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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Art** | **Topic:** Drawing- Portraits  **Knowledge:** Know about some great artists  Understand basic facial proportions  Art vocabulary  **Skills:** Explore mark making using a range of medium (pencil, charcoal, pen)  Explain what he/she likes and dislikes about their work. | **Topic:** Sculpture- Egyptian artefacts  **Knowledge:** Egyptian culture  Technical terms  **Skills:** Collect ideas and develop a plan (3D work)  Roll and shape clay to recreate simple form | **Topic:** Collage-Based on Shh! By Chris Haughton  **Knowledge:**  Warm and cold colours  How colours affect mood and atmosphere  Art vocabulary  **Skills:** Tear, cut and apply paper  Overlap and layer | **Topic:** Painting-Stone Age cave painting  **Knowledge:**  know about cave art (techniques, style and materials used)  Apply knowledge of warm/cool colours  **Skills:** Experiment with different materials to create a range of effects.  Use watercolour paint  Apply a colour wash | | **Topic:** Mixed media - Kandinsky link  **Knowledge:** Know about key artists and their work.  Understand that some colours are contrasting and effect  Understand how to simplify drawings and create abstract images.  **Skills:** Apply colour blocks/lines using ready mix paint  Select colours for effect  Create a simple composition | |
| **Computing** | [**Connecting Computers**](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers)  Device: n/a  Programme/app: n/a  Project: n/a | [**Desktop Publishing**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing)  Device: PCs  Programme/app: Microsoft PowerPoint  Project: Children allowed to choose the topic | [**Branching Databases**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases)  Device: PCs  Programme/app: [www.j2e.com](http://www.j2e.com/)  Project: Dinosaurs & Minibeasts & Own choice | [**Sequencing Sounds**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music)  Device: PCs  Programme/app: Scratch  Project: n/a | | [**Stop Frame Animation**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation)  Device: iPads  Programme/app: iMotion app  Project: Romans (link to Year 4 learning) | [**Events and Actions in Programming**](https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions)  Device: PCs  Programme/app: Scratch |
| **Computing (Project Evolve)** | Privacy & Security | Online Bullying | Health, Wellbeing and Lifestyle | Online relationships & online reputation | | Copywrite and Ownership | Managing Information Online |
| **DT** | **Topic:** Packaging  **Knowledge:** Making packaging for Egyptian artefacts.  **Skills:** planning for a purpose, designing, measuring, cutting and joining. | | **Topic:** Photo Frames  **Knowledge:** Designing and making a product for a chosen user  **Skills:** measuring, sawing, sanding and joining, problem solving, evaluating. | | | **Topic:** Healthy eating  **Knowledge**: Designing and making sandwiches  **Skills**: Planning a healthy lunch, spreading, cutting, slicing, and grating. | |
| **English** | **Topic:** Place value of Grammar  **Class Reader:** The Hodgehog | **Topic:** Instructions- How to look after a animals  **Purpose:** To explain (instruct)  **Audience:** Year 2  **Register:** expert voice (formal)  **Topic:** Supertato (Picture book)  **Purpose:** To entertain (Understanding story plot)  **Audience:** Year 3 children (our class)  **Register:** Authorial style copying style of Sue Hendra  **Topic:** Poerty  **Purpose**: To entertian (speaking and listening)  **Class Reader:** Flat Stanley by Jeff Brown | **Topic:**  Egyptian Adventure story  **Purpose:** To enterain (Speech + plot)  **Audience:** Year 3 another class  **Register:** Authorial style  **Topic:** Recount: Stone Age Trip or workshop  **Purpose:** To recount  **Audience:** Yourself  **Register:** Informal  **Class Reader:** Stone Age Boy by Satosri Kitamura | **Topic:** Brochure: Persuade you to come to Craneswater  **Purpose:** To persuade  **Audience:** Year 2  **Register:** Informal chatty  **Topic:** Journey  Purpose to entertain (settings)  **Audience:** Year 2 (old school)  **Register:** Authorial styles  **Class Rader:**  Wolves by Emily Gravett | | **Topic:** Dragons Non-Chron Report  **Purpose:** to inform  **Audience:** Year 3  **Register:** Formal, scientific  **Class Reader:** Twelfth Night by William Shakespeare | **Topic:** How it works Explanation  **Purpose:** To explain  **Audience:** Year 3 Pupils  **Register:** Informal  **Topic:** Pirate Story  **Purpose:** To entertain (Speech + Characterisation and plot)  **Audience:** Year 3  **Register:** Authorial Style (Pirate voices)  **Class Reader:** Cool by Michael Morpurgo |
| **French** | Phonics 1  **Knowledge:**  Learn key French sounds | **Topic:**  I’m Learning French  **Knowledge:**  Learn key French sounds  Learn key information about France  Learn basic greetings  Ist person verb (to be called)  Numbers 1-10  Learn some colours  **Skills:**  Ask and answer simple questions  Read short phrases | **Topic:**  Animals  **Knowledge:**  Names of animals  Gender & articles  1st person (to be)  **Skills:**  Ask and answer simple questions  Read short phrases | **Topic:**  Musical Instruments  **Knowledge:**  Names of instruments  Gender & articles  1st person (to play)  **Skills:**  Ask and answer simple questions  Read short phrases  Write short phrases | | **Topic:**  I am able to  **Knowledge:**  Common activities  1st person (to be able)  **Skills:**  Ask and answer simple questions  Create a short spoken passage  Read short phrases  Write short phrases | **Topic**:  Ice Cream  **Knowledge:**  Negative  Gender & articles  1st person (to like)  **Skills:**  Ask and answer simple questions  Giving opinions  Read short phrases  Write short phrases |
| **Geography** | **Topic:** - Getting to know our school  **Knowledge**: The local area - around school  The layout of the school  Introduction to how maps are used  **Skills:** Using the points of a compass  Creating a map  Sketching and adding symbols | |  | | | **Location study: Southsea**  **Southsea/Countryside**  **Knowledge-** Children comparing city life to countryside ( a region in the UK - Southsea- local area)  Learn about where we are in Portsmouth, other areas of our city.  Local area- beach/ urban area  Understand how physical features are impacted by the weather and other processes. Looking at erosion and then linking to land use in Southsea (human geography)  **Skills-** Use 4-figure grid references for OS map (Portsmouth)  Sketching maps and using their own symbols.  Fieldwork to observe- Southsea walk | |
| **History** | **Topic:** Egyptians  **Knowledge:** An understanding of where and when Ancient Egypt was  When the civilisation and events took place  Daily life, mummification and the afterlife  **Skills:** Chronology  Historical enquiry  **Trips/enrichment opportunities:** Egyptian museum | | **Topic:** Stone Age to Iron Age  **Knowledge:** An understanding of when this period of history happened  What life was like  Hunter gathering and the change to farming  Stone Age communities  Stonehenge & Maiden Castle  **Skills:** Chronology  Continuity and change  Historical enquiry  Interpretations of the past  **Trips/enrichment opportunities:** Stone Age day, Hooke Court | | |  | |
| **Maths**  (Fluency, problem solving and reasoning included in all topics) | **Place Value**  Represent, partition and compare numbers up to 1,000  Understand hundreds, tens and ones  Find 1, 10 or 100 more or less  Number line to 1,000  Count in 50s    **Addition and Subtraction**  Add and subtract across a boundary  Make connections  Use written methods to add and subtract numbers with 3 digits, including those with an exchange  Know complements to 100    **Multiplication and Division**  Make equal groups  Sharing and grouping  Multiply and divide by 3  Multiply and divide by 4  Multiply and divide by 8  The 2, 4 and 8 times-tables | | **Multiplication and Division**  Multiples of 10  Multiply 2-digit numbers using the grid method  Divide a 2-digit number by a 1-digit number  Understand remainders  Scale up and down    **Length & Perimeter**  Measure in mm, cm and m  Understand equivalent lengths  Compare lengths  Add and subtract lengths  Understand and calculate perimeter    **Fractions**  Understand unit and non-unit fractions  Compare and order unit and no unit fractions  Understand the whole  Fractions on a number line  Understand simple equivalences    **Mass and capacity**  Measure mass in grams and kilograms  Equivalent masses and capacities  Compare mass, capacity and volume  Add and subtract mass and capacities  Measure capacity and volume in litres and millilitres | | | **Fractions**  Add and subtract fractions  Unit and non-unit fractions of a set of objects  Find fractions of amounts    **Money**  Pounds and pence  Convert pounds and pence  Add and subtract money  Find change    **Shape**  Right angles  Compare angles  Measure and draw accurately  Parallel and perpendicular  Recognise and describe 2-D shapes  Recognise and describe 3-D shapes    **Statistics**  Interpret and draw pictograms  Interpret and draw bar charts  Collect and represent data  Two-way tables    **Time**  Tell the time to the minute  Read time on a digital clock  Use am and pm  Find durations | |
| **Music** | **Topic**: Ballads  **Knowledge and skills:** understand features and traditions of different genres, use musical vocabulary to discuss timbre and dynamics, compose a piece of music in a given style.  **Cross curricular link:** English (story structures) | **Topic:** Developing singing technique  **Knowledge and skills:** ensemble singing, recognise simple notation, perform rhythms accurately and make suggestions for improving performances.  **Theme:** The Vikings (History) | **Topic:** Easter production (performance)  **Knowledge and skills:** ensemble singing with increasing confidence, understand the religious meanings behind the songs  **Cross curricular link:** RE | | | **Topic:** Pentatonic melodies (composition)  **Knowledge and skills:** learn about the music used to celebrate the Chinese New Year, play a pentatonic melody, write and perform a group composition  **Theme:** Chinese New Year | **Topic:** Traditional instruments and improvisation  **Knowledge and skills:** explore music from different genres, play the correct notes of the rag, improvise along to a drone, read from musical notation.  **Theme:** India |
| **RE** | **Concept:** Belonging  **Knowledge:** Buddhism  Sangha Day  Beliefs, religious figures, festivals  **Big picture:**  Different religions  Learn Buddhism beliefs | **Concept:** Special  **Knowledge:**  Christianity/ Buddhism places of worship  Religious practices, beliefs  **Big picture:** Different religionsLearn Christian beliefs and compare with Buddhism | **Concept:** Love  **Knowledge:** Christianity- crucifixion  Religious figures, practices  **Big picture:**  Different religions  Quiz about Christianity to discuss what the children remember about the religion | | | **Concept:** Festivals  **Knowledge:**  Buddhism  Wesak (Buddha Day)  Religious practices, beliefs  **Big picture:** Different religions Quiz about Buddhism to discuss what the children remember about the religion | **Concept:**  Beliefs  **Knowledge:**  Humanism  Beliefs  **Big picture:** Different religions Compare differences between Buddhist, Christian and Humanist beliefs |
| **PE** | Seated volleyball, bean bag curling and fitness circuits | Dance- Egyptians | Gymnastics- balance | Dodgeball/spikeball/  PE shed games | | Tag rugby | Rounders |
| Playground games, Daily Mile intro and throwing and catching skills | Endball | handball | cricket | | Sports Day/Athletics | Tennis |
| **PSHE** | **Topic:**  Vision and values  **Knowledge:**  Rules and Routines  Health and safety  Mental Health and wellbeing  Growth Mindset  **Skills:**  Active listening  Setting goals  Learning from experience  Resilience  **Topic:**  Being a good friend  **Knowledge:**  Understanding what makes a good friend  Understanding how to work co-operatively  **Skills:**  Communication  Empathy  Team work | **Topic:**  Anti-Bullying – What is bullying  **Knowledge:**  Learn about the value of friendships.  Learn about the challenges that friendships can face  Learn how to respond to bullying and hurtful behaviour  **Skills:**  Empathy  Active listening  Making decisions | **Topic:**  Healthy Minds  **Knowledge**  Know about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good  Know about ways of expressing feelings and emotions and why this is important  Know about the impact of different life changes, and strategies for dealing with grief  Know about managing feelings and emotions in different situations; about getting help, advice and support with feelings and emotions  Learn about the things that will help us to fall asleep and get a good night’s sleep.  **Skills:**  Self-regulation  Communication  Empathy | | | **Topic:**  Living in the UK  **Knowledge:**  Understand that we are all different  Celebrate differences and diversity of those living in the UK – disability, race and ethnicity, religion, different families, gender  Explore my role within the community  Understand decision making within the community  **Skills:**  Empathy  Recognise and learn from others’ experiences  Evaluating social norms | |
| **Science** | **Topic:** Animals including humans  **Knowledge:**  • 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  **Skills:** All working scientifically skills with a focus on **asking questions and making predictions** | **Topic:** Rocks  **Knowledge:**  • 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  **Skills:** All working scientifically skills with a focus on **asking questions and recording data** | **Topic:** Plants  **Knowledge:**  • 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  **Skills:** All working scientifically skills with a focus on **setting up tests, interpreting and communicating results, and evaluating** | | **Topic:** Forces and Magnets  **Knowledge:**  • compare how things move on different surfaces  • notice that some forces need contact between 2 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 2 poles and predict whether 2 magnets will attract or repel each other  **Skills:** All working scientifically skills with a focus on **making predictions and observing and measuring** | | **Topic:** Light  **Knowledge:**  • 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 an opaque object  • find patterns in the way that the size of shadows change  **Skills:** All working scientifically skills with a focus on **making predictions and observing and measuring** |