

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Who are we?		Where are we?		Life!	
<b>Wow event</b>	Discovery Look Out		Polish parents to talk to children about their country & culture		Reading Museum	
<b>Parental engagement</b>			Easter school performance		Explorer afternoon and French assembly	
<b>Literacy</b>	<b>Continuous Provision:</b> Reading Scheme / Big Star Spellings					
	<b>Narrative</b> (Roman Myth)	<b>Discussion Text:</b> was gladiator fighting right?  <b>Recount:</b> Day in the life of a Roman	<b>Narrative (poetry)</b>  Roald Dahl Lion  <b>Non-chronological report</b>	<b>Traditional tale:</b>  Link to Polish topic  <b>Instruction:</b> linked to DT	<b>Narrative:</b> Quest  <b>Explanation:</b> how to be an explorer	<b>Narrative:</b> Rescue  <b>Persuasion:</b> Robin & Batman
<b>Maths</b>	<b>Continuous Provision:</b> SMASH / KIRFS					
	<p><b>Autumn Term</b>            Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers            Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value            Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving            Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes            Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations            Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers            Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining.            Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres            Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100            Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems</p> <p><b>Spring Term</b>            Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.            Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise</p>					

and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice

Identify  $\frac{1}{2}$ s,  $\frac{1}{3}$ s,  $\frac{1}{4}$ s,  $\frac{1}{6}$ s, and  $\frac{1}{8}$ s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts

Recognise right angles and know they are  $90^\circ$ ; understand angles are measured in degrees; recognise  $^\circ$  as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know  $360^\circ$  is a full turn; begin to understand angles and identify size of angles in relation to  $90^\circ$

Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds

Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers

Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining.

Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres

Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100

Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems

**Summer Term**

Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of  $\frac{1}{2}$ ; add and subtract fractions with the same denominator

Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method

Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products

Draw and interpret bar charts and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g; draw and interpret bar charts where one square represents one hundred units

Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition

Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method

Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction

Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times

Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers

Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts

<b>Education</b>	<b>Hinduism</b> Diwali	<b>Christianity</b> Christmas	<b>Christianity</b> Jesus's miracles	<b>Christianity</b> Easter	<b>Hinduism</b> Beliefs	<b>Hinduism</b> Pilgrimage to river Ganges
	<b>Continuous Provision:</b>					
<b>Science</b>	<b>Animals &amp; Humans</b> (keeping healthy)  <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<b>Light and Shadows</b>  <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</li> <li>• find patterns in the way that the size of shadows change.</li> </ul>	<b>Rocks and Fossils</b>  <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>• recognise that soils are made from rocks and organic matter.</li> </ul>	<b>Forces &amp; Magnets</b>  <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two 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</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<b>Plants</b> (Roots and shoots)  <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.</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<b>Plants</b>  <ul style="list-style-type: none"> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
	<b>Continuous Provision:</b>					

<b>History/ Geography</b>	<b>Continuous Provision:</b>					
	<b>Hist: Stone to Iron Age</b>  Learn about changes in Britain from the Stone Age to the Iron Age (late Neolithic hunter-gatherers and early farmers through:  <b>Geography: local knowledge</b>	<b>Hist: Roman Empire</b>  Learn about The Roman Empire & its impact on Britain  <b>Geography: human and physical</b> Trade links in the pre-Roman and Roman era.	<b>Geography: human and physical</b> Rivers, water cycle, introduction to volcanoes and earthquakes  Eight points of a compass, basic symbols and key. <b>Geog:</b> Name and locate and show patterns of land use		<b>History: local study</b>  <b>Geog: Extreme Weather</b> Describe and understand the key aspects of the physical geography of climate zones and extreme weather.	<b>Geog: Study of a European country</b> Understand geographical similarities and differences through a study of a region in a European country  <b>Geographical skills &amp; fieldwork</b> Use maps, globes etc.

	Check knowledge gained in KS1. Locate main European countries, longest rivers, highest mountains, Equator, N and S hemisphere and Tropics of Cancer and Capricorn.					Types of settlements in Early Britain.
<b>Computing</b>	<b>Continuous Provision:</b>					
	<b>We are programmers:</b> programming an animation	<b>We are bug fixers:</b> finding and correcting bugs in programmes	<b>We are presenters:</b> videoing performance	<b>We are vloggers:</b> making and sharing a short screencast presentation	<b>We are communicators:</b> Collect and analysis data appropriately	<b>We are opinion pollsters:</b> Collect and present data appropriately
<b>Art/ Design Technology</b>	<b>Continuous Provision: junk modelling; malleable materials; paint;</b>					
	<b>Art: Drawing</b> (eg pencil, chalk, pastel, charcoal)  Uses line and tone to represent things seen, remembered or observed. Explores shading, using different media.  <b>DT:</b> sheet materials product linked to topic.  Cut slots and internal shapes. Use lolly sticks/cards to make levers and linkages. Use linkages to make movement larger or more varied. Use and explore more complex pop-ups. Create nets.	<b>Art: College work</b> Develops awareness of contrasts in texture and colour.	<b>Art: Paintings</b> Introduces different types of brushes for specific purposes. Explores the effect on paint of adding water, glue, sand and sawdust.	<b>DT: Food</b> Follow instructions. Join and combine a range of ingredients (eg snack food). Work safely and hygienically. Understand a balanced diet. Measure and weigh food items.	<b>Art: Sculpture</b> Uses the techniques of adding materials to create texture, feeling expression or movement (eg wrinkles on a portrait sculpture)	<b>Art: textiles</b> Understand seam allowance. Join fabrics using a running stitch, over sewing and back stitch. Explore fastenings and recreate some (eg sew on buttons and make loops). Produce a prototype using J cloths. Use appropriate decoration techniques (eg applique). Create a simple pattern  <b>Art: Printing</b> Explores colour mixing through printing, using two colours and a variety of materials. Uses printing to represent the natural environment.
<b>Physical Education</b>	<b>Continuous Provision: write dance; wake up shake up</b>					
	BPS Unit health related fitness	Dance activities	Gymnastics	Net and wall games	Dance activities	Gymnastics

	Invasion games Rugby	Invasion games	Invasion games	Striking and fielding	Striking and fielding	Athletics
<b>Music</b>	<b>Continuous Provision: Hymn Practice, class singing, music appreciation/listening to different types of music (register time?);</b>					
	<b>First Access Project with Berkshire Maestros</b> The children will be learning how to play a descant recorder. This will include numerous musicianship skills from how to hold the instrument and make a sound correctly to learning note positions and beginning to understand formal rhythm notation. Children will also be introduced to musical warm-ups that include rhythm games and singing exercises.			<b>Play-On Project with Berkshire Maestros</b> The children will continue the project started in terms 1-3, extending notation to both hands and beginning to understand formal pitch notation using the treble clef. Children will continue to work with other aspects of musicianship such as part-singing and more complex rhythm games. Children will be encouraged to play by ear and some children may extend to simple improvisation.		
<b>PSHE</b>	<b>Continuous Provision:</b>					
	New beginnings	Getting on and falling out Anti-bullying week	Going for goals	Good to be me	Relationships	Changes