

King Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Mountains	Volcanoes	Stone Age	Bronze and Iron Age	Ancient China	Climate Zones
Trips / Visits			Forest School National Archives Workshop – What is History?	Celtic Harmony	Sikh Visitor Drama Production to parents	STEM Discovery Centre
Reading Spine	Kindlekrax Phillip Ridley	The Creakers by Tom Fletcher	The Stolen Spear by Saviour Pirotta	Ways to Make by Sunshine Renee Watson	Charlie and the Chocolate Factory by Roald Dahl	The Demon Headmaster by Gillian Cross
English Key text • genres • grammar	<p>Grammar Consolidation of Year 2 grammar objectives including: For the Birds: > Correct and consistent use of present tense > Coordination using and but or Marshmallows: > Use of progressive forms of verbs in the past and present tense to mark actions for progress e.g. she is drumming, he is shouting > Expanded noun phrases for description and specification</p> <p>The Sky Ship: > Use of question marks to punctuate question sentences > Apostrophes for contractions</p> <p>The Dragon Slayer: > Subordination (using when, if, that, because)</p>	<p>Explanation text – Teacher Pleaser Machine >Present tense >Features of an explanation text including: heading, illustration and diagrams with labels and captions, subheadings for additional information >Chronological order using time conjunctions >Formation of nouns using a range of prefixes e.g. super-, anti-, auto >Extending the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although</p> <p>Poetry - Cinquain >Application of grammatical terminology: noun, verb, subject, adjective in the correct format for the poem</p> <p>Diary writing - based on The Creakers</p>	<p>Direct speech Short burst piece using Spy Fox (film) as a stimulus > introduction to inverted commas to punctuate direct speech</p> <p>Narrative tale based within History >Fronted adverbials >Present perfect form of verbs within dialogue >Powerful synonyms for verbs and adverbs >Continuation of understanding how to use paragraphs to group related material >Expressing time, place and cause using conjunctions e.g. when, before, after, so, while, because</p> <p>Informal Letter to a friend – based on Wolf from The Stolen Spear > Use of the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p>	<p>Recount of Celtic Harmony Trip > Expressing time, place and cause using conjunctions, adverbs and prepositions > Commas to demarcate fronted adverbials > Use of the singular and possessive apostrophe > Extending the range of sentences with more than one clause using a wider range of conjunctions including: when, if, because, although</p> <p>Information Text on the Iron Age (this unit may move into Summer 1 based on class assembly dates) > Using paragraphs to group related material >Headings and subheadings to aid presentation > Choosing nouns or pronouns appropriately for clarity and cohesion</p> <p>Play scripts >Features of a playscript >Consider speech and actions of the character</p>	<p>Narrative – story with a dilemma- based on Charlie and the Chocolate Factory > Grammar coverage to be decided based on teacher assessment</p> <p>Poetry – Kennings >Alliteration >Similes</p>	<p>Persuasive letter to the Headteacher >Conjunctions to express time, place and cause using >Adverbs to express time, place and cause using >Prepositions to express time, place and cause using >Past tense correctly used >Prepositions</p> <p>Dilemma narrative – How to Defeat The Demon Headmaster > Use of the forms a or an according to whether the next word begins with a consonant or a vowel > Full range of punctuation taught up to the end of Y3 including: inverted commas, apostrophes, commas in lists and to mark adverbials, capital letters, full stops, question marks and exclamation marks. > Figurative language (similes) > Class teacher to select any other grammar coverage for modelling</p>

	<p>> Add suffixes using -ing > present tense</p> <p>Persuasive Letter based on Kindlekrax > Use familiar punctuation including full stops, commas in a list, question marks and exclamation marks. > Apostrophes to mark singular possession in nouns e.g. The girls coat > Choose nouns of pronouns appropriately for clarity and cohesion to avoid repetition > Explore the use of persuasive sentence starters</p>	<p>> Express time, place and cause using conjunctions, e.g. when, before, after, so, while, because > Begin to use fronted adverbials using commas to demarcate them. > Expanded noun phrases for description and specification</p>	<p>Use of present perfect form of verbs e.g. He has gone out to play > Introduction to paragraphs to group related material</p>	<p>> Exclamations and questions used for effect > Present tense used</p>		
<p>Maths</p> <ul style="list-style-type: none"> number concept 	<p>Place Value within 1000:</p> <ul style="list-style-type: none"> Counting in 100s Representing numbers to 1000 100s, 10s and 1s The number line to 1000 Finding 1, 10 and 100 more or less Comparing numbers to 1000 Ordering numbers to 1000 Counting in 50s <p>Addition and subtraction (1)</p> <ul style="list-style-type: none"> Adding and subtracting 100s Adding and subtracting a 3-digit number and 1s 	<p>Addition and subtraction (2)</p> <ul style="list-style-type: none"> Addition and subtraction patterns Adding two 3-digit numbers Subtracting a 3-digit number from a 3-digit number Estimating answers to addition and subtractions Checking strategies Problem solving <p>Multiplication and division (1)</p> <ul style="list-style-type: none"> Equal grouping Multiplying by 3, 4 and 8 Dividing by 3, 4 and 8 Problem solving Understanding divisibility Related facts 	<p>Multiplication and division (2)</p> <ul style="list-style-type: none"> Comparing multiplication and division statements Related multiplication calculations Related multiplication and division calculations Multiplying a 2-digit number by a 1-digit number Dividing a 2-digit number by a 1-digit number Problem solving <p>Money</p> <ul style="list-style-type: none"> Pounds and pence Converting pounds and pence Adding money Subtracting amounts of money Problem solving <p>Statistics</p> <ul style="list-style-type: none"> Pictograms 	<p>Length</p> <ul style="list-style-type: none"> Measuring length Equivalent lengths – meters and centimeters Equivalent lengths – centimeters and millimeters Comparing lengths Adding lengths Subtracting lengths Measuring the perimeter Problem solving <p>Fractions (1)</p> <ul style="list-style-type: none"> Unit and non-unit fractions Making the whole Tenths Fractions as numbers Fractions of a set of objects Problem solving 	<p>Fractions (2)</p> <ul style="list-style-type: none"> Equivalent fractions Comparing fractions Comparing and ordering fractions Adding fractions Subtracting fractions Problem solving <p>Time</p> <ul style="list-style-type: none"> Months and years Hours in a day Estimating time Telling time to 5 minutes Telling time to the minute Finding the duration Comparing duration Finding start and end times Measuring time in seconds 	<p>Angles and property of shape</p> <ul style="list-style-type: none"> Turns and angles Right angles in shapes Comparing angles Drawing accurately Types of line Recognising and describing 2D shapes Recognising and describing 3D shapes Constructing 3D shapes <p>Mass</p> <ul style="list-style-type: none"> Measuring mass Comparing mass Adding and subtracting mass Problem solving <p>Capacity</p> <ul style="list-style-type: none"> Measuring capacity Comparing capacities Adding and subtracting capacities Problem Solving

	<ul style="list-style-type: none"> • Adding and subtracting 3-digit numbers and 10s • Adding and subtracting a 3-digit and 2-digit number 		<ul style="list-style-type: none"> • Bar charts • tables 			
Science <ul style="list-style-type: none"> • knowledge • skills 	Are all rocks the same? <ul style="list-style-type: none"> • Examine different rocks in order to describe, compare and contrast their properties • Sort rocks according to their properties using a key • Recognise where and how rocks are used and explain how their properties make them suitable • Test and compare rocks to identify which is the hardest • Explore which rocks are waterproof • Investigate how rocks change over time • Recognise that soils are made partly from rock that has broken down into smaller particles and describe some of the properties of different types of soils • Investigate and test different kinds of soils to see how quickly water drains through • Explore fossils to find out what they are • Explain how fossils came to be formed 	How do magnets affect each other? <ul style="list-style-type: none"> • Explore how a force is required to make something start to move • Explore how air can make things move • Explore how objects move on different materials • Explore which materials are magnetic • Measure the strength of a magnet in different ways Identify the two poles on a magnet and investigate how magnets attract or repel each other	How does light affect our everyday life? <ul style="list-style-type: none"> • Explore how we need light to see things and why some things are easier to see than others • Investigate how different objects reflect different amounts of light • Design and produce reflective strips for night safety • Explain how a mirror works and describe how images in mirrors may look 'different' • Identify how shadows are formed and what affects the shape • Investigate how to change the size of a shadow 	What do plants need to grow and remain healthy? <ul style="list-style-type: none"> • Describe what we know about the different parts of plants and to ask questions about plants for further investigation • Observe the similarities and differences in a variety of leaves, and relate these to the function of leaves • Identify the similarities and differences in a variety of roots, and to relate these to the function of roots • Explain how water is transported in plants and make predictions based on observations • Identify the function of a stem • Explain the main stages of a flowering plant's life cycle • Identify and compare the parts of flowers and describe their functions • Describe and model the process of insect pollination 	What do our bodies need to remain healthy? <ul style="list-style-type: none"> • Classify food and understand a balanced diet • Identify the similarities and differences between skeletons and explore their functions • Apply knowledge of skeletons to design a vertebrate and its skeleton • Identify different muscles in our body and what they do 	
Computing <ul style="list-style-type: none"> • knowledge • skills 	Why is online safety important? <ul style="list-style-type: none"> • Discuss what information should be kept private • Identify ways information can be 	How can you use programming to make a representation of a musical instrument? <ul style="list-style-type: none"> • Explore a new programming environment 	How can you use technology to create an animation? <ul style="list-style-type: none"> • Explain that animation is a sequence of drawings or photographs • Relate animated movement with a sequence of images 	How can you use programming to create a maze? <ul style="list-style-type: none"> • Explain how a sprite moves in an existing project • Create a program to move a sprite in four directions 	How and why is desktop publishing used in the real world? <ul style="list-style-type: none"> • Recognise how text and images convey information • Recognise that text and layout can be edited 	What are the benefits of connecting devices in a network? <ul style="list-style-type: none"> • Explain how digital devices function • Identify input and output devices

	<p>found online about people</p> <ul style="list-style-type: none"> • Create a positive online presence • Discuss different levels of privacy • Put my learning into practice 	<ul style="list-style-type: none"> • Identify that commands have an outcome • Explain that a program has a start • Recognise that a sequence of commands can have an order • Change the appearance of my project • Create a project from a task description 	<ul style="list-style-type: none"> • Plan an animation • Identify the need to work consistently and carefully • Review and improve an animation • Evaluate the impact of adding other media to an animation 	<ul style="list-style-type: none"> • Adapt a program to a new context • Develop my program by adding features • Identify and fix bugs in a program • Design and create a maze-based challenge 	<ul style="list-style-type: none"> • Choose appropriate page settings • Add content to a desktop publishing publication • Consider how different layouts can suit different purposes • Consider the benefits of desktop publishing 	<ul style="list-style-type: none"> • Recognise how digital devices can change the way that we work • Explain how a computer network can be used to share information • Explore how digital devices can be connected • Recognise the physical components of a network
<p>History</p> <ul style="list-style-type: none"> • knowledge • skills 			<p>What can we learn from the people of The Stone Age about sustainability?</p> <ul style="list-style-type: none"> • Identify how Stone Age man lived and survived • Explore how ancient civilizations lived their everyday lives • Explain the meaning of hunter gathering • Explore how different was life in the Stone Age when man started to farm? 	<p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <ul style="list-style-type: none"> • Add time periods in order, to a previously constructed timeline • Impact of transport and trade during the Bronze and Iron Ages • Identify the first changes brought about by Britain's first invaders: The Beaker People • Metallurgy: Identify the importance of copper mining to Bronze Age man • Process of extracting and developing bronze and iron tools • Explore how and why hillforts were developed in the Iron Age 	<p>What was life like in the Shang Dynasty?</p> <ul style="list-style-type: none"> • Place the Shang Dynasty into the wider context of world history • Make links between the Bronze Age and the Shang Dynasty's use of bronze • Consider the achievements and problems faced by people in early Shang settlements • Explore the religious beliefs of the Shang • Understand how the empire ended due to the invasion of the state of Zhou 	
<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>What are mountains and how are they formed?</p> <ul style="list-style-type: none"> • 'Seven Summits' • Mountain formation • Climate of mountains • Locate the UK's highest mountains 	<p>What lies beneath the surface of the Earth?</p> <ul style="list-style-type: none"> • Structure of the Earth • Earth's plates. • Features of a volcano. • Effects of a volcanic eruption on the local population. • Advantages and disadvantages of living near a volcano 				<p>What can vegetation tell us about the climate zone?</p> <ul style="list-style-type: none"> • Lines of latitude • Northern and Southern Hemispheres • Temperate and tropical climates • Weather patterns • Characteristics of each climate zone.

	<ul style="list-style-type: none"> The importance of the Himalayas for people living in the region Mountainous regions and explorers 					
Art <ul style="list-style-type: none"> knowledge skills 		Paintings: Lascaux paintings 15,000 – 17,000BCE <ul style="list-style-type: none"> Cave painting Drawing – focus on shape, use string and charcoal Painting – explore a range of tools; create texture with mixed media 	Abstract art: Stephanie Peters 'Liquid Flame' (2015) <ul style="list-style-type: none"> Landscape Painting – mix and match colours for a purpose contrasting and complimentary colours Collage – combine paper and glue with other media including textiles/sewing 		Clay: Terracotta Soldiers <ul style="list-style-type: none"> Explore the history of the Terracotta Army in China. Draw the human body in different positions using proportion. Design own terracotta warrior Experiment with a range of techniques to join clay together and add details 	
Design and Technology <ul style="list-style-type: none"> knowledge skills 	Mechanical systems: Levers and linkages <ul style="list-style-type: none"> Product: Information book about the Himalayas for a Year 2 pupil Analyse construction methods used to create moveable books, linkages and levers Select and use appropriate materials and equipment to measure, cut, join and assemble components to form a working lever or linkage mechanism Understand the difference between fixed and loose pivots Evaluate the functionality and quality of their product using technical vocabulary to explain 	-		Textiles: 2-D shape to 3-D product <ul style="list-style-type: none"> Product: Bag designed for a Bronze Age hunter gatherer to collect their findings Investigate and analyse products related to the final product Select and use a range of tools to join fabric securely Use simple patterns and templates for marking out including seam allowances Apply understanding of how to strengthen and reinforce material 		Food: Understand and apply the principles of a healthy and varied diet <ul style="list-style-type: none"> Product: Pizza inspired by the local target audience Investigate and analyse a range of existing pizzas in order to develop design criteria Select appropriately from a range of utensils Continue to develop food preparation skills

<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Outdoor and adventurous games:</p> <ul style="list-style-type: none"> • Develop problem solving skills through a range of challenges. • Work as a pair and small group to plan, solve, reflect and improve on strategies. • Learn to be inclusive of others and work collaboratively to overcome challenges. • Learn to orientate a map, identify key symbols and follow routes using the 8 compass points <p>Fundamentals:</p> <ul style="list-style-type: none"> • Identify when an activity has gone well • Demonstrate balance when performing and transitioning between movements • Understand how the body moves at different speeds • Understand the importance of why we warm up 	<p>Netball:</p> <ul style="list-style-type: none"> • Learn the rules of the game and begin to use them honestly • Communicate with my team • Move into spaces to receive a ball • Pass and shoot with some control • Understand the roles of attackers and defenders • Begin to use simple tactics in a game <p>Gymnastics:</p> <ul style="list-style-type: none"> • Develop a range of movements and actions that flow • Begin to develop a range of ideas to suit a task • Begin to evaluate how I can improve routines • Adapt sequences to suit apparatus 	<p>Dance:</p> <ul style="list-style-type: none"> • Show respect when others perform • Use counts to keep in time • Use dynamic and expressive qualities • Create short dance phrases <p>Bat and Ball Skills:</p> <ul style="list-style-type: none"> • Develop confidence when tracking a ball • Explore a variety of throwing techniques • Develop catching skills with a choice of hands • Use tracking, sending and dribbling skills with hands and feet. • Develop decision making 	<p>Tennis:</p> <ul style="list-style-type: none"> • Use basic racket skills • Understand the aim of the game • Develop playing against an opponent • Explain the benefits of exercise <p>Dodgeball:</p> <ul style="list-style-type: none"> • Throw with some accuracy • Beginning to catch with some consistency. • Work co-operatively with my group to self-manage games. • Understand the aim of the game. • Provide feedback using key terminology and understand what I need to do to improve. 	<p>Handball:</p> <ul style="list-style-type: none"> • Understand my role both as a defender and as an attacker. • Work co-operatively with my group to self-manage games. • Maintain possession when in attack • Find space away from others and near to my goal. • Throw, catch, dribble and shoot the ball with some control • Defend an opponent to slow them down <p>Athletics (Sports Day Practise):</p> <ul style="list-style-type: none"> • Develop jumping technique in a range of approaches and take off positions. • Throw a variety of objects, changing my action for accuracy and distance. • Develop officiating and performing skills 	<p>Cricket:</p> <ul style="list-style-type: none"> • Bowl a ball towards a target • Strike a bowled ball after a bounce. • Developing an understanding of tactics and use them in game situations. • Use overarm and underarm throwing, and catching skills. • Work co-operatively with my group to self-manage games <p>Fitness:</p> <ul style="list-style-type: none"> • Recognise different areas of fitness and what the body can do • Develop speed, stamina, strength and co-ordination • Develop agility and balance
<p>Music</p>	<p>What are the key features of a soundscape?</p> <ul style="list-style-type: none"> • Tell a story from a piece of music through movement • Create a soundscape using percussion instruments 	<p>What makes ragtime music unique?</p> <ul style="list-style-type: none"> • Sing and clap a syncopated rhythm for a ragtime style song • Improvise a call and response • Scat sing using the call and response format • Create a jazz motif 	<p>What are the features of gamelan music?</p> <ul style="list-style-type: none"> • Recall and describe key features of known musical genres • Understand the key features of gamelan music • Understand the concept of an octave • Explore how cyclic patterns are used in gamelan music 	<p>What are the features of a Ballad?</p> <ul style="list-style-type: none"> • Sing a ballad and explain what it is. • Perform a ballad with an understanding of style. • Write the lyrics for a ballad. 	<p>What are they key features of a pentatonic melody?</p> <ul style="list-style-type: none"> • Learn about the music used to celebrate the Chinese New Year festival • Play a pentatonic melody • Write and perform a pentatonic melody • Perform a group composition 	<p>What are the key features of R&B music?</p> <ul style="list-style-type: none"> • Understand the difference between classic and contemporary R & B music focused around the song – When Doves Cry • Understand how R & B songs are compiled • Generate ideas for lyrics

	<ul style="list-style-type: none"> • Create a range of sounds to accompany a story • Compose and perform a rhythm to accompany a story 		<ul style="list-style-type: none"> • Explore how different timbres can be combined to create an effect in gamelan music 			<ul style="list-style-type: none"> • Use ideas generated to compose lyrics • Sing and perform a composed R & B verse
RE <ul style="list-style-type: none"> • knowledge • skills 	What does it mean to be a Christian in Britain today? <ul style="list-style-type: none"> • Explore how Christians show their faith at home and at Church. • Understand the significance of music in Christian worship. • Discuss the significance of the Holy Communion. • Explore how Christians make a difference to their local community. 	What does it mean to be a Hindu in Britain today? <ul style="list-style-type: none"> • Understand how Hindus show their faith and what they have faith in. • Discuss what is important to Hindus • Explore what Karma means to Hindus 	Why is the Bible important for Christians today? <ul style="list-style-type: none"> • Understand how Christians find and use ancient wisdom from the Bible • Explore what the Bible teaches Christian people about God, life, the universe and everything • Explore the Creation story • Discuss how the Bible helps people if they are tempted to do wrong things • Consider how the Bible stories of lost and found help people today 	Why do people pray? <ul style="list-style-type: none"> • Consider what prayer is and is it helpful • Discuss what happens in Islamic prayer and what this shows us about Muslim beliefs and ways of life • Consider how and why Christians like to pray • Explore Hindu prayer and worship at home and in the Mandir • Explore similarities and differences in the words of three prayers from the Muslim, Christian and Hindu faith • Question why some people pray daily and others do not pray at all. 	What do different people believe about God? <ul style="list-style-type: none"> • Personal beliefs in God • Christian beliefs including God as love, father, creator, trinity and listener to prayers • Muslims belief about Allah • Explore how the holy Qur'an is god's gift to Humanity • Explore how Hindu people show what they believe about gods and goddesses. • Discuss if there is a difference to life if you believe there is no God (finding out about Humanism) • Consider similarities and differences between different ideas about God 	
Spanish	Phonetics Lesson 1 (La Fonética) <ul style="list-style-type: none"> • Understand the first set of phonics sounds/phonemes in Spanish. The sounds are: ch j ñ ll rr I am Learning Spanish (Aprendo Espanol)	Animals (Los Animales) <ul style="list-style-type: none"> • Learn the nouns for 10 different animals • Use the correct gender for animals in Spanish. • Be introduced to the 1st person singular verb 'I am'. • Recognise, recall, remember and spell up to ten animals with their indefinite article. 	Instruments (Los Instrumentos) <ul style="list-style-type: none"> • Name 10 common musical instruments • Use the correct gender for instruments • Say the instruments they play in Spanish • Be introduced to the 1st person singular verb 'I play'. • Recognise, recall, and spell up to 10 instruments with 	Fruit (La Fruta) <ul style="list-style-type: none"> • Name and recognise up to 10 different fruit in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruit they like and dislike. 	Days of the Week x 2 (Los dias de semana) <ul style="list-style-type: none"> • Learn the 7 days of the week in Spanish • Use the days of the week in context with a variety of activities in all 4 skills. Colours x 2 (Los Colores) <ul style="list-style-type: none"> • Learn 10 common colours in Spanish 	I Know How... (Se) <ul style="list-style-type: none"> • Learn 10 familiar activities that they know how or do not know how to do in Spanish. • Build more interesting and complex sentences including the option of using conjunctions. • Use verbs to convey meaning in English by

	<ul style="list-style-type: none"> • Identify Spain on a map of the world. • Highlight famous Spanish cities • Talk about other countries where Spanish is spoken. • Say their name and how they are feeling in Spanish. • Have a wider appreciation for the country/countries where Spanish is spoken. 		<p>their definite articles/determiners.</p>		<ul style="list-style-type: none"> • Explore how colours can change spelling when used as adjectives in Spanish. <p>Months x 2 (Los Meses)</p> <ul style="list-style-type: none"> • Learn the 12 months of the year • Use the months in context with a variety of activities in all 4 skills. 	<p>matching them to their appropriate picture.</p>
<p>PSHE / Citizenship</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Drug, alcohol and tobacco education:</p> <p>Tobacco is a drug</p> <ul style="list-style-type: none"> • Drugs including medicines • Laws surrounding tobacco • Effects on the body • Benefits of stopping smoking and the help available • Asthma- symptoms of an asthma attack • Treatment for an asthma attack 	<p>Keeping safe and managing risk:</p> <p>Bullying – see it, say it, stop it</p> <ul style="list-style-type: none"> • Types of bullying, including cyber bullying and racism • Bystander behaviour • How to get help 	<p>Mental health and emotional wellbeing:</p> <p>Strengths and challenges</p> <ul style="list-style-type: none"> • Growth Mindset • Goals and challenges • Strategies for dealing with put downs • Positive ways to deal with set backs 	<p>Identity, society and equality:</p> <p>Celebrating difference</p> <ul style="list-style-type: none"> • Similarities and differences between people • Community • Being part of a group • Standing up for themselves 	<p>Careers, financial capability and economic wellbeing:</p> <p>Saving, spending and budgeting</p> <ul style="list-style-type: none"> • Influences • Value for money • Keeping records of expenditure • Saving • Career choices 	<p>Physical health and wellbeing:</p> <p>What helps me choose?</p> <ul style="list-style-type: none"> • Eatwell plate • Balanced diet • Physical health • Mental health • Pastimes