



Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English (Genre and Babcock English Texts)	<p><u>The Day The Crayons Quit by Drew Daywaly and Oliver Jeffers</u> Fiction (a series of letters to tell a story) Expanded noun phrases (adjectives) Multi clause sentences with a range of conjunctions</p> <p><u>The Everyday Journeys of Ordinary Things By Libby Deutsch</u> Non-Fiction-Relative clauses to add information to a noun phrase Linking ideas across paragraphs, especially through adverbials (time)</p> <p>RWI Get Spelling! Year 3</p>	<p><u>The Tear Thief by Carol Anne Duffy Barefoot Books</u> Narrative that focuses on the quality of language including the use of similes</p> <p><u>Ripley’s Believe It Or Not! Mighty Machines by Ian Graham, Ripley Entertainment</u> Non-Fiction: non-chronological reports</p>	<p><u>Flotsam by David Wiesner Clarion Books</u> Fiction: To write an extended story.</p> <p><u>The Chronicles of Harris Burdick by Chris Van Allsburg et al.</u> Andersen Fiction- Creating atmosphere</p>	<p><u>Everything You Need to Know About Snakes and Other Scaly Reptiles by John Woodward</u> Non-fiction- Explanation text.</p> <p><u>The Princess’ Blankets by Carol Ann Duffy Templar</u> Fiction- Dialogue to progress narrative</p>	<p><u>The Shadow Cage and other tales of the supernatural by Philippa Pearce Jane Nissen</u> Fiction: This narrative unit focuses on the building of suspense based around a mystery object.</p> <p><u>The Lost Words by Robert Macfarlane and Jackie Morris</u> To write a poem about something from the natural world.</p>	<p><u>A Drove of Bullocks by Patrick George</u> Non-fiction- To write a page about a group of collective nouns</p> <p><u>Text: Weslandia by Paul Fleischman</u> Fiction- short story</p>
Guided Reading	Guided reading is separate and links to children’s book band colours. Where possible links are made to the topic or the genre we are focusing on that half term. This is taught through the Read, Write, Inc Programme, as well as stand alone reading comprehension sessions within the week.					
Maths (See White Rose Overview)	<p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p>		<p>Number: Multiplication and Division Measurement: Money Number: Fractions Measurement: Length and Perimeter Number: Statistics</p>		<p>Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity</p>	
Science Knowledge and Understanding	<p>Teeth & Eating What happens to the food we eat?</p> <ul style="list-style-type: none"> Can they use different ideas 	<p>Earth & Space Will we ever send another human to the moon?</p> <ul style="list-style-type: none"> Can I describe the movement of the 	<p>States of Matter (Solids, Liquids & Gases) How would we survive without water?</p>	<p>Forces & Magnets Are you attractive enough?</p> <ul style="list-style-type: none"> Can I compare how things move on different surfaces? 	<p>Plants How did that blossom become an apple?</p> <ul style="list-style-type: none"> Can I identify and describe the 	<p>Life Cycle of a Human (SRE) How different will you be when you are as old as your grandparents?</p>

	<p>and suggest how to find something out?</p> <ul style="list-style-type: none"> • Can they make and record a prediction before testing? • Can they set up a simple fair test to make comparisons? • Can they explain why they need to collect information to answer a question? • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and table • Can they record their observations in different ways? • Can they describe what they have found using scientific language? • Can they explain their findings in different ways (display, presentation, writing)? • Can they use their findings to 	<p>Earth, and other planets, relative to the Sun in the solar system?</p> <ul style="list-style-type: none"> • Can I describe the movement of the Moon relative to the Earth? • Can I describe the Sun, Earth and Moon as approximately spherical bodies? • Can I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky? • Can they explain what they have found out and use their measurements to say whether it helps to answer their question? • Can they use a range of equipment (including a datalogger) in a simple test? Can they suggest how to improve their work if they did it again? • Can they suggest how to improve their work if they did it again? 	<ul style="list-style-type: none"> • Can I compare and group materials together, according to whether they are solids, liquids or gases? • Can I observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)? • Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature? • Can they set up a simple fair test to make comparisons? • Can they explain why they need to collect information to answer a question? • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? • Can they explain 	<ul style="list-style-type: none"> • Can I notice that some forces need contact between two objects, but magnetic forces can act at a distance? • Can I observe how magnets attract or repel each other and attract some materials and not others? • Can I compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials? • Can I describe magnets as having two poles? • Can I predict whether two magnets will attract or repel each other, depending on which poles are facing? • Can they set up a simple fair test to make comparisons? • Can they explain why they need to collect information to answer a 	<p>functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers?</p> <ul style="list-style-type: none"> • Can I explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant? • Can I investigate the way in which water is transported within plants? • Can I explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? • Can they use different ideas and suggest how to find something out? • Can they make and record a prediction before testing? • Can they plan a fair test and explain why it was fair? • Can they set up a simple fair test to make 	<p>Can I describe the changes as humans develop to old age?</p>
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	<p>draw a simple conclusion?</p> <ul style="list-style-type: none"> • Can I describe the simple functions of the basic parts of the digestive system? • Can identify the different types of teeth and their function (in humans)? • Can I construct and interpret a variety of food chains and identify producer and consumers? <p>Skeletons & Movement How can Usain Bolt move so quickly?</p> <ul style="list-style-type: none"> • Can I identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat? • Can I identify that humans and some other animals have 		<p>their findings in different ways (display, presentation, writing)?</p> <ul style="list-style-type: none"> • Can they use their findings to draw a simple conclusion? • Can they suggest improvements and predictions for further tests? 	<p>question?</p> <ul style="list-style-type: none"> • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? • Can they explain their findings in different ways (display, presentation, writing)? • Can they use their findings to draw a simple conclusion? • Can they suggest improvements and predictions for further tests? 	<p>comparisons?</p> <ul style="list-style-type: none"> • Can they explain why they need to collect information to answer a question? • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and table 	
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	skeletons and muscles for support, protection and movement.					
Science Skills	<p>Working scientifically (runs across all topics)</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 					

History	<p style="text-align: center;">Vikings</p> <p style="text-align: center;">Were the Vikings always victorious and vicious?</p> <p>Can they set out on a timeline, within a given period, what special events took place?</p> <p>Can they begin to picture what life would have been like for the early settlers?</p> <p>Can they recognise that Britain has been invaded by several different groups over time?</p> <p>Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>Can they suggest why certain events happened as they did in history?</p> <p>Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</p> <p>Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</p> <p>Can they use various sources of evidence to answer questions?</p> <p>Can they use various sources to piece together information about a period in history?</p> <p>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <p>Can they use specific search engines on the Internet to help them find information more rapidly?</p>	<p style="text-align: center;">Theme of British History: Crime and Punishment</p> <p style="text-align: center;">Who were the early lawmakers?</p> <p>Can they describe events from the past using dates when things happened?</p> <p>Can they describe events and periods using the words: ancient and century?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p> <p>Can they suggest why certain events happened as they did in history?</p> <p>Can they suggest why certain people acted as they did in history?</p> <p>Can they use various sources of evidence to answer questions?</p> <p>Can they use various sources to piece together information about a period in history?</p> <p>Can they research a specific event from the past?</p> <p>Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>Can they, through research, identify similarities and differences between given periods in history?</p>	<p style="text-align: center;">Indus Valley</p> <p style="text-align: center;">How can we rediscover the wonders of the Indus Valley?</p> <p>Can they describe events and periods using the words: BC, AD and decade?</p> <p>Can they describe events from the past using dates when things happened?</p> <p>Can they describe events and periods using the words: ancient and century?</p> <p>Can they suggest why certain events happened as they did in history?</p> <p>Can they suggest why certain people acted as they did in history?</p> <p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>Can they, through research, identify similarities and differences between given periods in history?</p>
Local History Week			
<ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 			
Geography	<p style="text-align: center;">Going Green (Climate Change)</p> <p style="text-align: center;">What is the impact of climate change on our local environment and other world habitats?</p> <ul style="list-style-type: none"> • Can I locate and mark cities and features of a geographical region on a map? • Can I explain why tourist come to Devon? • Can I name and locate counties and cities of the 	<p style="text-align: center;">Local Area Study – Beyond the Village</p> <p style="text-align: center;">I'm a KS2 pupil...can you get me out of here?</p> <ul style="list-style-type: none"> • Can I 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 	<p style="text-align: center;">Rivers</p> <p style="text-align: center;">Will you ever see the water you drink again?</p> <ul style="list-style-type: none"> • Can I describe and understand key aspects of: physical geography including rivers and coastlines? • Can I use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,

	<p>United Kingdom and geographical regions?</p> <ul style="list-style-type: none"> Can they identify key features of a locality by using a map? Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they explain why a place is like it is? Are they aware of different weather in different parts of the world, especially Europe? 	<p>changed over time?</p> <ul style="list-style-type: none"> Can I describe 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>including sketch maps, plans and graphs, and digital technologies?</p> <ul style="list-style-type: none"> Can they confidently describe physical features in a locality? Can they explain why a place is like it is? Can they name the two largest seas around Europe? 			
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p>						
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge		
<p>Local Geography: What makes Doddiscombsleigh special?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>						
Art	Printing (Lino Print)		Drawing & Painting (David Hockney)	Sculpture (3D Art) (Kimmy Cantrell)		
<p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Children will learn about great artists, architects and designers in history.</p>						
DT		Wood work Floating Viking ships		Electronics (Fairgrounds)	Textiles-Create patchwork pieces..	
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p>						
MFL (Twinkl Units)	Getting to Know You (Y3)	All About Me (Y3)	Food Glorious Food (Y3)	Family and Friends (Y3)	Our School (Y3)	Time (Y3)
	Getting to Know You (Y5)	All About Ourselves (Y5)	That's Tasty (Y5)	Family and Friends (Y5)	School Life (Y5)	Time Travelling (Y5)
	<p>In Key Stage Two, pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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 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* 					

	<ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • 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 Languages – key stage 2 3 • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 					
Computing (Purple Mash)	4.1 Coding	4.2 Online Safety	4.3 Spreadsheets	4.4 Writing for different audiences	Unit 4.5 Logo Design	Unit 4.6 Animation
	<p>To review coding vocabulary and knowledge. • To create a simple computer program.</p> <ul style="list-style-type: none"> • To begin to understand selection in computer programming. • To understand how an IF statement works. • To understand how to use coordinates in computer programming. • To understand how an IF statement works <p>To understand the Repeat until command. • To begin to understand selection in computer programming. • To understand how an IF/ELSE statement works.</p> <p>To understand what a variable is in programming. • To use a number variable.</p> <ul style="list-style-type: none"> • To review vocabulary and concepts learnt in Year 4 Coding. • To create a playable game 	<ul style="list-style-type: none"> • To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. 	<ul style="list-style-type: none"> • To explore how the numbers entered into cells can be set to either currency or decimal. • To explore the use of the display of decimal places. • To find out how to add formulae to a cell. • To explore how tools can be combined to use 2Calculate to make number games. • To explore the use of the timer, random number and spin button tools • To use the line graphing tool in 2Calculate with appropriate data. • To interpret a line graph to estimate values between data readings • To use the currency formatting tool in 2Calculate. • To use 2Calculate to create a model of a real-life situation. • To use the functions of allocating value to images in 2Calculate to make a resource to teach place value. 	<ul style="list-style-type: none"> • To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign. 	<ul style="list-style-type: none"> • To learn the structure of the language of 2Logo. • To input simple instructions in 2Logo • To use 2Logo to create letter shapes. • To use the Repeat command in 2Logo to create shapes. • To use and build procedures in 2Logo. 	<ul style="list-style-type: none"> •
E-Safety	<p>Children will learn about staying safe online through the programme 'Google Legends'. This will be a key focus in the Autumn Term and revisited at the beginning of every new half term.</p>					

R.E.	U2.2 – Creation and Science; conflicting or complimentary?	U2.11 – Why do some people believe in God and some people not?	U2.7 – Why do Hindus want to be good?	U2.5 – What do Christians believe Christians did to ‘save’ people?	U2.6 – For Christians, what kind of king is Jesus?	U2.12 – How does faith help people when life gets hard?
	<ul style="list-style-type: none"> • Can they identify and describe the core beliefs and concepts studied? • Can they make clear links between texts/sources of authority and the core concepts studied? • Can they offer informed suggestions about what text/sources of authority can mean and give examples of what these sources mean to believers? • Can they make simple links between stories, teachings and concepts studied and how people live, individually and in communities? • Can they describe how people show their beliefs in how they worship and in the way they live? • Can they identify some differences in how people put their beliefs into practice? • Can they make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly? • Can they raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live? • Can they give good reasons for the views they have and the connections they make? 					
PSHE (Jigsaw)	(Being Me in My World) 'Who am I and how do I fit?' Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owning our Learning Charter	(Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique Understanding influences Understanding Bullying Problem-solving Celebrating Difference: how we look	(Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this Hopes and Dreams Broken Dreams Overcoming Disappointment Creating New Dreams Achieving Goals	(Healthy Me) Being and keeping safe and healthy My Friends and Me Group Dynamics Smoking Alcohol Healthy Friendships Celebrating My Inner Strength and Assertiveness	(Relationships) Building positive, healthy relationships Jealousy Love and Loss Memories Getting on and Falling Out Girlfriends and Boyfriends Celebrating My Relationships with People and Animals	(Changing Me) (Christopher Winter) SRE

Music	Mamma Mia	Glockenspiel Stage 2	Stop	Lean on Me	Blackbird	Reflect, Rewind and Replay
	<p>In Key Stage Two: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 					
P.E.	Invasion Games	Gymnastics	Accessible Games	Tennis	Fielding Games	Athletics
	<p>In Key Stage Two: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Swimming and Water Safety	<p>In particular, pupils will be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 					
GLOBAL CITIZENSHIP	<ul style="list-style-type: none"> • Embedding Rights Respecting • Eco/School Council • British Values 					
CURRICULUM ENRICHMENT	Hello Yellow Anti-Bullying Week	Children In Need	Safer Internet Day Children's Mental Health Week Eco-Summit Day	World Book Day Red Nose Day	Cultural Champion Visit	Summer Production Key Stage Two Residential