mountains, mountain ranges and hills across the United Kingdom • understand what seas, coasts and rivers are • learn the names and locations of seas, coasts and rivers surrounding/within the United Kingdom • understand what a settlement is and that settlements can be urban or rural • know the key land features looked for and valued by the earliest settlers • understand the similarities and differences between hamlets, villages, towns and cities • know the names of hamlets, villages, towns and cities within the United Kingdom		Climate Zones and Biomes Children will: • understand that climate zones are areas around the world with a similar climate • discover seven key climate zones: polar, sub polar, temperate, Mediterranean, arid, tropical and equatorial • understand the relationship between the position of a place on the globe and the climate in that place • know that biomes are large regions that have certain types of plants and animals (flora and fauna) • discover eight key biomes: savannah, desert, chaparral, grassland, tropical rainforest, boreal forest, deciduous forest and tundra • understand how climate zones and biomes are linked	Europe Children will: • identify Europe on maps and on a globe • discover the names, locations, flag and capital cities ☐ The different countries within Europe • understand the United Kingdom is part of Europe • know that Europe can be separated into: northern, western, southern and eastern Europe • identify the key physical features of different European countries • identify the key human features of different European countries • describe the shape and location of Italy
		within the United Kingdom • know what a county is and the names of some of the counties of the United Kingdom • understand the ways in which land can be used • compare the way land is used in the different countries of the United Kingdom		• know the location of biomes across the world • discover how the flora and fauna of Europe are suited to life within the biomes of Europe ☐ understand the challenges faced by humans living in the biomes of Europe and how the land is adapted	• identify regions and major cities within Italy

Art	Painting and Mixed Media Prehistoric Painting Children will: - Investigate making their own paints, making tools and painting on different surfaces. - Create a prehistoric painting that was found during the Stone or Iron Age. (T)		Sculpture Abstract Shapes Children will: - Explore how shapes and negative spaces can be represented by three dimensional forms. - Create a sculpture that represents an Egyptian leader. (T)		Drawing Growing Artist Children will: - Become aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. - Create abstract flowers. (S)	
Design Technology		Cooking Eating Seasonally Children will: - Discover when and where fruits and vegetables are grown and learn about seasonality in the UK. - Create a traditionally British dish. (T)		Textiles Egyptian Collars Children will: - Apply their knowledge of cross stitch and appliqué through design, decoration and assembly. - Create a traditional Egyptian collar. (T)		Product Packaging Landmarks Children will: - Explore how 3D shell structures are created from nets, investigate their use in packaging and apply this understanding to create original designs. - Create a "World Landmarks Gift Shop" by designing and making a 3D model of a famous landmark and creating and decorating a package to protect and present it as a souvenir. (T)
PE	Fundamentals Children will: - Develop the fundamental skills of balancing, running, jumping, hopping and skipping. - Develop their ability to change direction with balance and control. - Opportunities to explore how the body moves at different speeds as well as how to speed up and slow down. - Opportunities to work on their own and with others, taking turns and sharing ideas.	Dance Children will: - Know how to be respectful. - Know the key words. - Know how to repeat an action. - Know how to use counts in dance. - Know how to work with a partner. - Know how to create a short dance.	Fitness Children will: - Know how to record scores. - Know what I’m good at. - Know how to persevere. - Know the components of fitness. - Know how to show balance. - Know how to show speed. - Know how to show agility. - Know the effects exercise has on their bodies.	Dodgeball Children will: - Know how to throw a ball towards a target. - Know how to strike a ball after a bounce. - Know the tactics of cricket. - Know how to use the overarm throw. - Know how to work as a team.	Cricket Children will: - Understand the principles of striking and fielding. - Understand the different roles of bowler, wicket keeper, fielder and batter. - Use skills, strategies and tactics - Work in collaboration with others, play fairly and demonstrate an understanding of the rules.	Athletics Children will: - Know how to jump further. - Know what a relay is. - Know how to throw objects accurately. - Know how to land correctly. Know what determination means.
	Ball Skills Children will: - Develop a variety of ball skills. - Know how to track a ball when dribbling with feet, hands, throwing and catching and kicking. - Learn to select an appropriate skill for the situation.	Parkour Children will: - Know how to link fundamental skills together to create fluid movement over obstacles. - Independently improve confidence and competence in locomotive movements, jumping and landing, vaulting and balancing.	Gymnastics Children will: - Know how to balance, roll and jump. - Develop sequence work. - Collaborate with others to use matching and contrasting actions and shapes.	Football Children will: - Know what tactics are. - Know the rules of a game. - Know how to dribble, pass, receive and shoot a football with control. - Know how to create space. - Know how to mark an attacker. - Know the roles of a defender and attacker.	Netball Children will: - Know how to attack and defend. - Use skills, strategies and tactics. - Develop understanding of fair play and honesty.	Tennis Children will: - Know the basic rules of tennis. - Know how to provide feedback. - Know how to return the ball to a partner. - Know how to hold a racket. - Know how to strike a racket.

Music		Reading Rhythms: Patterns and layers Children will: • Body percussion patterns while maintaining a steady beat. • Create their own body percussion patterns and perform them while maintaining a steady beat. • Recognise crotchets, paired quavers and crotchet rests and say how many beats they are worth. • Create and play a rhythm that uses crotchets, paired quavers and crotchet rests. • Recall the note lengths of crotchets, paired quavers, crotchet rests and minims. • Begin to maintain a rhythm that uses crotchets, paired quavers, crotchet rests and minims while hearing other rhythms. • Create and notate a four-beat rhythm using notes and rests accurately. • Check a rhythm adds up to four beats using note values. • Perform confidently as part of a group performance while maintaining a steady beat. • Perform their rhythm as part of a group while other rhythms are being played.		Inspired by India: Musical Improvisations Children will: • Recognise and describe the sound of some common Indian instruments. • Explain what is meant by improvisation. • Improvise by changing the order of notes or adding silence. • Improvise using five notes and change the order. • Create a 4-beat rhythmic pattern, using three different sounds. • Create a drone sound using a variety of instruments or objects. • Explain what musical contrast is. • Change the dynamics, tempo or rhythm in a piece of music to show a clear beginning, middle and end, and share ideas in a group. • Contribute their musical ideas to the group to enhance the performance.		Reggae Rhythms: Playing in a Band Children will: • Play most of the bass line in time. • Follow a musical pattern and re-join if they make a mistake or get lost. • Explain that a chord is two notes being played together. • Play the chords C and F on an instrument. • Explain what the offbeat is. • Demonstrate knowledge by playing the chords in time. • Write lyrics that match a given melody. • Understand their role within the band.
Computing	iSimulate Children will: •Explore computer simulations, investigating options and testing predictions		iSafe Children will: • Evaluate digital content • Use technology safely, respectfully and responsibly. • Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	iNetwork Children will: •Explore networks and learning how digital devices are connected together to form them iSafe Children will: To use the internet safely. • How to stay safe online. To know and understand which private information should not be shared online.	iConnect Children will: •Learn about the Internet and World Wide Web and how it is all connected.	
RSE	Religious understanding • Get up! • The Sacraments Me, my body, my health • We don't have to be the same • Respecting our bodies	Emotional well-being What am I feeling? • What am I looking at? • I am thankful! • A time for everything	Religious Understanding & Personal Relationships • Jesus, my friend • Friends, family and others • When things feel bad • Balancing Needs	Life Online & Keeping Safe • Sharing online • Chatting online • Recognising Risk • Drugs, alcohol and Tobacco • First Aid Heroes	Religious Understanding • A community of Love • What is the Church?	Living in the wider world • How do I love others?

French	French greetings with puppets Children will: - Know the formal and informal greetings from help and appropriate greetings for the time of day. - Know how to say goodbye - Know how to say their name - Express their feelings and know how to respond when they are asked 'how are you?	French adjectives of colour, size and shape Children will: - Know colours in French - Know the French words related to size and shape - Match written captions with images - Know how to ask for something politely - Follow a set of written instructions - Know about adjectival position	French playground games – numbers and age Children will: - Know numbers 1- 12 - Know how to ask how old someone is and respond to this question - Decipher clues within a letter - Know how to count within traditional French games	In a French classroom Children will: - Understand and respond to classroom instructions - Know the French names for common classroom items - Know items within a school bag	French transport Children will: - Recognise cognates and near cognates to help them work out new transport vocabulary. - Learn new sentence structures using allerto go and prepositions. - Create an oral presentation to describe a scene. - Learn about the many countries around the world that speak French.	A circle of life in French Children will: - Know how to use a bilingual dictionary. - Learn how to use the correct form of the definite article - le,la, l’ and les in relation to animal nouns. - Know how to create a negative statement using ne and pas. - Solve language problems.

Enrichment	Creswell Craggs	Royal Opera House – Live Session - Everybody Dance (Autumn 26) Wednesday 25 November 2026, 10.45am-1145am Pantomime	Fundraising ideas – 365 Penguins – links to maths French Food tasting Day Speak to a local electrician links to science	WORKSHOPS Egyptian workshop in school Link to D&T Collars		Sheffield botanical gardens Eden Project Virtual Workshop - https://www.edenproject.com/learn/schools/virtual-school-workshops		Travel Agent - Thorne Travel Travel By The Experts or 0300 373 0800
------------	-----------------	---	---	---	--	--	--	---