



	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 is it important to protect rainforests?</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 The Titanic (Usborne version)
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	Pupils will develop their mental methods for addition and subtraction. Read and tell the time to the nearest 5 minutes. Classify and create a range of 3D shapes. Compare and order 2 and 3 digit numbers. Solve a range of problems.	Recognise that fractions are part of a whole. Pupils will add and subtract money. Measure and convert units of measure including cm – m and ml – L. Solve a range of problems.	Pupils will order and compare 3 digit numbers. Place fractions on a number line and find fractions that total a whole. Recognise and identify right angles. Solve a range of problems.	Begin to develop formal written methods for addition and subtraction. Tell the time to the nearest minute and begin to calculate time intervals. Double and half numbers under 100. Solve a range of problems.	Divide without remainders using related facts. Draw and interpret bar charts and pictograms. Estimate and weigh objects to the nearest 100g. Solve a range of problems.	Use the column method to add and subtract to three digit numbers. Identify and name a range of lines. Use the grid method to multiply two digit numbers. Solve a range of problems.
Science	Rocks Pupils will group together different rocks on the basis of their appearance. They will consider how fossils are formed and will recognise that soils are made from organic matter.	Light Pupils will investigate how light travels and the importance of protecting our eyes and sun safety. Pupils will also investigate reflective surfaces and the best materials for a safe book bag.	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 dispersal	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 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	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 the Romans.	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.	



	<i>curriculum</i>					
History	<p>Pupils will deepen their understanding of chronology by using key vocabulary associated with the passing of time.</p> <p>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.</p>	<p>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.</p> <p>Pupils will learn about life during the reign of Queen Victoria making clear links to their learning in Year 2.</p>	<p>Pupil will be taught about the Roman empire and its impact on Britain and how this extended to Europe.</p> <p>Pupils will also learn about Boudicca's rebellion.</p>	Geography focus this half term	Geography focus this half term.	<p>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</p>
Geography	History focus this half term.	History focus this half term.	History focus this half term.	<p>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.</p> <p>Pupils will further deepen their understanding of the human and physical geography of modern Europe with a key focus on Italy.</p> <p>Pupils will make comparisons between England and Italy.</p>	<p>Pupils will compare Bersted Brooks to a rainforest.</p> <p>Pupils will look at rainforests and what they provide to the plants and animals that live there.</p> <p>Pupils will use atlases to discover where rainforests are located</p> <p>They will also consider how the temperature and climate affect where rainforests are positioned.</p>	<p>Pupils will use the internet maps, globes, atlases and digital/ computer mapping to locate counties and key features using four figure grid references.</p> <p>Pupils will discuss and understand the social and emotional effects of disasters at sea.</p> <p>Through their visit to the RNLI, pupil will use aerial photographs to recognise landmarks and basic human and physical features</p>
RE	<p>What do Christians learn from the creation story?</p> <p>Pupils know that Christians believe that although God made the world the Bible tells in 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.</p>	<p>What is the Trinity?</p> <p>Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who 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</p> <p>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.</p>	<p>What kind of world did Jesus want?</p> <p>Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live.</p> <p>Pupils will know that Jesus first disciples left their jobs and families to follow Jesus.</p> <p>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.</p> <p>Pupils will know what a parable is.</p>	<p>Why do Christians call the day Jesus died Good Friday?</p> <p>Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>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.</p> <p>Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can</p>	<p>How does a Muslim show their submission and obedience to Allah?</p> <p>Talk respectfully with my group about who is important to us, and who we believe we should obey</p> <p>Link people who are important to me, and others, with how I think and behave</p> <p>Say what the adhan or prayer call means and what it tells a Muslim to do</p> <p>Ask respectful questions about what happens to Muslims when they hear the prayer call</p> <p>Talk about how Muslims believe in one God and say prayers like other</p>	<p>Why do Muslims call Muhammad the 'Seal' of the Prophets'?</p> <p>Talk respectfully about important messages I, and others, think the world should hear</p> <p>Say what a 'seal' is for and what Muslims mean by the 'seal of the prophets'</p> <p>Ask questions about the purpose of life, including some to ask a Muslim, and suggest answers – my own and some possible Muslim answers</p> <p>Tell a story about Muhammad and say some things Muslims believe about him</p> <p>describe what Muslims might learn</p>



	<p>He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.</p> <p>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.</p> <p>They know that some people don't believe that God made the world.</p>	<p>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.</p> <p>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>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).</p> <p>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>explain why Christians call this Good Friday</p> <p>They know that for some Christians today standing up for your faith can risk ridicule and even persecution.</p>	<p>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</p> <p>Describe what a Muslim might learn from the story of Bilal and the first call to prayer</p> <p>Make links between Bilal's life and his understanding of the meaning of submission to Muslims</p>	<p>from a story about Muhammad's life</p> <p>compare how someone I admire influences me with why Muhammad might influence a Muslim</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Pupils will create a Roman shield in preparation for a Roman invasion.</p> <p>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.</p> <p>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.</p> <p>Pupils will create and evaluate a product to sell at the school's Summer Fayre.</p> <p>Adapted for COVID: Pupils will create their own interpretation of Matisse's beast of the sea, pupils will create their own interpretation. Pupils will then deepen their understanding of structures and place this in their own picture frames.</p>
Music	<p>Due to COVID – 19, the overview has been adapted and may change.</p> <p>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>Due to COVID – 19, the overview has been adapted and may change.</p> <p>Striking and fielding</p> <p>Athletics</p>		<p>Gymnastics</p> <p>Basketball</p>	<p>Dance</p> <p>Indoor athletics</p>	<p>Athletics</p> <p>Rounders</p>	
French	<p>Pupils will learn to respond to words that they hear. Pupils will also learn to answer simple questions about themselves including, how are you? What's your name? How old are you?</p> <p>Pupils will also learn the numbers 1 – 10.</p>	<p>Pupils will learn how to follow and react appropriately to classroom instructions, name the parts of my body, and to name and use colours to describe clothing</p>	<p>Pupils will learn to deepen their understanding of food and drink</p> <p>Pupils will begin to use adjectives to describe food.</p>	<p>Pupils will deepen their understanding of family and friends asking and answering questions linked to relatives, including spelling and writing their name</p>	<p>Pupils will learn how to label the names of areas around the school. Pupils will also say their preferences of school subjects, what they like and dislike.</p>	<p>Pupils will deepen their understanding of time and learn to count to 31. To name and match the days of the week, know and order the months of the year, use their prior knowledge to explain the date of their birthday.</p>
PSHCE	<p>Pupils will discuss and learn about the importance of rights</p>	<p>Pupils will explore the importance of healthy</p>	<p>During Spring 1, pupils will deepen their understanding of keeping safe</p>	<p>Through their RSE unit of work, pupils will learn about the</p>	<p>Pupils will deepen their understanding of healthy lifestyles</p>	<p>In deepen their understanding of keeping safe, pupils learn about the</p>



	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.	relationships and how to recognise and respond to theirs and other's feelings.	through e-safety week and Children's Mental Health Week.	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.	by researching and creating their own healthy meal. Pupils will also explore how the media can influence what we buy.	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.