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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	How can we rediscover the wonder of Ancient Egypt?	How could we cope without electricity for a day?	How did Britain change between the Iron Age and the Roman Occupation?	Why is London the capital city of the United Kingdom?	How did Exeter grow to be one of the leading cities?	What are biomes and how are they created?
Writing	Cinderella of the Nile – **Setting description and traditional story** Beachcomber – **Poetry** Rainforest Rough Guide – **Diary**		A question of History Series – **Non chronological report** I am not a label – **Biography** A walk in London – **Information text**		Paddington goes to town – **Short story** The day the crayons quit – **Letter** Meerkat mail - **Postcards**	
Reading	Fizzlebert Stump by A.F. Harrold	Fantastic Mr Fox by Roald Dahl	The Demon Headmaster by Gillian Cross	A Bear called Paddington by Michael Bond	Cloud Busting by Malorie Blackman	Kensuke Kingdom by Michael Morpurgo
Maths	Unit 1: Number: Place Value Unit 2: Number: Addition and Subtraction Unit 3: Measurement: Area Unit 4: Number: Multiplication and Division A		Unit 5: Number: Multiplication and Division B Unit 6: Measurement: Length and Perimeter Unit 7: Number: Fractions Unit 8: Number: Decimals A		Unit 9: Number: Decimals B Unit 10: Measurement: Money Unit 11: Measurement: Time Unit 12: Geometry: Shape Unit 13: Statistics Unit 14: Geometry: Position and Direction	
Science	<u>Electricity</u> What is electricity and why is it so important in our lives? Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. 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 with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.		<u>Animals including humans</u> What happens to the food we eat? Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators, and prey.	<u>Sound</u> How is sound created and how does it travel? Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find	<u>States of matter</u> How do some solids, liquids and gases change state? 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 Celsius (°C). Identify the part played by evaporation	<u>Living things and their habitats</u> How are living things grouped? Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.

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			patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	and condensation in the water cycle and associate the rate of evaporation with temperature.	

	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content: ➢ 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.					
History	Why was Ancient Egypt's civilization ahead of its time?		How did Britian change between the Iron Age and the Roman occupation?		How did Exeter grow to be one of the leading cities?	
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
Geography		How do we energise our homes and cities?		Why is London the capital city of the United Kingdom?		What are biomes and how are they created?

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	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Art	Clay – What techniques will I need to employ to create coiled clay pots?			Charcoal and chalk – How can I capture tone and shade using charcoal and chalk?		Watercolour – How to create a watercolour painting of a known scene?
	In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. Pupils should be taught: ➢ To create sketch books to record their observations and use them to review and revisit ideas ➢ 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] ➢ About great artists, architects, and designers in history.					
DT		How can we make scones or cupcakes?	How can we create a Roman weapon operated by a lever system to propel a marble one metre?		How can we create a large structure to represent our city, town, or village in the way that the Angel of the North represents an area?	
	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry, and the wider environment]. When designing and making, pupils should be taught to: Design ➢ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ➢ Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ➢ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately ➢ Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities Evaluate ➢ Investigate and analyse a range of existing products ➢ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ➢ Understand how key events and individuals in design and technology have helped shape the world technical knowledge					

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	➢ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures ➢ Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ➢ Apply their understanding of computing to program, monitor and control their products.					
PE	Indoor: Gymnastics (A4A) Outdoor: Playground games (A4A)	Indoor: Swimming Outdoor: Basketball (A4A)	Indoor: Dance Outdoor: Health and fitness (A4A)	Indoor: Gymnastics Outdoor: Ultimate frisbee (A4A)	Indoor: Dance Outdoor: Athletics (A4A)	Outdoor: Rounders Outdoor: Tennis (A4A)
	In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ➢ Use running, jumping, throwing, and catching in isolation and in combination ➢ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending ➢ Develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics] ➢ Perform dances using a range of movement patterns ➢ Take part in outdoor and adventurous activity challenges both individually and within a team ➢ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming: In particular, pupils should be taught to: ➢ Swim competently, confidently, and proficiently over a distance of at least 25 metres ➢ Use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke] ➢ Perform safe self-rescue in different water-based situations.					
PSHE	BEING ME IN MY WORLD – Who am I and how do I fit?	CELEBRATING DIFFERENCE – Respect for similarity and difference. Anti-bullying and being unique	DREAMS AND GOALS - Aspirations, how to achieve goals and understanding the emotions that go with this	HEALTHY ME – Being and keeping safe and healthy	RELATIONSHIPS - Building positive, healthy relationships	CHANGING ME – Coping positively with change
RE	UL2.3 What is the Trinity' and why is it important to Christians?	L2.7 What do Hindus believe God is like?	UL2.8 What does it mean to be a Hindu in Britain today?	UL2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.13 How do people from religious and non-religious communities celebrate key festivals?	UL2.11 How and why do people mark the significant events of life?
Computing	Animation	Unpacking hardware & Software Sound stories	Logo Effective searching	Coding	Composing beats	Introduction to AI

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	In Key Stage 2 - Pupils should be taught to: ➢ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ➢ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ➢ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ➢ 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 ➢ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ➢ 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 ➢ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

MFL (French)	Phonetics Presenting myself	Instruments	My family	At the tea room	In the classroom	My home
	In Key Stage 2 - Pupils should be taught to: ➢ Listen attentively to spoken language and show understanding by joining in and responding ➢ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ➢ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ➢ Speak in sentences, using familiar vocabulary, phrases, and basic language structures ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ➢ Present ideas and information orally to a range of audiences ➢ Read carefully and show understanding of words, phrases, and simple writing ➢ Appreciate stories, songs, poems, and rhymes in the language ➢ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ➢ Describe people, places, things, and actions orally and in writing ➢ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
Music	Mamma Mia – study of pop music	Glockenspiel stage 2	Stop! – study of rap music	Lean On Me – study of soul and gospel music	Drumming	Blackbird Reflect, rewind and replay

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	In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ➢ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression ➢ Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory ➢ Use and understand staff and other musical notations ➢ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ➢ Develop an understanding of the history of music.					