

	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>English</b>	<p>Hansel and Gretel by Anthony Browne</p> <p>Writing narratives - familiar stories</p> <p>Writing about real events - Non Chronological Text - The Tudors</p> <p>The Tin Forest by Helen Ward</p> <p>Writing Poetry - jungle of dreams</p> <p>Writing narratives - stories set in imaginative worlds</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Describe a setting - Pompeii</p> <p>Non-fiction Text - Leaflet - Come to Pompeii</p> <p>The Rainbow Bear by Michael Morpurgo</p> <p>Writing about personal experiences - Diaries - Polar Bear</p> <p>Writing poetry - Theme - I am what I am</p>	<p>Cinderella of the Nile by Beverly Naidoo</p> <p>Describe a character - villain - Three Sisters</p> <p>Writing for different purposes - Instructions - how to make a mummy</p> <p>The Hunter by Paul Geraghty</p> <p>Stories from other cultures</p> <p>Writing poetry - Theme - Animals</p>	<p>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury</p> <p>Writing narratives - familiar stories</p> <p>Writing about real events - Non Chronological Text (WW2)</p> <p>The Lion and the Unicorn by Shirley Hughes</p> <p>Describe a setting</p> <p>Writing poetry - Haikus/Cinquains War poems</p>	<p>Journey by Aaron Becker</p> <p>Writing narratives - stories set in imaginative worlds</p> <p>Writing about personal experiences - letters and postcards - from a new world</p> <p>The Iron Man by Ted Hughes</p> <p>Describe a character - villain - Space Bat Angel</p> <p>Writing poetry- What Am I? - mystery machines - similes</p>	<p>Arthur and the Golden Rope by Joe Todd Stanton</p> <p>Describe a character - hero - Arthur</p> <p>Narrative - Myths and Legends</p> <p>The Promise by Nicola Davies</p> <p>Non-fiction Text - explanation - how do plants grow?</p> <p>Writing poetry - Concrete Poems - Plants and Trees</p>
<b>Maths</b>	<p>Number Place Value Addition &amp; Subtraction</p>	<p>Multiplication &amp; Division Fractions &amp; Decimals Measurement</p>	<p>Geometry Statistics Consolidation Recap and review</p>	<p>Number Place Value Addition &amp; Subtraction</p>	<p>Multiplication &amp; Division Fractions &amp; Decimals Measurement</p>	<p>Geometry Statistics Consolidation Recap and review</p>
<b>Science</b>	<p><b>Light Year 3</b></p> <p>Light and Shadow</p> <p><b>Rocks</b></p> <p>Rocks, Fossils and Soils</p>	<p><b>Animals including Humans Year 2</b></p> <p><b>Plants</b></p> <p>How plants grow/growing plants</p>	<p><b>Sounds</b></p> <p>Changing sound</p> <p><b>Living Things and their Habitats Year 2 and 3</b></p>	<p><b>Uses of everyday materials</b></p> <p>Exploring everyday materials</p> <p><b>Animals including Humans</b></p> <p>Y3 Health and Movement</p>	<p><b>Electricity</b></p> <p><b>Forces and Magnets</b></p>	<p><b>Plants</b></p> <p>Y3 - reproduction</p> <p><b>States of matter</b></p>
<b>Computing</b>	<p><b>E-Safety</b> Online Safety</p> <p><b>Computer Systems/Networks</b> IT around us.</p>	<p><b>Creating Media</b> Digital Photography</p> <p><b>Programming A</b> Robot Algorithms</p>	<p><b>Data and Information</b> Pictograms</p> <p><b>Programming B</b> Programming Quizzes</p>	<p><b>E-Safety</b> Online Safety</p> <p><b>Computer Systems/Networks</b> Connecting Computers</p>	<p><b>Creating Media</b> Stop Frame Animation</p> <p><b>Data and Information</b> Branching Databases</p>	<p><b>Creating Media</b> Desktop Publishing</p> <p><b>Programming B</b> Events and actions in programs.</p>

<b>History</b>	<b>Local History Study</b> Tudors - with a local focus	<b>Roman Empire and it's impact on Britain</b> Roman Empire	<b>Early Civilisations</b> Ancient Egypt	<b>British Historical Theme beyond 1066</b> Remembrance/WWII	<b>Local History Study</b> Local History	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b> Vikings
<b>Geography</b>	<b>Place Knowledge</b> UK and Italy (European contrast)	<b>Locational Knowledge</b> Continents and 5 oceans	<b>Geographical Skills &amp; Fieldwork</b> Locality - Village (land use)	<b>Locational Knowledge</b> Equator, N/S Hemisphere Madagascar	<b>Place Knowledge</b> UK and Scotland within the UK	<b>Human and Physical - Settlements</b> Viking Settlements
<b>Art and Design</b>	<b>Gestural Drawing with Charcoal</b>	<b>Cloth, Thread, Paint</b>	<b>The Art of Display</b>	<b>Storytelling Through Drawing</b>	<b>Exploring Pattern</b>	<b>Sculpture, Structure, Inventiveness &amp; Determination</b>
<b>Design and Technology</b>	<b>Mechanisms</b> Levers & Linkages (Moving History book)	<b>Cooking &amp; Nutrition</b> Healthy & Varied Diet (Sandwiches, Wraps, Toasties)	<b>Structures</b> Shell Structures (Packaging for Egyptian treasures)	<b>Textiles</b> 2D Shape to 3D Product (Beach bag)	<b>Cooking &amp; Nutrition</b> Healthy & Varied Diet (including cooking & nutrition requirements for KS1 &2) (Sea Food-Fish Dish)	<b>Mechanisms</b> Pneumatics (Mighty Mascots)
<b>Religious Education (Shropshire Agreed Syllabus)</b>	1.6 Who is a Muslim and how do they live? (Part 1) 1.3 Why does Christmas matter to Christians? Hanukkah Christmas	1.6 Who is a Muslim and how do they live? (Part 2) 1.5 Why does Easter matter to Christians? Ramadan Easter	L2.10 How do Festivals and Family Life show what matters to Jewish People? L2.8 What does it mean to be a Hindu in Britain today? (Dharma)	1.4 What is the 'good news' Christians believe Jesus brings? L2.2 What is it like for someone to follow God? Christmas	L2.9 How do Festivals and worship show what matters to a Muslim? 1.8 What makes some places sacred to believers? (C, M) Eid ul-Fitr Easter	L2.4 What kind of world did Jesus want? L2.12 How and why do people try to make the world a better place? (C, M/J, NR) Divali
<b>Physical Education</b>	Swimming Gymnastics	Dance Badminton	Cricket Athletics	Swimming Hockey	Dance Alternative Sports	Athletics Football
<b>Music</b>	Grimm Tales Christmas Melodies	Space Odysseys Performing Accurately	Walk Like an Egyptian Celebration Songs	Swing Music Carnival of the Animals	Folk Songs Sea Melodies	Vikings Attack Celebration Songs
<b>French</b>	Phonetics	Animals	Little Red Riding Hood	Phonetics	The Tudors	At the café

	I am learning French	Musical Instruments	I can	Presenting myself	Family	The Classroom
PSHE/RSE	Keeping/Staying Healthy  Fire Safety  NSPCC PANTS	Being Responsible  Feelings and Emotions	Relationships/Growing and Changing  Our World	Keeping/Staying Safe  NSPCC PANTS  Feelings and Emotions	Computer Safety  Hazard Watch	Relationships/Growing and Changing  A World Without Judgement

	Alternate Cycle		
	Autumn	Spring	Summer
English	<b>Little Red Riding Hood</b>  <b>Revoltng Rhymes</b> <b>By Roald Dahl</b>  Writing narratives - familiar stories  Writing about real events - Non Chronological Text - The Tudors  <b>Lob</b> <b>by Linda Newberry</b>  Writing Poetry - imaginary friends  Writing narratives - stories with imaginary characters	Stories from other cultures  <b>Tales from India</b> <b>By Bali Rai</b>  Describe a setting -  Non-fiction Text - Leaflet  Writing poetry - Theme - I am what I am  Writing for different purposes - Instructions - soup recipes	<b>Coming to England</b> <b>By Floella Benjamin</b>  Writing about personal experiences - Diaries  Describing settings - comparison  <b>Madeline</b> <b>By Ludwig Bemelmans</b>  <b>A Walk in Paris</b> <b>By Salvatore Rubbino</b>  Writing poetry - Theme - cities  Adventure Story - Lost in Paris
Maths	Number Place Value Addition & Subtraction	Multiplication & Division Fractions & Decimals Measurement	Geometry Statistics Consolidation Recap and review
Science	<b>Light Year 3</b>  Light and Shadow  <b>Rocks</b>  Rocks, Fossils and Soils	<b>Animals including Humans</b> <b>Year 2</b>  <b>Plants</b>  How plants grow/growing plants	<b>Sounds</b>  Changing sound

			<b>Living Things and their Habitats Year 2 and 3</b>
<b>Computing</b>	Computing systems and networks - IT around us  Creating media - Stop Frame Animation	Programming - Robot algorithms  Data and information - Branching databases	Creating media - Digital music  Programming - Events and actions in programs
<b>History</b>	<b>Stone Age to Iron Age</b>  Skara Brae	<b>Early Civilisations</b>  The Indus Empire	<b>UK after 1066</b>  The British Empire
<b>Geography</b>	<b>Locational Knowledge</b>  Continents and 5 oceans - Pacific Ocean	<b>Geographical Skills &amp; Fieldwork</b>  Locality - Village (land use)	<b>Place Knowledge</b>  France and comparison to the UK
<b>Art and Design</b>	<b>Working with Shape and Colour</b>  "Painting with Scissors": Collage and stencil in response to looking at artwork.	<b>Exploring the World Through Mono Print</b>  Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	<b>Telling Stories Through Drawing &amp; Making</b>  Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film
<b>Design and Technology</b>	<b>Mechanisms</b>  Levers & Linkages  (Moving History book)	<b>Cooking &amp; Nutrition</b>  Healthy & Varied Diet  (Soups)	<b>Structures</b>  Shell Structures  (Packaging for Egyptian treasures)
<b>Religious Education (Shropshire Agreed Syllabus)</b>	1.6 Who is a Muslim and how do they live? (Part 1)  1.3 Why does Christmas matter to Christians?  Hanukkah Christmas	1.6 Who is a Muslim and how do they live? (Part 2)  1.5 Why does Easter matter to Christians?  Ramadan Easter	L2.10 How do Festivals and Family Life show what matters to Jewish People?  L2.8 What does it mean to be a Hindu in Britain today? (Dharma)

Physical Education	Tag Rugby Gymnastics	Dance Swimming	Cricket Athletics
Music	Grimm Tales Christmas Melodies	Space Odysseys Performing Accurately	Walk Like an Egyptian Celebration Songs
French	Phonetics I am learning French	Animals Musical Instruments	Little Red Riding Hood I can
PSHE/RSE	Keeping/Staying Healthy Fire Safety NSPCC PANTS	Being Responsible Feelings and Emotions	Relationships/Growing and Changing Our World

#### Computing (objectives to be taught across the curriculum)

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
  - use sequence, selection, and repetition in programs; work with variables and various forms of input and output
  - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
  - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
  - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.