

	Autumn Term – Adventurers	Spring Term – Healthy Me	Summer Term – Ancient Greeks
Key text(s)	The Girl of Ink and Stars – K. Milwood The Bad Beginning – Lemony Snicket Kensukes Kingdom – Michael Morpurgo	Giant – Kate Scott I was there... Tutankhamun's Tomb – Sue Reid Uncle Gobb and the Dreadshed - Micheal Rosen The Astounding Broccoli Boy – Frank Boyce Secrets according to Humphrey – Betty Birney	Who Let The Gods Out – Maz Evans Fleeced! – Julia Wills Hopeless Heroes: Here Come Hercules! – Stella Tarakson & Nick Roberts Beasts of Olympus: Beast Keeper – Lucy Coats
English	Poem a week Auto-Biography – Kensuke Stories – Adventure Stories - Mystery Newspaper report – Discovery Expedition Poetry - Sonnet	Poem a week Persuasive – persuade young people to eat healthy food Recount – Letter to MP Discussion Text – Should junk food be banned? Instructions – recipes (Linked to DT) Poetry - Acrostic	Poem a week Explanation – impact of Ancient Greece on modern Western Civilisation Story – legends and myths Recount – Diary of an Ancient Greek child Poetry – List poems Story – historical fiction
Science	Light (Y3) Pupils should be taught to: <ul style="list-style-type: none"> 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 a solid object find patterns in the way that the size of shadows change. Electricity (Y4) Pupils should be taught to: <ul style="list-style-type: none"> 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. 	Animals, including humans (Y3) Pupils should be taught to: <ul style="list-style-type: none"> 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. Animals, including humans (Y4) Pupils should be taught to: <ul style="list-style-type: none"> 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. 	States of matter (Y4) Pupils should be taught to: <ul style="list-style-type: none"> 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 and condensation in the water cycle and associate the rate of evaporation with temperature.
Working Scientifically	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<ul style="list-style-type: none"> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

History	Peter Scott – Local History Amelia Earhart Edward (Bear) Grylls Erika Bergman	Egyptians Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or <u>d. The Shang Dynasty of Ancient China</u>	Ancient Greeks Pupils should be taught a study of Greek life and achievements and their influence on the western world
Geography	Captain Scott – Local Geography use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</u>
DT	Yr 3 - make a product which uses both electrical and mechanical components, Yr 4 - Technical Knowledge: links scientific knowledge by using lights, switches or buzzers, use electrical systems to enhance the quality of the product, use IT, where appropriate to add to the quality of the product	Cooking and Nutrition Food Tech (YR3): describe how food ingredients come together, weigh out ingredients and follow a given recipe to create a dish, talk about which food is healthy and which food is not Food Tech (Yr4) : know how to be both hygienic and safe when using food, Design: prove that a design meets a set criteria, design a product and make sure that it looks attractive, choose a material for both its suitability and its appearance Making: follow a step-by-step plan, choosing the right equipment and materials, select the most appropriate tools and techniques for a given task , work accurately to measure, make cuts and make holes. Evaluate: explain how to improve a finished model, know why a model has or has not been successful	Technical Knowledge (Yr3) : know how to strengthen a product by stiffening a given part or reinforce a part of the structure, use a simple IT program within the design
Key piece of music/composer	Mozart	ABBA	Three Little Birds
Music	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 interrelated dimensions of music

Key piece of art/artist	Roy Lichtenstein	Egyptian Death Masks	Pointillism – Georges Seurat Paul Signac
Art and Design	<p>Year 3: Using Sketchbooks: know how to use sketches to produce a final piece of art, know how to use digital images and combine with other media, know how to use IT to create art which includes their own work and that of others</p> <p>Year 4: Using sketchbooks: know how to integrate digital images into artwork,</p>	<p>Year 3: Using Sketchbooks: know how to use sketches to produce a final piece of art</p> <p>Year 4: use sketchbooks to help create facial expressions, use sketchbooks to experiment with different texture, use photographs to help create reflections.</p>	<p>Year 3: Study of great artists: know how to identify the techniques used by different artists, know how to compare the work of different artists</p> <p>Year 4: Study of great artists: experiment with the styles used by other artists, explain some of the features of art from historical periods, know how different artists developed their specific techniques.</p>
PE	<p><u>Netball</u> use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Dodgeball</u> use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Orienteering and Team building</u> develop flexibility, strength, technique, control and balance</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Dance (ABBA)</u> develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p>	<p><u>Multi-sport</u> use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Athletics</u> use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming</u> In particular, pupils should be taught to:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively</p> <p>perform safe self-rescue in different water-based situations.</p>
Computing	E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report

	<p>concerns about content and contact</p> <p>YR 3 - Create Programs: write programs that accomplish specific goals</p> <p>Develop programs: design a sequence of instructions, including directional instructions</p>	<p>concerns about content and contact</p> <p>Yr 3 - Networks: navigate the web to complete simple searches</p> <p>Search engines: use a range of software for similar purposes, collect and present information</p> <p>Using programs: understand what computer networks do and how they provide multiple services</p>	<p>concerns about content and contact</p> <p>Yr 3 - Reasoning: discern when it is best to use technology and where it adds little or no value</p> <p>Safe use: use technology respectfully and responsibly, Know different ways they can get help if concerned</p>
RE	<p>What do Christians learn from the creation story?</p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p>What is it like for someone to follow God?</p> <p>How do festivals and worship show what matters to a Muslim?</p>	<p>What kind of world did Jesus want?</p> <p>How and why do people try to make the world a better place?</p>
PSHE	<p>Me and My Relationships (Y3)</p> <p>Valuing Difference (Y3)</p>	<p>Keeping Myself Safe (Y3)</p> <p>Rights and Responsibilities (Y3)</p>	<p>Being My Best (Y3)</p> <p>Growing and Changing (Y3)</p>
French	<p>Describe people and places.</p> <ul style="list-style-type: none"> 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 read carefully and show understanding of words, phrases and simple writing 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* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words listen attentively to spoken language and show understanding by joining in and responding 	<p>School</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words appreciate stories, songs, poems and rhymes in the language listen attentively to spoken language and show understanding by joining in and responding 	<p>Family and Friends</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words describe people, places, things and actions orally* and in writing 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 listen attentively to spoken language and show understanding by joining in and responding
Cultural diversity/SMCS	<p>S- What do Christians learn from the creation story? How do festivals and family life show what matters to Jewish people?</p> <p>M- What qualities do you need to be a strong leader?</p> <p>S- respect for our local community and environment, understanding how other communities live throughout the world, elections for school council.</p> <p>C- Understanding Jewish communities and what matters to them. School council elections – British parliament.</p>	<p>S- What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim?</p> <p>M – Being healthy, staying safe online</p> <p>S – rights and responsibilities</p> <p>C - respect differences between communities and countries.</p>	<p>S- What kind of world did Jesus want? How and why do people try to make the world a better place?</p> <p>M- Water safety</p> <p>S- How can we make our world a better place?</p> <p>C- understand and respect how other people live their lives.</p>
Trips/visit to school	Slimbridge Centre	Pizza Express – Make your own Pizza	Theatre Visit / Workshop

	Autumn Term – Save our Planet	Spring Term – Romans	Summer Term – Stone Age & Young Entrepreneurs
Key text(s)	Song of the Dolphin Boy – Elizabeth Laird Beetle Boy – M.G. Leonard The Lorax – Dr Seuss The Tale of a Tooth Brush – M.G. Leonard Running Wild – Michael Morpurgo	Defenders: Dark Arena – Tom Palmer Romans on the Rampage – Jeremy Strong The Thieves of Ostia – Caroline Lawrence Song of the Dolphin Boy – Elizabeth Laird	The Invention of Hugo Cabret – Brian Selznick The Imagination Box – Martyn Ford Stig of the Dump – Clive King How to Train your Dragon – C. Cowell
English	Story – traditional tales Recount – Diary entry about trip. Discussion Text – Should we stop producing plastic objects? Persuasive writing – Save endangered animals Instructions – How to create a bug house.	Stories – Horror Reports – Romans and impact on Britain Auto-Biography – Character from Romans on a Rampage Diary – Life as a Roman Warrior Poetry - Haikus	Newspaper report – Successful entrepreneur Stories – science fiction Persuasive - Linked to DT Poetry - Narrative
Science	<u>Plants (Y3)</u> Pupils should be taught to: <ul style="list-style-type: none"> 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. <u>Living things and their habitats (Y4)</u> Pupils should be taught to: <ul style="list-style-type: none"> 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. 	<u>Forces and magnets (Y3)</u> Pupils should be taught to: <ul style="list-style-type: none"> 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. 	<u>Rocks (Y3)</u> Pupils should be taught to: <ul style="list-style-type: none"> 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. <u>Sound (Y4)</u> Pupils should be taught to: <ul style="list-style-type: none"> 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 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
Working Scientifically	identifying differences, similarities or changes related to simple scientific ideas and processes	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
History	Cover each briefly: Ancient Sumer, Indus Valley, Shang Dynasty. Then recap the Topics learnt so far: Romans, Stone Age, Egyptians, Greeks. Timeline of all above.	Romans Pupils should be taught about the Roman empire and its impact on Britain	Stone Age – Iron Age Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

Geography	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
DT	Yr 3 – Know when food is ready for harvesting	Food Tech: (Yr4) know how to be both hygienic and safe when using food, being a creative element to the food product being designed.	Yr 4:Design: use ideas from other people when designing, produce a plan and explain it, persevere and adapt work when original ideas do not work, communicate ideas in a range of ways, including sketches and drawing which are annotated. Making: know which tools to use for a particular task and show knowledge of handling the tool, know which material is likely to give the best outcome, measure accurately Evaluate: evaluate and suggest improvements for design, evaluate products for both their purpose and appearance, explain how the original design has been improved, present a product in an interesting way.
Key piece of music/composer	Lean on Me	Beethoven	Glockenspiel 1
Music	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations improvise and compose music for a range of purposes using the interrelated dimensions of music
Key piece of art/artist	Andy Warhol	David Hockney	Cave Paintings
Art and Design	Year 3: Drawing, painting and sculpture: know how to show facial expressions in art, know how to use different grades of pencil to shade and to show different tones and textures, know how to create a background using a wash, know how to use a range of brushes to create different effect in painting Year 4: know how to print onto different materials using at least four colours,	Year 3: Study of great artists: recognise when art is from different cultures, recognise when art is from different historical periods Year 3: Study of great artists: know how to identify the techniques used by different artists, know how to compare the work of different artists	Year 4: know how to show facial expressions and body language in sketches and paintings, know how to use marks and lines to show texture in art, know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections. Year 4: sculpture: know how to sculpt clay and other mouldable materials.
PE	<u>Tennis</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal	<u>Happy Healthy Heart</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal	<u>Athletics</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team

	<p>best.</p> <p><u>Rounders</u> use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>best.</p> <p><u>Dance (Contemporary)</u> develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p>	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Football</u> use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming</u> In particular, pupils should be taught to:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively</p> <p>perform safe self-rescue in different water-based situations.</p>
Computing	<p>E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>YR 4 - Create Programs: give and 'on-screen' robot specific instructions that takes them from A to B Develop Programs: experiment with variable to control models Reasoning: make an accurate prediction and explain why they believe something will happen (link to programming)</p>	<p>E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>YR 4- Networks: know how to search for specific information which information is useful and which is not. Search engines: select and use software to accomplish given goals</p>	<p>E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>YR 4- Using programs: produce and upload a podcast Safe use: recognise acceptable and unacceptable behaviour using technology.</p>
RE	<p>What do Hindus believe God is like?</p> <p>What is the 'Trinity' and why is it important for Christians?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>What does it mean to be a Hindu in Britain today?</p>	<p>For Christians, what was the impact of Pentecost?</p> <p>How and why do people mark the significant events of life?</p>
PSHE	<p>Me and My Relationships (Y4) Valuing Difference (Y4)</p>	<p>Keeping Myself Safe (Y4) Rights and Responsibilities (Y4)</p>	<p>Being My Best (Y4) Growing and Changing (Y4)</p>

French	<p>Days, months and numbers</p> <ul style="list-style-type: none"> 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 read carefully and show understanding of words, phrases and simple writing 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* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words listen attentively to spoken language and show understanding by joining in and responding 	<p>Greetings and conversation starters</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words appreciate stories, songs, poems and rhymes in the language listen attentively to spoken language and show understanding by joining in and responding 	<p>Food and Drink</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words describe people, places, things and actions orally* and in writing 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 listen attentively to spoken language and show understanding by joining in and responding
Cultural diversity/SMCS	<p>S- What do Hindus believe God is like? What is the 'Trinity' and why is it important for Christians? M – pollution and the consequence. S – Are we looking after the world we live in? How can we make our world a better place? C-, school council elections – British parliament.</p>	<p>S- Why do Christians call the day Jesus died 'Good Friday'? What does it mean to be a Hindu in Britain today? M- What would Jesus do? S- Explore the believes of the Hindu faith within our community and the wider world C- Understanding Hindu communities and what matters to them</p>	<p>S –For Christians, what was the impact of Pentecost? How and why do people mark the significant events of life? M- What makes someone successful? S- Celebrate our achievements C- Explore the Christian faith</p>
Trips/visit to school	Botanical Garden	Gloucester Roman Ramparts and gates (underground)	Craft Market