



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 explore different ways to test an idea, choose the best way, and give reasons? • Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? • Can they plan and carry out an investigation by controlling variables fairly and accurately? • Can they make a prediction with reasons? 	<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 choose the best way to answer a question? • Can they use information from different sources to answer a question and plan an investigation? • Can they make a prediction which links with other scientific knowledge? • 	<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 decide which units of measurement they need to use? • Can they explain why a measurement needs to be repeated? • Can they record their measurements in different ways? (incl bar charts, tables and line graphs) • Can they take measurements 	<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 find a pattern from their data and explain what it shows? • Can they use a graph to answer scientific questions? • Can they link what they have found 	<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 draw conclusions from their work? • Can they link their conclusions to other scientific knowledge? • Can they explain how they could improve their way of working? 	<p>Can I describe the changes as humans develop to old age?</p>
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	<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 skeletons and muscles for support, protection and movement. 		<p>using a range of scientific equipment with increasing accuracy and precision?</p> <ul style="list-style-type: none"> • Can they plan in advance which equipment they will need and use it well? • Can they make precise measurements? • Can they collect information in different ways? Can they record their measurements and observations systematically? • Can they explain qualitative and quantitative data? <ul style="list-style-type: none"> • 	<p>out to other science?</p> <ul style="list-style-type: none"> • Can they suggest how to improve their work and say why they think this? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? 		
<p>Science Skills</p>	<p>Working scientifically (runs across all topics) Working scientifically (runs across all topics)</p> <p>During years 5 and 6 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 					

	<ul style="list-style-type: none"> 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 say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework? Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they pose and answer their own historical questions?</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> <ul style="list-style-type: none"> Can they say where a period of history fits on a timeline? Can they summarise how Britain has had a major influence on world history? <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise how Britain has had a major influence on world history? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? Can they suggest relationships between causes in history? Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? Can they suggest why certain events, people and changes might be seen as more significant than others?</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 say where a period of history fits on a timeline?</p> <ul style="list-style-type: none"> Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? Can they summarise the main events from a specific period in history, explaining the order in which key events happened? <p>Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? Can they suggest relationships between causes in history? Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions?</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;">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 tourists come to Devon? Can I name and locate counties and cities of the United Kingdom and geographical regions? 	<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 changed over time? 	<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, including sketch maps, plans and graphs, and digital technologies?

	<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? 	<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? 	<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? 			
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:						
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge		
Local Geography: What makes Duddiscombsleigh special?						
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.						
Art	Printing (Lino Print)	Drawing & Painting (David Hockney)	Sculpture (3D Art) (Kimmy Cantrell)			
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.						
DT		Wood work Floating Viking ships	Electronics (Fairgrounds)	Textiles-Create patchwork pieces.		
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].						
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)
In Key Stage Two, pupils should be taught to:						
<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* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language 						

	<ul style="list-style-type: none"> • 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)	6.1 Coding	6.2 Online Safety	6.3 Spreadsheets	6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.7 Quizzing
	<p>To design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch</p> <p>To use functions and understand why they are useful. • To understand how functions are created and called.</p> <p>To use flowcharts to test and debug a program. • To create a simulation of a room in which devices can be controlled</p> <p>To understand the different options of generating user input in 2Code. • To understand how user input can be used in a program</p> <p>To understand how 2Code can be used to make a text-based adventure game.</p>	<ul style="list-style-type: none"> • To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. • To identify the benefits and risks of giving personal information and device access to different software. • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who • To understand the importance of balancing game and screen time with other parts of their 	<ul style="list-style-type: none"> • To use a spreadsheet to investigate the probability of the results of throwing many dice. • To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale. • To use a spreadsheet to plan how to spend pocket money and the effect of saving money. • To use a spreadsheet to plan a school charity day to maximise the money donated to charity. 	<ul style="list-style-type: none"> • To identify the purpose of writing a blog. • To identify the features of successful blog writing • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria. • To understand how and why blog posts and comments are approved by the teacher. 	<ul style="list-style-type: none"> • To find out what a text-based adventure game is and to explore an example made in 2Create a Story. • To use 2Connect to plan a 'Choose your own Adventure' type story. • To use 2Connect plans for a story adventure to make the adventure using 2Create a Story • To introduce an alternative model for a text adventure which has a less sequential narrative. • To use written plans to code a map-based adventure in 2Code. 	<ul style="list-style-type: none"> • To create a picture-based quiz for young children • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes • To make a quiz that requires the player to search a database. • To make a quiz to test your teachers or parents.

		lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment.				
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 explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions? • Can they describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts? • Can they give meaning to texts/sources of authority studies, comparing these ideas with some ways in which believers interpret texts/sources of authority? • Can they make clear connections between what people believe and how they live, individually and in communities? • Can they use evidence and examples to show how and why people put their beliefs into practice in different ways, eg; in different communities, denominations or cultures? Can they make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg; believers and atheists)? • Can they reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently? Can they consider and weigh up how ideas studied in a unit may relate to their own experiences and experiences of the world today, developing insights of their own and giving reasons for the views they have and connections they make? 					
PSHE (Jigsaw)	<ul style="list-style-type: none"> • (Being Me in My World) 'Who am I and how do I fit?' • My Year Ahead • Being a Global Citizen 1 • Being a Global Citizen 2 	(Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique <ul style="list-style-type: none"> • Am I Normal? • Understanding Difference • Power Struggles 	(Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this <ul style="list-style-type: none"> • Personal Learning Goals • Steps to Success • My Dream For the 	(Healthy Me) Being and keeping safe and healthy <ul style="list-style-type: none"> • Taking responsibility for my health and well-being 	(Relationships) Building positive, healthy relationships <ul style="list-style-type: none"> • What is Mental Health? • My Mental Health • Love and Loss • Power and Control • Being Online: Real or 	(Changing Me) (Christopher Wiinter) SRE

	<ul style="list-style-type: none"> The Learning Charter Owning our Learning Charter 	<ul style="list-style-type: none"> Why Bully Celebrating Difference 	<p>World</p> <ul style="list-style-type: none"> Helping to Make a Difference Helping to Make a Difference Recognising Our Achievements 	<ul style="list-style-type: none"> 2. Drugs Exploitation Gangs Emotional and Mental Health Managing Stress and Pressure 	<p>Fake? Safe or Unsafe?</p> <ul style="list-style-type: none"> Using Technology Responsibly 	
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	World Book Day Red Nose Day	Cultural Champion Visit	Summer Production Key Stage Two Residential

		Week Eco-Summit Day			
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