| Subject | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| W riting | The Happy Prince | The Magic Paintbrush | The Princess and the Pea | Feast | Flood | Persuasive writing |
|  | The Workhouse- Diary | Bike Boy | Sicily Holiday Brochure | Newspaper report | The Boy, The Mole, The Fox and The Horse | Suspense story |
|  | I asked the boy who couldn't see | Plants by DKinformation text | Secrets of a Sun King Diary |  | Information text | Poetry |
|  |  | The Wizards of Once Newspaper report |  |  | Diary |  |
| Spelling | Spelling rules: Term 1A | Spelling rules: Term 1B | Spelling rules: Term 2A | Spelling rules: Term 2B | Spelling rules: Term 3A | Spelling rules: Term 3B |
| Grammar | Capital letters and full stops. | Y3:Simple past and present tense | Present perfect | Provide detail with preposition phrases | Inverted commas. | Expanded noun phrases. |
|  | Statements, questions and question marks. | Y4: present perfect form of verbs | Fronted adverbials | Inverted commas. | Apostrophes. | Inverted commas |
|  | Exclamations, commands and exclamation marks | Progressive tense | Adverbials of time and place | A postrophe for omission and possession (singular nouns) | Adverbials | Proof reading and editing |
|  | Expanded noun phrases. | Prepositions | Adverbials of manner and reason | Formal writing | Conjunctions. | Consolidation |
|  | Commas in a list. | Inverted commas with a comma after the reporting clause in speech. | Express time, place and cause cohesively |  | Perfect verb form. |  |
|  | Apostrophes | Conjunctions |  |  |  |  |
|  | Y3: 'a' or 'an' | Fronted subordination |  |  |  |  |
|  | Y4: pronouns | Apostrophes |  |  |  |  |
|  |  | Complex sentences |  |  |  |  |
| Reading | WCR Book: Malala's Magic Pencil Malala Yousafzai | WCR Book: <br> A night at the Frost Fair <br> Emma Carroll | WCR Book: <br> Young, Gifted and Black <br> J amia Wilson | WCR Book: <br> Young, Gifted and Black <br> J amia Wilson | WCR Book <br> Cloud Tea M onkeys Mal Peet and Elspeth Graham | WCR Book: <br> Cloud Tea M onkeys Mal Peet and Elspeth Graham |


|  | RFP Book: <br> Street Child <br> Berlie Doherty | RFP Book: <br> J ourney to the River Sea <br> Eva Ibboston | RFP Book: <br> Gods and Goddesses of Ancient Egypt Morgan Moroney | RFP Book: <br> The Last Bear Hannah Gold | RFP Book: <br> Charlie and the chocolate factory Roald Dahl | RFP Book: <br> Charlie and the chocolate factory Roald Dahl |
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| M aths | Number: Place Value Number: Addition and Subtraction | Number: Addition and Subtractions Number: Multiplication and Division | Number: Multiplication and Division <br> M easurement: Length, Perimeter and Area Number: Fractions | Number: Fractions <br> Y3: M easurement (Mass and Capacity) <br> Y4: Number (Decimals) Consolidation | Number: Decimals (Inc. Money) <br> M easurement: Time Statistics | Statistics <br> Geometry: Properties of Shape (Including Y4 Position and Direction) |
| Religious Education | Homes (Domestic <br> Church) <br> Promises (Baptism) | Promises (Baptism) Visitors (Advent) Judaism | Community Islam | Giving and receiving (Eucharist) <br> Self-discipline (Lent) | New life (Pentecost) Building bridges (Reconciliation) | God's people (universal church) |
| Personal, Social, Health and Economic education (PSHE) | Think positive (LKS2) Safety first | TenTen (RSE) M odule One: Created and Loved by God | TenTen (RSE) M odule Two: Created to Love Others | TenTen (RSE) Module Three: Created to Live in Community | Diverse Britain (LKS2) | Money matters (LKS2) <br> Y4: Additional RSE |
| History | The Victorians A local history study. An aspect or theme in British history that is significant in the locality and extends chronological knowledge beyond 1066 |  | Ancient Egypt <br> In-depth study of one of the world's earliest civilisations. |  | Early British Empire <br> An aspect or theme in British history that is significant in the locality and extends chronological knowledge beyond 1066 |  |
| Geography |  | Rivers Physical Geography |  | Asia - J apan Place knowledge |  | Spatial knowledge M ixed age 3/4 |


| Science | Animals including humans. <br> Human Body <br> Cells and nutrients, Teeth and senses, digestion, healthy diet, vitamin and minerals. | Forces and Magnets <br> Gravity, friction, magnetic poles and fields | The W ater Cycle <br> Evaporation, Condensation, Changing states of matter | Living Things and their habitats <br> Classification of plants and animals animal classification, classes of vertebrates and invertebrates | Plants <br> Water transportation; life cycle of flowering plants. Classification of Plants | Rocks <br> Rocks, fossils, soil |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Art and Design |  | Art and Design Skills |  | Formal Elements of Art |  | Every picture tells a story |
| Computing | Computing systems and networks J ourney inside a computer <br> $+2 \times$ Emailing lessons |  | Data handling investigating weather <br> Online safety Safer internet day |  | Creating media W ebsite design |  |
| M usic |  | Genre: J azz <br> Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers. |  | Samba \& carnival sounds and instruments: <br> Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break. |  | Genre: Rock n Roll <br> Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music. |
| Physical education | Invasion - Football | Multi-skills - Boxercise | Leicester Tigers - Tag Rugby | Striking and Fielding cricket | Athletics | Nimble Nets - Tennis |

