

Subject	Learning Hook	Context	Prior Learning
History	<ul style="list-style-type: none"> Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically 	<p><u>Local History Study: The Staffordshire Hoard</u></p> <p>In this unit, the children will continue with follow on from their work on the Anglo-Saxons by studying the Anglo-Saxon Hoard that was discovered in Staffordshire. They will explore the artefacts found and ask questions about regarding the purpose of each item.</p>	Understanding of chronology – The Anglo-Saxons, The Romans, The Vikings, The Stone Age
Science	<ul style="list-style-type: none"> Investigate light and seeing Investigate living things Work scientifically 	<p><u>Environmental study, animals and food chains: Human impact/ Who am I? (Biology)</u></p> <p>In this module children will further develop the understanding of keys they gained in the Year 3 rocks module, using them to identify animals from a range of habitats. They will also construct keys, learning to ask yes/no questions about characteristic differences between the animals. They will learn about pond and seashore animals and common land invertebrates through images and first-hand experience.</p> <p><u>Light: Can you see me? (Physics)</u></p> <p>In this module children start their formal look at light, and whilst they will have some prior experience at home, this has not been covered in school before. They will learn about how we see objects, the ways in which different objects reflect different amounts of light and how these ideas can be applied to staying safe at night.</p>	Habitats (KS1) Plastic pollution Senses (KS1) Rocks (Year 3)
Geography	<ul style="list-style-type: none"> Communicate geographically Investigate places 	<p><u>Rivers</u></p> <p>In this unit, the children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world.</p>	Around the World (Y3/4) Science: Materials (Water cycle) (Year 3/4)
Design and Technology	<ul style="list-style-type: none"> Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history 	<p><u>Edible Garden</u></p> <p>This unit provides an opportunity for children to learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. The lessons take into account the appropriate safety and hygiene rules.</p>	Food hygiene Dips and Dippers (Y2/4) Bread making (Y3/4)
Art and	<ul style="list-style-type: none"> Develop ideas 	<p><u>Van Gogh</u></p>	Describe the work of notable artists,

Design	<ul style="list-style-type: none"> • Master techniques • Take inspiration from the greats 	<p>In this unit, we will explore the work of Van Gogh. We will identify the features of his work and use this to inform our own creations. We will develop our use of water pastels to create mood and texture in our work.</p>	artisans and designers e.g. Banksy, Salvador Dali, Andy Warhol (Y5/6), Mackintosh
Religious Education	<ul style="list-style-type: none"> • Understand beliefs and teachings • Understand practices and lifestyles • Understand how beliefs are conveyed • Reflect • Understand values 	<p>The children will have the opportunity to discuss and explore the follow questions in detail:</p> <p><u>Could Jesus really heal people? (Christianity)</u> <u>What is 'good' about Good Friday? (Christianity)</u></p>	The Nativity Story
Languages	<ul style="list-style-type: none"> • Read fluently • Write imaginatively • Speak confidently 	<p><u>Les Vetements (clothes)</u></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name 20 items of clothing • Consolidate vocabulary • Introduction of the verb porter (I wear) • Communicate in French about clothing 	Continue applying the knowledge, skills and understanding of the language covered. Basic role play vocabulary.
Physical Education	<ul style="list-style-type: none"> • Develop practical skills in order to participate, compete and lead a healthy lifestyle 	Swimming Striking and Fielding Alternative sports	Gymnastics (Y3/4) Dance (Y3/4) Striking and Fielding (Y3/4) Alternative sports (Y3/4)
Music	<ul style="list-style-type: none"> • Perform • Describe • Transcribe 	<p><u>Ukuele</u></p> <ul style="list-style-type: none"> • Dynamics with strumming • Rhythm • TAB • Composition 	Perform (Ukulele) Describe Transcribe Compose
Computing	<ul style="list-style-type: none"> • Code • Communicate • Connect 	<p><u>Turtle and Scratch</u></p> <p>This Programming Turtle Logo and Scratch unit will teach your class to create and debug algorithms. Following on from the earlier Year 2 unit on Preparing for Turtle Logo, the children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks.</p>	Coding (Scratch) Internet Legends Online Safety (Year 2)

		<p><u>Online Safety</u></p> <p>In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety</p>	
Maths	<ul style="list-style-type: none"> • Multiply and divide • Use statistics • Use measures • Understand the properties of shape • Use fractions 	A range of contexts	Multiply and divide Use statistics Use measures Understand the properties of shape Use fractions.
English	<ul style="list-style-type: none"> • Understand texts • Transcribe • Compose • Analyse • Present 	<p><u>The Most Incredible Sport</u></p> <p>Have you ever heard of bossaball, joggling or disc golf? Welcome to the exciting world of incredible sports!</p> <p>This interactive eBook includes pop-up fact boxes, animation, videos and supplementary text to engage children and support learning.</p> <p><u>The Spiderwick Chronicles</u></p> <p>Three ordinary kids, Jared, Simon, and Mallory Grace, have entered another world – without leaving this one! Two remarkable talents, New York Times best-sellers Tony DiTerlizzi and Holly Black, have risked everything to bring this remarkable account to light. The Spiderwick Chronicles! The truth lies within!</p> <p><u>Shape Poetry</u></p> <p>There are two poetry collections per year throughout Key Stage 2. In the third term of Year 3, the poets covered are Roger McGough and James Carter.</p>	Understand texts Transcribe Compose Analyse Present
PSHE	<ul style="list-style-type: none"> • Internet safety and harms • Physical health and fitness 	<p><u>Aiming High (Year 3)</u></p> <p>In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will identify ways of applying growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. In doing this we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and</p>	Online Safety (Year 2) It's My Body (Year 2)

long-term goals.

It's My Body (Year 3)

This unit explores the choices children can make about looking after their bodies. the lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.