

Year Group Year	Half Term 1 7 weeks	Half Term 2 7 weeks	Half Term 3 6 weeks	Half Term 4 6 weeks	Half Term 5 6 weeks	Half Term 6 6 weeks 3 days
Whole Academy Theme	Being me in my world PSHE/Geography/Science	Celebrating Difference PSHE/RE/History	Time travellers History	The nature of life Science	The World We Live In Geography	Eat Well, Move More Science/Geography
Name of project	Our bubble	Inspirational People	Romans	The Bluest of Blues	Save our planet	Burps Bottoms and Bile
'Hook' – first-hand experience	Local Walk	Magna visit (Science)	Roman workshop	Trip to Peak District	Plan and go on a journey (city linked to geography)	Health visitor visit
Parental engagement event/session/exhibition	OADV News Show	Festivals from around the world day (dress up/ geography/art lessons)	Making a Roman Helmet	Edible Garden – make a habitat	Parent showcase and presentation	Oliver Twist Production
Curious Questions	What problems did the Bubble boy face? How has medicine developed over time? How is the Bubble boy's experience similar to your experience in lockdown?	What similarities/ differences are there between cultures from around the world? What different festivals can you name from around the world?	Can you describe the 'Romanisation' of Britain? Can you describe a time when Britain was invaded?	Can you identify living things in this environment? What dangers could living things face if the environment were to change?	What do you need to consider when planning your journey? What are the features of this village/town/city?	What are the simple functions of different parts of the digestive system? What teeth do humans have and what are their functions? Can you identify the producer, predator and prey in a food chain?

<p>PSHE – Jigsaw</p> <p>9 habits Oasis Ethos</p>	<p>Being Me in My World</p> <p>Becoming a Class Team Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Work as a group to make decisions Understand how democracy and having a voice benefits the school community</p>	<p>Celebrating Differences</p> <p>Accepting that everyone is different Including others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliment Stereotypes – getting your voice heard Let Toys be Toys Challenging Stereotypes</p>	<p>Dreams and Goals</p> <p>Stay motivated when doing something challenging Keep trying even when it's difficult Work well in a partner or a group Have a positive attitude Help others to achieve their goals Working hard to achieve dreams and goals</p>	<p>Healthy Me</p> <p>Know how to make a healthy choice within my friendship groups Understand dynamics between people in different groups Understand the facts about smoking and the effects on health Understand facts about alcohol and the effects on health Understand what healthy friendship is Gain a clear picture of what they believe is right and wrong.</p>	<p>Relationships</p> <p>Identify the web of relationships we are part of Identify why someone is special to me Talk about people we no longer see Explain different points of view on animal issues Understand how people feel when they have a special pet I know how to show love and appreciation to the people and animals that are special to me</p>	<p>Changing Me</p> <p>Understanding that characteristics are passed down by birth parents Understand how the circle of change works and can apply it to changes I want to make in my life Identify changes that are outside my control and learn how to accept them Understand how your body changes over time</p>
<p>Safeguarding</p>	<p>Understanding how my actions affect others.</p> <p>Having a voice.</p> <p>Speaking up when you don't agree.</p>	<p>Judging appearances.</p> <p>Bullying.</p> <p>Disabilities - <i>Not all disabilities are physical</i></p> <p>Discrimination</p>		<p>Smoking</p> <p>Alcohol</p> <p>Healthy Friendships</p> <p>Hygiene - Personal Hygiene Oh No B.O Food Hygiene</p> <p>Operations - needed and unneeded operations</p>	<p>Healthy relationships AGENDA</p> <p>Modern Day Relationships (LGBT)</p> <p>Peer pressure online – <i>where do I get help?</i></p> <p>Witnessing violence</p>	<p>Girls and puberty</p> <p>Abuse – <i>What do I do?</i></p>
<p>Key Text</p>	<p>The Bubble Boy</p>	<p>Malala's Magic Pencil</p> <p>Let's Celebrate (Festival Poems)</p>	<p>The Escape from Pompeii</p>	<p>The Bluest of Blues</p> <p>Lost words</p>	<p>Greta's Giants</p>	<p>Oliver</p>
<p>English (Reading)</p>	<p>Word Reading: Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words noting unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension: <i>Maintain positive attitudes to reading and understanding of what they have read by:</i> Continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference and textbooks; reading books that are structured in different ways and read for a range of purposes; increasing their familiarity with a wide range of books. (myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions); learning a wider range of poetry by heart; preparing Poems and plays to read aloud and to perform, showing understanding of intonation, tone and volume so that meaning is clear to an audience; identifying and discussing themes and conventions in and across a range of texts; make comparisons across books. <i>Understand what they read by:</i> Checking that the book makes sense to them; discussing their understanding and exploring the meaning of words in context; drawing inferences and justifying them with evidence; predicting what might happen from details that have been implied; asking questions to improve their understanding; discuss and evaluate the authors use of language; summarise the main idea drawn from one or more paragraphs; identify how language, structure and presentation can contribute to meaning; retrieve, record and present information from non-fiction; distinguish between fact and opinion; participate in discussion about both books that they have read and books that have been read to them; explain and discuss their understanding of what they have read through a range of formats.</p>					

English (Writing)	Non- Fiction - Reflection on their experience of lockdown Fiction - Monologue of Joe’s thoughts as he lives inside his bubble	Non- fiction - Write a letter to Malala Non-fiction- Autobiography Festival poem	Fiction - Diary entry from different perspectives Non-fiction – Create a fact page from DK History Book about Romans	Non- fiction- Biography about Anna Atkins Nature Poetry	Non- fiction- Speech about the environment Fiction: Description of forest	Fiction - Character description of Oliver and Fagin Write a chapter of the narrative to create a class book. Poetry about food
SPaG Phonics	<p>Revisit and Review: Revise strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /j/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3)</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg measure</p> <p>Prefixes and Suffixes: Prefixes in-, il-, im-. Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, -en, -er, -ed.</p> <p>Homophones: peace/piece, main/mane, affect/effect.</p> <p>Apostrophe: Possessive apostrophe with plural words eg girls’, boys’, babies’.</p> <p>Proof reading: Teach proof reading strategies eg Spuddy work; spelling buddies.</p> <p>Plural s and possessive s Fronted adverbials Noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun.</p>		<p>Revisit and Review: Y3 Rarer GPCs.</p> <p>Teaching rarer GPCs: From Y3/4 word list – guard, guide.</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg creature, furniture.</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian eg invention, comprehension, expression, magician.</p> <p>Prefixes and Suffixes: Prefixes: ir-, inter-, anti-. Suffixes: The suffix –ation eg sensation, preparation.</p> <p>Homophones: scene/seen, male/mail, bawl/ball.</p> <p>Apostrophe: Possessive apostrophe with singular proper nouns eg Cyprus’s population.</p> <p>Proof reading: Using a dictionary to check spellings after writing –first two or three letters.</p> <p>Plural s and possessive s Fronted adverbials Noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun.</p>		<p>Revisit and Review: Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto. Focus where needed.</p> <p>Teaching rarer GPCs: Words with the /s/ sound spelt sc (Latin in origin) eg science</p> <p>Word endings: Endings which sound like /ʒən/ -sion eg division, confusion.</p> <p>Prefixes and Suffixes: Suffixes: The suffix –ly. Teach the exceptions eg y changed to i, le ending changed to ly, ic ending changed to –ally. The suffix –ous eg poisonous, outrageous.</p> <p>Homophones: whether/weather, fair/fare, medal/meddle.</p> <p>Apostrophe: Revise contractions from Y2 and plural apostrophe rules.</p> <p>Proof reading: Check writing for mis-spelt words which are on the Y3/4 word list.</p> <p>Plural s and possessive s Fronted adverbials Noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun.</p>	
Maths	Place Value Reasoning with 4 digit numbers Addition and subtraction	Multiplication and division Discrete and continuous data	Securing multiplication facts Fractions Time	Decimals Area and perimeter	Solving measure and money problems Shape and symmetry	Position and direction Reasoning with patterns and sequences 3-D shape
Science	Science <u>Electricity</u>	Science <u>States of Matter</u> Compare and group materials together	Science <u>States of Matter</u> Water Cycle	Science <u>Living Things</u>	Science <u>Sound</u>	Science <u>Animals including Humans</u>

	<p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and name its basis 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. I can draw a circuit diagram. I can describe the function of a switch in a circuit. I can describe the difference between a conductor and insulators, giving examples of each</p> <p><u>Working scientifically</u> I know how to set up a simple enquiry to explore a scientific question.</p> <p>I know how to set up a test to compare two things.</p> <p>I know how to make a prediction with a reason.</p> <p>I know how to set up a fair test and explain why it is fair.</p>	<p>I can group materials based on their state of matter (solid, liquid, gas). I can describe how some materials can change state. I can explore how materials change state. I can measure the temperature at which materials change state.</p> <p><u>Working Scientifically</u> I know how to use equipment, including thermometers and data loggers to make measurements.</p> <p>I know how to make careful and accurate observations, including the use of standard units.</p> <p>I know how to set up a fair test and explain why it is fair.</p>	<p>I can describe the water cycle. I can explain the part played by evaporation and condensation in the water cycle.</p> <p><u>Working Scientifically</u> I know how to use diagrams, keys, bar charts and tables; using scientific language.</p> <p>I know how to gather, record, classify and present data in different ways to answer scientific questions.</p> <p>I know how to set up a fair test and explain why it is fair.</p>	<p>I can group living things in different ways.</p> <p>I can use classification keys to group, identify and name living things.</p> <p>I can create classification keys to group, identify and name living things (for others to use).</p> <p>I can describe how changes to an environment could endanger living things.</p> <p><u>Working Scientifically</u> I know how to set up a fair test and explain why it is fair.</p> <p>I know how to set up a test to compare two things.</p>	<p>I can describe how sound is made.</p> <p>I can explain how sound travels from a source to our ears.</p> <p>I can explain the place of vibration in hearing.</p> <p>I can explore the correlation between pitch and the object producing a sound.</p> <p>I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can describe what happens to a sound as it travels away from its source.</p> <p><u>Working Scientifically</u> I know how to draw conclusions and suggest improvements.</p> <p>I know how to set up a fair test and explain why it is fair.</p>	<p>I can identify and name the parts of the human digestive system.</p> <p>I can describe the functions of the organs in the human digestive system.</p> <p>I can identify and describe the different types of teeth in humans.</p> <p>I can describe the functions of different human teeth.</p> <p>I can use food chains to identify producers, predators and prey.</p> <p>I can construct food chains to identify producers, predators and prey.</p> <p><u>Working Scientifically</u> I know how to use findings to report in different ways, including oral and written explanations, presentation.</p>
<p><u>History</u> <u>Geography</u></p>	<p><u>Geography</u> <u>Where do we live?</u> I know how to find at least six cities in the UK on a map</p> <p>I know about, name and locate some of the main islands that surround the United Kingdom.</p> <p>I know the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p> <p>I know the difference between the British Isles, Great Britain and the United Kingdom.</p>	<p><u>History</u> <u>Roman Invasions</u> I know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>I know about the lives of at least two famous Romans- Claudius and Julia Caesar .</p> <p>I know why the Romans needed to build forts in this country.</p>	<p><u>History</u> <u>Romans impact on Britain</u> Rome was a very important place and many decisions were made there.</p> <p>I know about the impact that one of these periods of history had on the world.</p> <p>I know about at least three things that the Romans did for our country.</p> <p>I summarise how Britain may have learnt from other</p>	<p><u>Geography</u> <u>Villages, towns and cities</u> Revisit knowledge from autumn 1.</p> <p>I research to discover features of villages, towns and cities and appreciate the differences.</p>	<p><u>Geography</u> <u>Plan a journey</u> Revisit knowledge from autumn 1</p> <p>I know how to plan a journey from my town/ city to another place in England.</p>	<p><u>History</u> <u>Industrial Revolution</u> I research what it was like for children in a given period of history and represent my findings to an audience.</p> <p>I know how our locality today has been shaped by what happened in the past.</p> <p>I can research to find answers to specific historical questions about our locality.</p>

			countries and civilizations (historically and more recently).			
RE	Inspirational leaders from the modern world – considering Malala Yousafzai and Donald Trump	Religious leaders from contemporary world – considering Mother Teresa Look at Muslim teaching about the Prophet Muhammad (PBUH). Look at what can be learnt from the Islamic story 'The Blind Boy'	Explore Christian (Lourdes) and Muslim (Hajj) pilgrimage	Explore Jewish pilgrimage (Canaan) Look at Islamic, Christian and Jewish prayer.	Look at leaders in Judaism, Christianity and Islam. Learn about Moses.	Explore Jesus and his role in Christianity. Focus on 'The Last Supper'
Computing	Using school computers and networks effectively.	How do I use decomposition to help me write programmes?	How is data shared online?	How do I use a computer as a photographer?	I can select and use software to accomplish given goals. I can collect and present data. I can produce and upload a pod cast.	What makes an excellent multimedia story?
Art DT	Art Portraits I can show facial expressions and body language in sketches and paintings. I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement. I can experiment with the styles used by other artists.	DT Clay fort I can sculpt clay and other mouldable materials I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance.	DT Raft to escape Pompeii I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can persevere and adapt my work when my original ideas do not work.	Art Photography I can integrate my digital images into my art. I can print onto different materials using at least four colours. <u>I can show reflections in my art</u>	Art Roman Mosaics I can explain some of the features of art from historical periods – Roman Mosaics	DT Healthy Menu I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way. I can measure accurately. I can persevere and adapt my work when my original ideas do not work. I know how to be both hygienic and safe when using food.
Music	I can identify the character in a piece of music. I can explain why silence is often needed in music and explain what effect it has.	I can begin to identify the style of work of Beethoven, Mozart and Elgar.	I can improvise with repeated patterns.	I can identify and describe the different purposes of music.	I can use notation to record and interpret sequences of pitches.	I can perform a simple part rhythmically.

					I can use notation to record compositions either in a small group or on my own.	I can sing songs from memory with accurate pitch.
PE	Games - rounders	Dance – water	Gymnastics	Games - hockey	Outdoor and adventurous	Athletics
MFL -German	Spoken language I can name and describe people. I can name and describe a place. I can name and describe an object. I can have a short conversation saying 3-4 things. I can give a response using a short phrase. I am starting to speak in sentences.		Reading I can read and understand a short passage using familiar language. I can explain the main points in a short passage. I can read a passage independently. I can use a bilingual dictionary or glossary to look up new words.		Writing I can write phrases from memory. I can write 2-3 short sentences on a familiar topic. I can say what I like/dislike about a familiar topic.	
Festivals and celebrations	Rosh Hashanah (begins 29 September-1 st October) Black History Month (begins 1 October) World Space Week (begins 4 October) Sukkot (2-10 October)	Armistice/Remembrance Day (11 November) Anti-Bullying Week (begins 11 November) Road Safety Week (begins 18 November)	Chinese New Year (25 January)	Ash Wednesday (26 February) World Book Day (5 March) British Science Week begins (6 March) Easter (4 April)	Yom HaShoah (21 April) Earth Day (22 April) Ramadan (24 April-23 May) Eid ul-Fitr (24 May)	World Environment Day (5 June) Anniversary of D-Day (6 June)
Whole Academy events	Parent talks Parents evening	Christmas Production Theatre visit Christmas Dinner Road safety Week	Chinese new year Parents evening	Mother’s day dinner World Book day Sports relief	St Georges day Sheffield Book awards	Sheffield Book awards continued Father’s day dinner Summer celebration - TBC Sports day