



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 I describe the simple 	<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>functions of the basic parts of the digestive system?</p> <ul style="list-style-type: none"> • 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? • Can they set up a simple fair test to make comparisons? • Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? • Can they suggest improvements and predictions? • Can they decide which information needs to be collected and decide which is the best way for collecting it? • Can they use 	<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 find any patterns in their evidence or measurements? • Can they make a prediction based on something they have found out? • Can they use straightforward scientific evidence to answer questions or to support their findings? 	<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 find any patterns in their evidence or measurements? • Can they make a prediction based on something they have found out? • Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? • Can they use straightforward scientific evidence 	<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 take measurements using different equipment and units of measure and record what they have found in a range of ways? • Can they make accurate 	<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 decide which information needs to be collected and decide which is the best way for collecting it? • Can they use their findings to draw a simple conclusion? • Can they record more complex 	<p>Can I describe the changes as humans develop to old age?</p>
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	<p>their findings to draw a simple conclusion?</p> <ul style="list-style-type: none"> • Can they plan and carry out an investigation by controlling variables fairly and accurately? • Can they use test results to make further predictions and set up further comparative tests? • Can they explain their findings in different ways (display, presentation, writing)? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? • <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 		<p>to answer questions or to support their findings?</p> <ul style="list-style-type: none"> • Can they identify differences, similarities or changes related to simple scientific ideas or processes? • Can they report findings from investigations through written explanations and conclusions? • Can they use a graph or diagram to answer scientific questions? • 	<p>measurements using standard units?</p> <ul style="list-style-type: none"> • Can they explain their findings in different ways (display, presentation, writing)? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? 	<p>data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</p>	
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	<p>that they cannot make their own food; they get nutrition from what they eat?</p> <ul style="list-style-type: none"> • Can I identify that humans and some other animals have skeletons and muscles for support, protection and movement. 					
<p>Science Skills</p>	<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 Were the Vikings always victorious and vicious?</p> <p>Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain</p> <p>Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that the food people ate was different because of the availability of different sources of food?</p> <p>Can they research two versions of an event and say how they differ? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p style="text-align: center;">Theme of British History: Crime and Punishment Who were the early lawmakers?</p> <p>Can they plot recent history on a timeline using centuries? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p style="text-align: center;">Indus Valley How can we rediscover the wonders of the Indus Valley?</p> <p>Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they recognise that people's way of life in the past was dictated by the work they did? Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>
	<p>Local History Week</p> <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;">Local Area Study – Beyond the Village I'm a KS2 pupil...can you get me out of here?</p>	<p style="text-align: center;">Rivers Will you ever see the water you drink again?</p>

	<p>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 United Kingdom and geographical regions? • 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? 		<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 changed over time? • 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? 	<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, including sketch maps, plans and graphs, and digital technologies? • 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>							
<u>Geographical Enquiry</u>		<u>Physical Geography</u>		<u>Human Geography</u>		<u>Geographical Knowledge</u>	
<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>							

- 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*
- 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. 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. • 	<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 	<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"> •

		To understand the importance of balancing game and screen time with other parts of their lives.	allocating value to images in 2Calculate to make a resource to teach place value.			
E-Safety	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.					
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? <p>Can they give good reasons for the views they have and the connections they make?</p>					
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	(Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique Understanding influences Understanding Bullying	(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	(Healthy Me) Being and keeping safe and healthy My Friends and Me Group Dynamics Smoking Alcohol Healthy Friendships Celebrating My Inner Strength and	(Relationships) Building positive, healthy relationships Jealousy Love and Loss Memories Getting on and Falling Out Girlfriends and Boyfriends	(Changing Me) (Christopher Winter) SRE

	Owning our Learning Charter	Problem-solving Celebrating Difference: how we look	Achieving Goals	Assertiveness	Celebrating My Relationships with People and Animals	
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 					

	<ul style="list-style-type: none"> 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