Class 3 Year A

Subject	Autumn 1 The Battle of Britain	Autumn 2 The Battle of Britain	Spring 1 The World and beyond	Spring 2 Anglo Saxons	Summer 1 The Viking Invasion	Summer 2 Mystery Topic
Literacy	Stories that raise dilemmas, Persuasion	Older Literature/fiction, Classic poetry	Stories from imaginary worlds	Biographies, Authors and letters	Instructions, Plays	Film and flashback, Poetry: creating images
Numeracy	Number and Place Value (2 weeks); Addition and Subtraction (2 weeks); Geometry (3 weeks).	Geometry (3 weeks); Multiplication and Division (2 weeks); FDP (3 weeks).	Measures (3 weeks); Number and place value / Algebra [Y6 only] (2 weeks); Addition and subtraction (2 weeks).	Addition and subtraction (2 weeks)	FDP (4 weeks); Geometry (3 weeks).	Statistics (1 week); Measures (4 weeks).
Science	Electricity Y6: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.		Earth and space describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Living things and their habitats: Y5: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Y6: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	Light: Y6 recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	MYSTERY TOPIC
Computing	Coding:		ACROSS ENTIRE CURRICULUM: understand computer networks including the	ACROSS ENTIRE CURRICULUM: understand computer networks including the	ACROSS ENTIRE CURRICULUM: understand computer networks including the	Coding: design, write and debug programs that accomplish

Class 3 Year A

	use sequence, selection, and repetition in programs; work with variables and various forms of input and output ACROSS ENTIRE CURRICULUM: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ACROSS ENTIRE CURRICULUM: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
RE	U2 10 What does it mean for Muslims to follow God?	2b (iv) Was Jesus the Messiah?	2b (iii) How can following God bring freedom and justice?	2b (vi) What did Jesus do to save human beings? RE - Easter RE - Beliefs and questions	2b (i) What does it mean if God is holy and loving?	U2 14 U2 14 U2 14 How do religions help people to live through good times and bad times?

Class 3 Year A

				RE - Journey of life and death: what difference does belief in life after death make?		
British Values	An understanding of how citizens can influence decision-making through the democratic process and an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. SEAL 4: Going for goals – identifying strengths and weaknesses. Resilience – recovering from mistakes.	Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.	Understand that the freedom to choose and hold other faiths and beliefs is protected in law. SEAL 4: Going for goals – understanding other peoples' views. Learning to get on with different types of people. SEAL 7: Changes – learning to accept different opinions and beliefs.	Accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	Understand the importance of identifying and combatting discrimination.	
History	WW2: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [*a significant turning point in British history, for example, the first railways or the Battle of Britain*]		The Romans in Britain: *Julius Caesar's attempted invasion in 55-54 BC.* *The Roman Empire by AD 42 and the power of its army.* *Successful invasion by Claudius and conquest, including Hadrian's Wall.* *British resistance, for example, Boudica.* *'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.*	Anglo-Saxons: Britain's settlement by Anglo-Saxons and Scots *This could include:* *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire* *Scots invasions from Ireland to north Britain (now Scotland)* *Anglo-Saxon invasions, settlements and kingdoms: place names and village life* *Anglo-Saxon art and culture* *Christian conversion – Canterbury, Iona and Lindisfarne]*	Vikings (Jorvik trip?) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor *[This could include:* *Viking raids and invasion* *Resistance by Alfred the Great and Athelstan, first king of England* *Further Viking invasions and Danegeld* *Anglo-Saxon laws and justice* *Edward the Confessor and his death in 1066]*	MYSTERY TOPIC

Class 3 Year A

Geography	Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	**Human and physical geography** Describe and understand key aspects of: 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	**Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	MYSTERY TOPIC
Art	.			to create sketch books to record their observations and use them to review and revisit ideas		MYSTERY TOPIC
Music	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	develop an understanding of the history of music	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
PSHCE / SEAL	myHappymind: Meet Your Brain Y5 Places KS2	myHappymind: Celebrate Y5	myHappymind: Appreciate Y5	myHappymind: Relate Y5	myHappymind: Engage Y5 myHappymindPSHE:	myHappymindPSHE: Economic Wellbeing and Careers UKS2

Class 3 Year A

		myHappymindPSHE: Friendships and Showing Respect UKS2	myHappymindPSHE: Healthy Choices UKS2	MyHappymindPSHE: Safe Relationships UKS2 (including all kinds of love)	Changing and Growing UKS2 (Just 'The Big Change' lesson) Y6 also complete: Be Your Best	Drug Education UKS2 Online Safety UKS2 Changing and Growing (Grief) UKS2 Y6 also complete: Transition programme Non-Statutory: Sex Education lessons (Changing and Growing) UKS2 and Safe Relationships FGM lesson UKS2
Design Technology	Across KS2 pupils should know: • how to use learning from science to help design and make products that work. • how to use learning from mathematics to help design and make products that work. • that materials have both functional properties and aesthetic qualities. • *that materials can be combined and mixed to create more useful characteristics.* • that mechanical and electrical systems have an input, process and output. • *the correct technical vocabulary for the projects they are undertaking.* Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Across KS2 pupils should: • follow procedures for safety and hygiene • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. In late KS2 pupils should also: • accurately measure, mark out, cut and shape materials and components. • accurately assemble, join and combine materials and components. • accurately apply a range of finishing techniques, including those from art	Across KS2 pupils should: • work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • describe the purpose of their products • indicate the design features of their products that will appeal to intended users • explain how particular parts of their products work • In late KS2 pupils should also: • carry out research, using surveys, interviews, questionnaires and web-based resources • identify the needs, wants, preferences and values of particular individuals and groups *develop a simple design specification to guide their thinking* In late KS2 pupils should also investigate and analyse: • how much products cost to make • how innovative products are • how sustainable the materials in products are what impact products have beyond their intended purpose In late KS2 pupils should also: • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. *evaluate their ideas and products against their original design specification.*	

Class 3 Year A

				and design. • *use techniques that involve a number of steps.* demonstrate resourcefulness when tackling practical problems.		
MFL	Unit 13 – Ma Famille	Unit 14 – On fait la fete	Unit 15 – Cher zoo	Unit 16 – Le petit dejeuner	Unit 17 – Vive le temps libre	Unit 18 – La plage
PE	Real PE - Social	Real PE – Personal	Real PE - Health and Fitness	Real PE – Cognitive	Real PE - Creative	Real PE - Physical