<table>
<tr><th>Class</th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr>
<tr><td>English</td><td>Leon and the Space Between (picture book)

Fog Hounds

Poetry – The Space on the Page</td><td>Voices in the Park

Hello, is this Planet Earth?</td><td>Escape from Pompeii

The Story of Buildings</td><td>Storm

Where the Forest Meets the Sea</td><td>Firework Maker's Daughter</td><td>Bill's New Frock

Poetry – Michael Rosen Study (both half terms)</td></tr>
<tr><td>Maths</td><td colspan="2">Numbers to 10000
• Counting numbers up to 10 000 by using concrete representations and strategies of
• ones, tens, hundreds and thousands
• The digits of a number have their own values in terms of ones, tens, hundreds and thousands
• Numbers up to 10 000 can be compared and arranged in ascending or descending order

Addition of numbers within 10000
• The meaning of 'sum' is to add
• Addition within 10 000 without regrouping
• Addition with regrouping in hundreds
• Addition with regrouping in ones, tens and hundreds

Subtraction of numbers within 10000
• The regrouping concept in subtraction
• Subtraction without regrouping
• Regrouping from thousands to hundreds
• Subtraction with regrouping in ones, tens, hundreds and thousands
• Regrouping from thousands to hundreds, tens and ones in subtraction

Solving word problems 1: Addition and Subtraction
• Translating addition and subtraction concepts into models for solving two-step word problems</td><td colspan="2">Division
• Division of a 2-digit number by a 1-digit number with remainder
• Recognising patterns to identify odd and even numbers
• Expressing a number as a sum of values of different places
• Dividing equally with no remainder
• Expressing a number as a sum of values of different places
• Dividing equally with or without remainder
• Regrouping from values of a higher place (tens) to a lower place (ones) in division
• Expressing a number as a sum of values of different places
• Dividing equally with or without remainder
• Regrouping from values of a higher place (e.g., hundreds) to a lower place (e.g.,tens) in division

Solving word problems 2: Multiplication and Division
• The multiple concept in multiplication is used to compare two sets of items
• Bar diagrams can be based on problem situations in multiplication
• Multiplication concepts including 'multiple' and 'group and item' are used for solving two-step word problems</td><td colspan="2">Length, mass and volume
• Visualising and measuring in compound units, metres (m) and centimetres (cm)
• Kilometres and metres • Visualising and measuring in compound units, kilometres (km) and metres (m)
• Kilograms and grams • Visualisation and measurement of a kilogram (kg) and a gram (g)
• Visualisation and measurement of volume and capacity in litres (l) and millilitres (ml)
• Concepts of addition, subtraction, multiplication and division in whole numbers are applied to solve word problems on length, mass and volume
• Two-step word problems • Concepts in the four operations are applied to solve two-step word problems

Bar Graphs
• A bar graph represents synthesised data for presentation</td></tr>
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	Multiplying by 6,7 ,8 and 9 • The 'group and item' concept is used for the multiplication facts of 6 • Repeated addition is used for multiplication • The 'group and item' concept is used for the multiplication facts of 7 • Repeated addition is used for multiplication • The 'group and item' concept is used for the multiplication facts of 8 • Repeated addition is used for multiplication • The 'group and item' concept is used for the multiplication facts of 9 • Repeated addition is used for multiplication • The relating facts concept is used to find a more difficult multiplication fact • Division is the inverse of multiplication • Division involves distribution of a set of items equally into some groups by relating multiplication facts • Division is the inverse of multiplication • Division involves distribution of a set of items equally into some groups by relating multiplication facts Multiplication • A number up to 1000 can be conceptualised as the sum of its values in the ones, tens and hundreds places • Multiplication of a 2-digit number or a 3-digit number by a 1-digit number is the sum of multiplying values from different places • A number up to 1000 can be conceptualised as the sum of its values in the ones, tens and hundreds places • Multiplication of a 2-digit number or a 3-digit number by a 1-digit number is the sum of multiplying values from different places • Regrouping in ones, tens, hundreds and thousands is used in multiplication	• Addition concepts such as 'adding on' and 'part-whole' are used for solving two-step word problems • Subtraction concepts such as 'taking away' and 'part-whole' are used for solving twostep word problems • The division concepts: finding the number of groups and the number of items in each group are applied • Division is the inverse of multiplication • Division concepts using 'group and item' are used for solving two-step word problems • Addition concepts such as 'adding on' and 'part-whole' are used for solving two-step word problems • Subtraction concepts such as 'taking away' and 'part-whole' are used for solving twostep word problems Mental Calculations • Applying number bonds to assist mental calculations • Applying number bonds in subtraction • Relating a number that is close to 100 to a number bond and applying the number bond to do mental addition • Reversing the order of groups and items in a multiplication concept produces the same product • Mental division • Division is the inverse of multiplication Money • Adding money is similar to adding whole numbers • Subtracting money is similar to subtracting whole numbers • Word problems • Concepts in adding and subtracting whole numbers are applied in problems involving money	• Whole number concepts are applied to bar graphs in reading and interpretation of concepts Fractions • A whole is divided into parts and the fraction symbol is used to determine the parts of the whole • The terms 'numerator' and 'denominator' give precise definition of parts of a whole • A length model with bars showing parts of whole is used to represent fractions • Two equal parts of different divisions taken from the same whole number, with the same size, are equivalent • The multiplying factor technique is applied to find equivalent fractions • The dividing factor technique is applied to find equivalent fractions • Two fractions are equal when they are expressed as equivalent fractions • Two fractions can be compared by referring to the values of the numerators when the denominators of the two fractions are the same • Two fractions can be compared by referring to the values of the denominator when the numerators of the two fractions are the same • Two fractions are related when the denominator of one fraction is a multiple of the denominator of the other fraction

			• When adding related fractions, the related fractions are changed to like fractions first • Two fractions are related when the denominator of one fraction is a multiple of the denominator of the other fraction • When subtracting related fractions, the related fractions are changed to like fractions first Time • Using ‘past’ and ‘to’ in telling the time • Hours and minutes can be added like whole numbers • Regrouping concepts (60 mins = 1 h) are applied to whole numbers • Hours and minutes can be subtracted like whole numbers • Regrouping concepts (60 mins = 1 h) are applied to whole numbers • Say the duration of time in hours, minutes and hours and minutes • Word problems • Use of the unitary method is required to solve problems Angles • An angle is a measure of the amount of turning • Identifying angles • Angles are measurements of turning which can also be made using 2D shapes • Right angles • A right angle is a special type of angle, which is formed by two straight lines meeting at a point Parallel and perpendicular lines

							• When two straight lines intersect each other at right angles, they are perpendicular to each other drawing perpendicular lines • Perpendicular lines are made when two lines meet at a right angle • Parallel lines are two straight lines drawn in such a way that they will never meet and the distance between them will always be the same **Area and Perimeter** • Area is the amount of space that covers the surface of a shape • The amount of space is measured by the number of standard units • A square centimetre is a standard unit for measuring area • A square metre is a standard unit for measuring bigger areas • Perimeter and area • Perimeter is the distance around a shape • Area is the amount of space that covers the surface of the shape • Perimeter is the distance around a shape • The area of a rectangle is the amount of space that covers the surface • The area of a rectangle is the same as length × width of the rectangle
Science	Cycle A	Earth Rocks	Food and our Bodies	Mirror, mirror	How does your garden grow?	Opposites attract	We are astronauts

	Cycle B	Living Things	What's that sound?	Looking at states	Teeth and eating	Power it up	Brilliant bubbles
History		Daily lives of Romans		Why did the Romans march through County Durham?			
Geography	Cycle A	Why does Italy shake and roar?		Why is the North East so great? (River Wear)		What can we discover about Europe? (additional topic: Why is the North East so great?)	
Art		Illustrating the Jabberwocky Quick Clay Figurative Sketches Making a Pocket Gallery		Dragons and Birds in Eggs Wax Resist with Coloured Inks Drawing with Scissors – Inspired by Matisse		Drawing and Building Nests Thoughtful Mark Making Birds in the Trees	
DT		Food Healthy and Varied Diet		Mechanical systems Focus: Levers and linkage		Structures Shell Structures Using Computer- Aided Design (CAD)	
Computing		**Computer Science:** To sequence events **Digital Literacy:** Personal and Private information **IT:** To improve word processing skills		**Computer Science:** To create an algorithm **Digital Literacy:** How to search on google **IT:** To improve word processing skills **Digital Video:** To explore digital video **Handling Information:** To create a database		**Computer Science:** to test code and programming Digital Literacy: **anti bullying** **IT:** to improve word processing skills **Digital Video:** To explore digital video **Digital Imagery:**	

					To explore digital imagery **Handling Information:** To produce data	
PE	Netball Dance *swimming	Rugby Gymnastic *swimming	Basketball Gymnastics	Cricket Dance	Mini-tennis Outdoor activities	Athletics Rounders
RE	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue? What are the themes of Christmas?		What do Christians believe about God? Why is the Last Supper so important to Christians?		How are Jewish beliefs expressed in the home? Why do people use rituals today?	
French	Introductory Unit C - Greetings and names - The Farmer's in his Den - Numbers to 10 / 20/ Combien de? - Days - Je vais en…+Francophonie - Transport - Classroom Instructions		Les Quatre Amis - Description and adjectives - j'ai (n'ai pas) - j'aime and opinions - Colours - Negatives - er verbs - C'est qui?		Scene de Plage - Adjectives - C'est, ce n'est pas - Il y a… - ils/elles + er verbs	
Music	Poetry	Environment	Sounds	Recycling	Building	Around the world
PSHE	**Living in the wider world** To understand that there are basic human	**Relationships** To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich	**Health and well being** To know how to make informed	**Living in the wider world** To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	**Relationships** To recognise what constitutes a positive,	**Health and well being** To learn what positively and negatively affects

	rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Link to rights respecting. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices To know that they have different kinds	and constructive feedback and support to benefit others as well as themselves Link to anti-bullying week To recognise and manage 'dares'	choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' To learn about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk Use moneysense resources Savings club	healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support	their physical, mental and emotional health To know what is meant by the term 'habit' and why habits can be hard to change Lucinda and Godfrey

	of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. School charter To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Link to		Parental involvement			

	school parliament					