



	Project 1	Project 2	Project 3	Project 4
Question	Why is Water Wonderful?	Stone Age	United Kingdom	Mayans
Book	The Wind in the Willows	Stig of the Dump	TBC	TBC
English	N: River setting NF1: Newspaper report NF2: Information text P: River poetry	N: NF1: NF2: P:	N: NF1: NF2: P:	N: NF1: NF2: P:
Science	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet.



		<p>magnetism in year 3 and about electricity in year 4.</p> <p>Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton</p>		
History	<p>Significant historical events, people and places in their own locality.</p> <p>(Canals – what they were used for in the past)</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Significant historical events, people and places in their own locality.</p>	<p>A non-European society that provides contrasts with British history</p>
Geography	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of:</p> <ol style="list-style-type: none"> 1. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, water cycle 2. Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. (Canals) <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Describe and understand key aspects of:</p> <ol style="list-style-type: none"> 2. Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water 	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including OS maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, a region in a European country and a region within north or south America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Art & Design	<p>Magritte</p> <p>Art and design techniques, including drawing, painting and sculpture with a</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>Research about great artists, architects and designers in history.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p>



	range of materials.			To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. For example, pencil, charcoal, paint and clay.
DT	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Model of the water cycle)	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Understand how key events and individuals in design and technology have helped shape the world. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Computing	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, evaluation and presenting data and information.	Understand the opportunities networks offer for communication and collaboration. 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, evaluation and presenting data and information.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. 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, evaluation and presenting data and information.	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, evaluation and presenting data and information.
Music	Use their voices expressively and creatively by singing songs. Hold Back the River		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
PE	Throwing and catching			
RE	See RE long term plan	See RE long term plan	See RE long term plan	See RE long term plan
French (KS2 only)	Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. (Greetings, numbers, colours, days,	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures	Appreciate stories, songs, poems and rhymes in the language Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including: feminine and masculine; key features and patterns of the



	directions, buildings)	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences	into familiar written material.	language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
SMSC	Social - 1,2,3,5,8,10,13 Moral – 1,3,4,8,9 Spiritual - 1,2,3,4,5,11 Cultural - 3,5,7	Social - 2,3,4,7,9,11,12 Moral – 2,5,6,7 Spiritual - 1,2,3,4,5,6,9,11 Cultural - 1,2,6,3,5,7,9	Social - 2,3,4,7,9,11,12 Moral – 2,5,6,7 Spiritual - 1,2,3,4,5,6,9,11 Cultural - 1,2,6,3,5,7,9	
British Values	Morality- right or wrong debate	Morals- sustainability of the planet for future generations	Development of democracy	