

Subject Areas	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Linked Learning - Ancient Egypt		Linked Learning - The Stone Age & Bronze Age		Linked Learning - The Bronze Age & Iron Age	
English	<p>Recount of summer holiday APP Performance/Kenning poems - Myself/Animal.</p> <p>Narrative: Staying Out - Familiar Setting</p> <p>Non - chronological report (cold task Science - light and shadows) - focus on Egypt. Hot Task - Ancient Egypt..</p> <p>Class Read - Garlunk</p>	<p>Instructions ( cold task -clean your teeth) - shaduf ( water carrier) - hinge joint in Science.</p> <p>Narrative - Fables ( cold task - class spider diagram).</p> <p>Instruction- Hot Task- Cookery- Mince Pies.</p> <p>Class Read - Ancient Egypt</p>	<p>Poetry - creating an image.</p> <p>Adventure narrative - linked to the environment/rainforest/Geography.</p> <p>Class Read -Stone Age Boy</p>	<p>Newspaper entry linked to Class Read</p> <p>Diary entry based on our class read.</p> <p>Class Read - Monkey Puppet</p>	<p>Narrative - writing a sequel to the Iron Giant.</p> <p>Instructions- cookery Gnochhi Bake</p> <p>Iron Man - persuasive letter to Brad Bird- (cold task)</p> <p>Poetry- calligrams and shape</p> <p>Class Read -The Iron Man (Ted Hughes)</p>	<p>Persuasion letter - selling the school field.</p> <p>Iron Man - persuasive letter to Brad Bird- hot task</p> <p>Playscript - Nail Soup</p> <p>Children's own recipe book with fact file and recipes</p>
Maths	<p>Measure of light and shadows, data handling.</p> <p>find 10 or 100 more or less than a given number recall and use multiplication and division facts for the 3 &amp; 4</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas.</p> <p>add and subtract numbers mentally, including: a three-digit number and ones</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>draw 2-D shapes and recognise angles as a property of shape</p>	<p>Measure of skeleton bones, compare.</p> <p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recall and use multiplication and division facts for the 3&amp; 4</p> <p>add and subtract numbers mentally, including: a three-digit number and ones</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing number problems, involving multiplication and division,</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-</p>	<p>Data handling- soils Measure rocks, number sentences with groups in a sample.</p> <p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>add and subtract numbers mentally, including: a three-digit number and tens</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>recognise angles as a property of shape or a description of a turn identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>Weight in forces, magnet pull and weight interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>add and subtract numbers mentally, including: a three-digit number and tens</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing</p>	<p>Weight- kg and g weighing food, skins on fruit etc.</p> <p>measure, compare, add andsubtract: lengths (m/cm/mm); mass (kg/g);volume/capacity (l/ml)</p> <p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>add and subtract numbers mentally, including:a three-digit number and hundreds</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters</p>	<p>Data handling plants Measures of leaves measure the perimeter of simple 2D shapes</p> <p>Fractions of leaves to petals etc compare and order unit fractions, and fractions with the same denominators</p> <p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>add and subtract numbers mentally, including: a three-digit number and hundreds</p> <p>interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>compare durations of events [for example to calculate the time taken by particular events or</p>

	<p>tell and write the time from an analogue clock, and 12-hour and 24- hour clocks. estimate and read time with increasing accuracy to the nearest minute.</p>	<p>unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators . solve fraction problems</p>	<p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p>	<p>number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p>	<p>tasks]. add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>] compare and order unit fractions, and fractions with the same denominators. solve fraction problems</p>
Science	<p><b>Light (OL)</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Rocks and Soils (OL)</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognize that soils are made from rocks and organic matter</li> </ul>	<p><b>Forces and Magnets (OL)</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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 discuss 2 poles</li> </ul>	<p><b>Animals including humans</b></p> <p>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</p>	<p><b>Plants (OL)</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>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</li> </ul>
Working Scientifically - main focus areas	<p>Observations &amp; measurements. Recording results. Recognising patterns Investigation- look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>	<p>Comparisons. Identifying patterns.  identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</p>	<p>Classifying. Classify- using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, fossils in them.  Prediction. Identifying questions to investigate. Investigate hardness, permeability</p>	<p>Variable/non variable -investigate the strengths of different magnets and finding a fair way to compare them.  Prediction - sorting materials into those that are magnetic and those that are not; -test- the strength of the magnet or which pole faces another.  Conclusions- linking properties.</p>	<p>Classify- Grouping animals according to what they eat.  Recording - diagrams/tables etc different food groups and how they keep us healthy and design meals</p>	<p><b>Fair test-</b> Pupils might work scientifically by: comparing the effect of different factors on plant growth, ie, , the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p>

Art & Design	Kandinsky - link to shape in Numeracy to improve their mastery of art and design techniques, painting[for example, paint]	Chalk drawings of animal skeletons (linked to science)	to improve their mastery of art and design techniques, with a range of materials Focus-masks and their usage through the ages.	Cave painting - using a wash, charcoal and different natural materials for colour. Printing linked to cave paintings.	Focus on Constable as an artist. Stonehenge painting. Different methods of shading. Drawing 3D shape-cuboid. Build up to landscape picture of Stonehenge. Painting - technique - stippling, sponging, resist materials, wash to improve their mastery of art and design techniques, including drawing, painting with a range of materials	Weaving - link to wood weaving. Wool weaving  to improve their mastery of art and design techniques, including sculpture with a range of materials ( clay - linked to Flag Fen)
Computing	Combining text and graphics using Photostory.  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	Manipulating sound.  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	Programming using probots and Scratch  use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Use of email investigate 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	Movie Maker (animation)  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	Databases  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
Safety - including e-safety	Safety in the Sun. Use of sun cream. Not looking directly at the sun.  Road safety. Appropriate clothing in the dark - being seen.- through assembly then followed up in class	Safety in the kitchen. Use of equipment. Safety with electricity and water. Safety with the oven/hob.  Weather safety Awareness of ice - slippery surfaces.	Personal Safety Not taking medicine without a parent administrating it.	Show respect on line Pupils explore the similarities and differences between in person and on line communications, and then learn how to write clear and respectful messages.  Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message and the tone they want to convey	My online community (SEAL) Pupils explore the concept that people can connect with one another through the internet. They understand how the ability for people to communicate online can unite a community. Details/information that should not be made available on line e.g. when you are going on holiday.	Things for sale Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites.  Holiday safety Safety when out for the day. Safety in the garden. E.g. not aggravating animals/insects. Not picking and eating unknown berries.
Design & Technology	Designing and constructing a water carrier based on a shaduf. 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 select from and use a wider range of tools and equipment to perform practical tasks accurately - cutting, shaping, joining and finishing. understand and use mechanical systems in their products -fulcram. Select from and use a wider range of tools and equipment to perform practical tasks accurately - cutting, shaping, joining and finishing.		Stone Age Hunting Bag 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 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Packaging (for grass heads) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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	
Cooking & nutrition	Mince Pies Use a range of cooking techniques - measuring, mixing, rolling and		Gnocci and tomato / veg sauce Understand and apply the principles of a healthy and varied diet -		Making bread - visit Gleed school - chn work in secondary school kitchen.	



	cutting.		prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - dicing, slicing, mixing and simmering.			
Geography	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate and name the world's continents, using maps key physical characteristics, countries, and major cities -Focus Africa &amp; Egypt. Focus Nile /Egypt</p> <p>Local Study - Spalding Focus: Land use of Nile and comparison with local drainage Local study- drainage of Fens/how maintained today River Nile- use of land/flood plain/types of settlement.</p> <p>Look at location and characteristics of a range of the world's most significant physical features - River Nile / Sahara Desert.</p> <ul style="list-style-type: none"> <li>Identify human/ physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>		<p>Focus: Looking after the environment / 3Rs Describe and understand key aspects of: human geography, including: land use, economic activity</p> <p>Ecoweek - SHDC Anglian Water visit - use of water Recycling - visit from SHDC Global warming.</p>		<p>Focus: Settlements Location / Four figure grid references and eight points of compass. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Locational knowledge - Landmarks of Europe</p> <ul style="list-style-type: none"> <li>locate and name the UK cities using maps to focus on Europe (including the location of Russia) concentrating on key physical and human characteristics of countries and major cities</li> <li>Identify human/ physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> </ul>	
History	<p><b>Earliest Civilizations</b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> <li>Local Study - focus on the drainage of the fens. What was this area like before.</li> </ul>		<p><b>Stone Age and Bronze Age</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>Bronze Age - religion, technology and travel</li> </ul>		<p><b>Bronze Age and Iron Age</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>Iron Age - Hill forts, tribal kingdoms, farming, art and culture.</li> </ul> <p>Local study - why are settlements formed where they are ( natural resources, high ground, good farming land etc)</p>	
Historical skills focus	<p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>		<p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>		<p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	
Languages	French - to be able to introduce yourself. Count up to 12.	French - count up to 20. To connect the sound/spelling link in a finger rhyme/song.	French - to be able to name parts of the body. To follow a story and identify how to say more than one. Introduction of colours.	French - to be able to recite months of the year, "an" and "jui" sounds. To give your age.	French - to introduce euro denominations. To give an opinion about fruit and vegetables.	French - to be able to order food in a role play. To understand how to use a bilingual dictionary and use it to write a simile poem.
Music	To learn how to play a musical instrument. To know musical instrument family groups. To listen with attention and select a favourite instrument sound from each family group.	To learn how to play a musical instrument. To know musical instrument family groups. To listen with attention and select a favourite instrument sound from each family group.	To learn how to play a musical instrument. To identify emotions created by music. To create music using Incredibox	Music Express - animal songs - linked to fables Linking the movement of animals to music. Composing music using percussion instruments for this.	Music Express - playground songs Learning songs - rhyming, repeating patterns - using a beat.	Music Express - playground songs Learning songs - rhyming, repeating patterns - using a beat.
R.E.	Christian beliefs and lifestyle-T1-SG WORSHIP Discuss what worship is. Explain how and why Christians pray and worship together on their special weekday. Look at and discuss the range of artefacts used in	Christian beliefs and lifestyle-T2-HS/MB/JB PRAYER Look at examples of prayer and consider the meaning of the Lord's prayer. IDEAS OF GOD -Explore children's ideas of God.	What do we know about Jesus?-SG Children to reflect on their own characters. Study a variety of images of Jesus and use these to think about his character. Learn about when Jesus fits into	Communion -SG Discuss special occasions in the Christian calendar. Learn about the soty of Moses and Passover Learn about Passover food and the	Sikh belief and lifestyle-SG God - discuss the Sikh basic statement of belief. Look at the Ik Onkar symbol. Learn about Guru Nanak - founder of Sikhism. Tell the story of his	Sikh belief and lifestyle-SG Learn about Sikh values and lifestyle. Teach the children about Sikh prohibitions in lifestyle Learn about Sikh symbols and

	Christian worship, eg, Bible, minister's robes, crosses, candles, communion items, music, etc. Contrast and compare special acts of worship, eg. Festivals, - Harvest, Christmas and Easter and Ceremonies - baptism and marriage	THE TRINITY - Learn about the Christian belief about loving one god, involved in the world and belief in the Trinity - God the father, son and holy spirit. Look at the power of God working through people, eg. Disciples, Florence Nightingale, Mother Theresa, etc.	history. Read stories about Jesus and his life and work. Focus in particular on 'Feeding 5,000', 'Raising of Jairus' daughter' and 'Calming the storm'.	events of Holy week. Learn about the significance of taking bread and wine to be led by Captain Paul. Explain why Christians celebrate Communion	life. Learn about other Gurus. Discuss martyrdom. Learn about the Gurdwara and Guru Granth Sahib.	identity. Introduce the pupils to the 5Ks worn by Khalsa Sikhs Consider what we can learn from Sikhism.
PSHE	New Beginnings:- To consider rules for a class charter. To think about my role and responsibilities as a class member. To consider how I might feel or how others might feel when starting something new. To think about the positive qualities about others in my class. To think about what contributions I make to my school and how I am valued at school. To consider what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not ok for other people to make it unsafe and unfair.	Getting on and falling out:- To think about the relationships we have with different people and how we act within those relationships. To know how to look and sound friendly. To be a good listener. To think about what sort of friend I am. To see things from someone else's point of view. What things make me feel angry and how do I react? How do I calm myself down?	Going for goals:- To understand that different people learn in different ways. To think about the ways I learn. To be able to recognise an area for improvement in the class. To consider ways to reach a goal and to know how successful we are. To be able to foresee obstacles and plan to overcome them when I am setting goals. To understand that I am responsible for my own learning and behaviour. To set a goal and make a plan to help achieve that goal.	Good to be me:- To know myself and how I learn from taking risks/making mistakes. To recognise how I feel when I'm surprised. To know how to be assertive. To know what to do about worries. To be able to recognise reasons why it's good to be me.	Relationships:- To take responsibility for my actions. To know how to express feelings of guilt. To know some ways to make amends if I have done something cruel or unkind. To be able to recognise if the problem is my responsibility	Changes:- To know that change can be a good thing. To recognise that everybody goes through many different sorts of change all the time. To reflect on some of the things that have changed in my life, and how I feel about them.
Physical education	Unit 1 -Ball skills: Passing and Receiving Gymnastics - Curl, Stretch, Roll. Outside	Unit 3 Net/ court/ wall games Dance - Who am I?	Unit 2 Creative games making Dance: Mechanisms	Unit 4 Striking and fielding Games Gymnastics - Symmetry/ Asymmetry	Athletics Round robin / circuit training Rounders Dance - unit 3 The eagle and the Fish-	Athletics Rounders - sports day practise  Gymnastics- outside- trim trail etc