



	Autumn		Spring		Summer	
Creative Topic	<i>How has life changed since the Stone Age?</i>	<i>How was the life of a Victorian child different to ours?</i>	<i>What was the impact of the Roman Empire on Britain?</i>	<i>What would it be like to live in Italy today?</i>	<i>Why are Rainforests important?</i>	<i>Should we treat the sea with caution or curiosity?</i>
English Genres	Instructional writing Narrative Letter Writing Texts: Stone Age Boy How to Wash a Woolly Mammoth Stig of the Dump Boy with the Bronze Axe	Diary Non-fiction Narrative - Descriptive writing Texts: A Christmas Carol – Usborne Young Readers Oliver You Wouldn't Want to be a Victorian Child.	Persuasive Writing Recounts Narrative about Boudicca Texts: You wouldn't want to be a Roman Gladiator Meet the Romans	Narrative based on Escape from Pompeii Information texts Texts: Escape from Pompeii Non-fiction texts	Information page Recount Narrative (talk 4 writing) Poetry Texts: The Great Kapok Tree	Explanation Diary writing Narrative Texts: The Tempest
Spellings	Main focus is on the Year 3 and 4 word list from the National Curriculum.		i sound spelt y and the u sound spelt ou. Prefixes focus: in, un, dis, il, im and mis		Prefix focus: im, ir, sub, inter, super, anti and auto. Suffix focus: ation, ly, ation and ative.	
Maths Links	Place Value: Recognise the place value of each digit in a three digit number (hundreds, tens, ones) Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers to 1000 in numerals and words. Addition and subtraction: Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	Multiplication and division: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers. Geometry: Draw 2-D and make 3 – D shapes. Classify and describe shapes based on their properties. Time: Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	Fractions: Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Statistics: Present data using bar charts, pictograms and tables.	Statistics: Interpret data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. Measures: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Addition and subtraction: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Present problems from a range of perspectives to deepen knowledge – pictorial, abstract, concrete. Multiplication and division: Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Present problems from a range of perspectives to deepen knowledge – pictorial, abstract, concrete.	Fractions: Solve a range of problems applying the skills covered previously in the year. Measures: Solve a range of problems applying the skills covered previously in the year. Geometry: Solve a range of problems applying the skills covered previously in the year. Statistics: Solve a range of problems applying the skills covered previously in the year.
Science	Rocks Pupils will group together different rocks on the basis of their appearance. They will consider how fossils are formed and will recognise	Light Pupils will investigate how light travels and the importance of protecting our eyes and sun safety. Pupils will also investigate	Forces and Magnets Pupils will investigate how materials move on different surfaces. They will also observe how magnets repel and attract.		Plants Pupils will explore the functions of different parts of a flowering plant. They will also consider the life cycle of a flowering plant including pollination, seed formation and	Animals including humans Pupils will identify the key functions of a skeleton and recognise how different animals have differing skeletons. Pupils will also discuss the



	that soils are made from organic matter.	reflective surfaces and the best materials for a safe book bag.		dispersal	importance of eating the right types and amounts of food for nutrition.	
Computing	Pupils will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Begin to explore the application of Learnpads across the curriculum	During the Autumn term, pupils will develop their word processing skills. Pupils open and save in the correct folder. In addition to this, pupils will insert images and manipulate images and text boxes.	Pupils will design, write and debug programs that accomplish specific goals, including controlling or simulating visual systems using Scratch. Pupils will also break problems into smaller steps. In doing this, pupils will create their own computer game related to their Exploring Everest topic.	Pupils will recognise how computer networks, including the internet, provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	Pupils will deepen their understanding of using technology for research.	
History	Pupils will deepen their understanding of chronology by using key vocabulary associated with the passing of time. Pupils will learn about the changes in Britain from the Stone Age to the Iron Age including key information about Neolithic hunter gatherers and early farmers. Pupils will also learn about advances in technology and travel.	Pupils will take on the role of historians. Using a range of resources, including the 'old school,' maps and school records pupils will draw conclusions about the past. Pupils will learn about life during the reign of Queen Victoria making clear links to their learning in Year 2.	Pupil will be taught about the Roman empire and its impact on Britain and how this extended to Europe. Pupils will also learn about Boudicca's rebellion.	Geography focus this half term	Geography focus this half term.	In learning about the Titanic, pupils will describe where the people and events studied fit in with a chronological framework and identify similarities and differences between ways of life in different periods
Geography	History focus this half term.	History focus this half term.	History focus this half term.	Using the text Escape from Pompeii, pupils will learn about the fateful day that Mt Vesuvius erupted and consider the human geography of volcanic regions. Pupils will further deepen their understanding of the human and physical geography of modern Europe with a key focus on Italy. Pupils will make comparisons between England and Italy.	Pupils will compare Bersted Brooks to a rainforest. Pupils will look at rainforests and what they provide to the plants and animals that live there. Pupils will use atlases to discover where rainforests are located They will also consider how the temperature and climate affect where rainforests are positioned.	Pupils will use the internet maps, globes, atlases and digital/ computer mapping to locate counties and key features using four figure grid references. Pupils will discuss and understand the social and emotional effects of disasters at sea. Through their visit to the RNLI, pupil will use aerial photographs to recognise landmarks and basic human and physical features
RE	What do Christians learn from the creation story? Pupils know that Christians believe that although God made the world the Bible tells in	What is the Trinity? Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who	What kind of world did Jesus want? Pupils will know that Christians believe that through his teachings Jesus challenges everyone about	Why do Christians call the day Jesus died Good Friday? Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his	How does a Muslim show their submission and obedience to Allah? Talk respectfully with my group about who is important to us, and	Why do Muslims call Muhammad the 'Seal' of the Prophets'? Talk respectfully about important messages I, and others, think the world should hear



	<p>Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short. Pupils understand that many Christians believe they are asked to be stewards or caretakers of God’s creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. They know that some people don’t believe that God made the world.</p>	<p>saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. Pupils can describe a Christian Baptism (child and adult) including the terminology of ‘in the name of the father, the son and the Holy spirit’</p>	<p>the way they live. Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man’s neighbour). They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.</p>	<p>death and resurrection. Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday They know that for some Christians today standing up for your faith can risk ridicule and even persecution.</p>	<p>who we believe we should obey Link people who are important to me, and others, with how I think and behave Say what the adhan or prayer call means and what it tells a Muslim to do Ask respectful questions about what happens to Muslims when they hear the prayer call Talk about how Muslims believe in one God and say prayers like other religious people compare some of the things that influence me with how a Muslim par-ent wants Allah to be ‘first’ in their baby’s life Describe what a Muslim might learn from the story of Bilal and the first call to prayer Make links between Bilal’s life and his understanding of the meaning of submission to Muslims</p>	<p>Say what a ‘seal’ is for and what Muslims mean by the ‘seal of the prophets’ Ask questions about the purpose of life, including some to ask a Muslim, and suggest answers – my own and some possible Muslim answers Tell a story about Muhammad and say some things Muslims believe about him describe what Muslims might learn from a story about Muhammad’s life compare how someone I admire influences me with why Muhammad might influence a Muslim Ask questions about how I and others make moral decisions, and suggest how a Muslim might make choices</p>
Art/DT	<p>Using a range of natural materials, pupils will explore the different colours they can make to create their own piece of Stone Age artwork. In cooking their own Stone Age Stew, pupils will learn that food has to be grown, farmed or caught.</p>	<p>Pupils will study the Victorian artist William Morris deepening their understanding of printing. Pupils will study the engineering feats of Isambard Kingdom Brunel. Pupils will plan, create and evaluate their own bridges.</p>	<p>Pupils will design and create their own Roman mosaic using their mathematical understanding of symmetry. Pupils will create a Roman shield in preparation for a Roman invasion. In DT, pupils will Investigate pizzas and popular toppings in preparation creating their own pizzas for running an Italian café for their parents and carers.</p>	<p>Pupils will create their own interpretation of a rainforest scene in the style of Henry Rousseau’s Tropical Storm. In doing so, pupils will develop their painting skills using water paints to mix and blend a range of colours.</p>	<p>Linked to PSHE, pupils complete an enterprise project. Pupils will create and evaluate a product to sell at the school’s Summer Fayre.</p>	
Music	<p>Due to COVID – 19, the overview has been adapted and may change. Pupils will study the composer Mozart. Pupils will play and perform a solo or ensemble with confidence.</p>		<p>Pupils will explore the work of Vangelis with a key focus on chariots of Fire. Pupils will deepen their understanding of musical notations including crotchets and rests.</p>	<p>Pupils will develop their singing finding the pulse within the context of different songs/music with ease. Sing songs with multiple parts with increasing confidence.</p>	<p>In deepening their ability to play the recorder pupils will listen to and recall sounds with increasing aural memory.</p>	
PE	<p>Pupils will develop their throwing and catching skills by playing a range of small sided games. In athletics, pupils will participate in a range of</p>	<p>Pupils will apply their catching and throwing skills in Autumn 1 to the game of netball. Pupils will participate in a range of outdoor athletics events.</p>	<p>Pupils will develop their ball control skills and knowledge of invasion games through hockey.</p>	TBC	TBC	TBC



	activities to improve their levels of fitness. Pupils will be able to articulate the impact that exercise has on their bodies.	Pupils will learn the skills and movements needed to improve their distance in times in a range of activities.				
French	<p>Getting to know you: To be able to respond to words that they hear. To answer simple questions about themselves e.g. how are you? To know numbers 1 – 10.</p>	<p>All about me: To name the parts of my body. To know some verbs linked to actions I can do. To know the colours of the rainbow. To name and use colours to describe clothing.</p>	<p>Family/Pets/Animals: To be able to name members of the family and their relation. To know the names of animals that are kept as pets. To use adjectives to describe their home.</p>	<p>Food and Drink School: To be able to follow along with a story, join in with familiar parts. To use verb forms to ask for food and drink. To ask and answer questions about favourite foods and drinks. To use phrases to explain hunger and thirst.</p>	<p>Holidays, Hobbies and Culture: To name the types of weather. To know the names of sports e.g. football, basketball, swimming, tennis etc To say which sports they like or dislike</p>	<p>Time: To be able to count to 31. To name and match the days of the week. To know and order the months of the year. To use their prior knowledge to explain the date of their birthday. To use their prior knowledge to name today's date.</p>
PSHCE	Pupils will discuss and learn about the importance of rights and responsibilities linked to their return to school and British Values. Pupils will explore a range of rules in society and what happens when those rules are broken.	Pupils will explore the importance of healthy relationships and how to recognise and respond to theirs and other's feelings.	During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children's Mental Health Week.	Through their RSE unit of work, pupils will learn about the difference between male and female, name the body parts using agreed words. Pupils will also recognise that families are different and have different family members.	Pupils will deepen their understanding of healthy lifestyles by researching and creating their own healthy meal. Pupils will also explore how the media can influence what we buy.	In deepen their understanding of keeping safe, pupils learn about the importance of water safety and how we can help keep others safe. Pupils will also complete an end of year enterprise topic linked to our Summer Fayre.
Trips/ Visitors		Visit to the Old School Class walk around Victorian Bognor Regis	Fishbourne Roman Palace Visit from a Celtic warrior.		Staunton Country Park and Bersted Brooks.	Littlehampton RNLI centre.