

RECEPTION CURRICULUM MAP						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Communication and Language	Listen to others 1-1 and in small groups Join in repeated refrains in rhymes and stories Respond to instructions Retell events in sequential order Understand and use positional language: on, under	Listen attentively and anticipate key events in familiar stories/rhymes Connect ideas using talk, actions, objects Question why things happen Give explanations	Listen attentively and respond with relevant comments, questions and ideas Follow instructions involving more than one idea or action Answer how/why questions about an experience and in response to stories/events	Attend to speakers and respond appropriately, whilst involved in an activity Follow instructions involving several ideas/actions Develop effective self-expression Show awareness of listeners' needs Use past, present and future tenses	Develop own narratives and explanations, connecting ideas/events Listen to instructions and follow accurately Ask for clarifications when necessary Express views about story characters/events Answer why questions about story events	Listen attentively with sustained control to follow a story without pictures/props Listen in a larger group, eg assembly Follow a sequence of several instructions Use a range of imaginative vocabulary to add information, express ideas, explain actions/events
English vocabulary and story list	My Family and Me Nursery Rhymes (Domain 1) Write name Give meaning to marks made Pencil control Understand print carries meaning Show interest in books Predict story endings Join in rhyming and rhythmic activities <i>Owl Babies</i> <i>Sharing A Shell</i>	Fables (Domain 1) Write name Give meaning to marks made Pencil control Understand print carries meaning Show interest in books Predict story endings Demonstrate understanding of books that have been read to them Join in rhyming and rhythmic activities Segment and blend sounds <i>The Dog and his Reflection</i> <i>The lion and the Mouse</i> <i>The Hare and the Tortoise</i> <i>The Grasshopper and the Ants</i>	Animal Stories Write simple labels, captions, messages which can be read by self and others Segment words orally Use some sounds to communicate meaning Represent some sounds correctly and in sequence <i>Rosie's Walk</i> <i>Six Dinner Sid</i> <i>Farmer Duck</i>	Traditional Tales (Domain 3) Read and understand simple sentences in stories and information books using phonic knowledge to decode regular words and read aloud accurately Write own labels, captions, messages, simple stories, which can be read by self and others <i>Chicken Little</i> <i>The Three Little Pigs</i> <i>The Three Billy Goats Gruff</i> <i>The Wolf and the Seven Little Kids</i> <i>The Bremen Town Musicians</i>	Traditional Tales (Domain 3) Use phonic knowledge to spell words in ways which match sounds Use high frequency words in writing Read sentences in stories and information books Decode regular words <i>Momotaro, Peach Boy</i> <i>The Story of the Jumping Mouse</i> <i>Goldilocks and the Three Bears</i> <i>Tug-of-War</i>	Kings and Queens (Domain 7) Read simple stories and describe main events Read and spell regular words of more than 1 syllable Read irregular, high frequency words Use key features of narrative in own writing <i>St. George and the Dragon,</i> <i>King Arthur</i>
Traditional Rhymes and Poetry	Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock	Little Bo Peep Little Jack Horner Little Miss Muffet	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard	Hot cross buns Humpty dumpty Boat (x2 weeks) The train	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb	Jack be nimble Monday's child See saw, Margery Daw

	Early to bed Georgie Porgie	One, two, buckle my shoe Star light, star bright Twinkle, twinkle	Rain, rain, go away Roses are red Sing a song of sixpence	She'll be coming round the mountain	Mary, Mary, quite contrary Old MacDonald had a farm	
Maths (Maths Mastery)	Early mathematical experiences Pattern and early number Numbers within 6	Addition and subtraction within 6 Measures- length Shape and sorting	Calendar and time Numbers within 10 Addition and subtraction within 10 Numbers within 15	Grouping and sharing Numbers within 20 Doubling and halving	Shape and pattern Addition and subtraction within 20 Money	Measures Depth of numbers within 20 Numbers beyond 20
Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.						
Science	Human Body: 5 senses (Domain 2, CK)	Plants and Growing (Domain 4)	Animals and their needs (Domain 5)	Seasons and Weather (Domain 8, CK)	Taking Care of the Earth (Domain 11, CK)	
History	Ice Age Bronze Age Iron Age				Kings and Queens Magna Carta Prime Minister	
Geography			Our World, Oceans and Continents			
Expressive Arts and Design (What your Child Needs to Know)	What do Artists do? Colour	Painting	Drawing	Shape	Vincent the Artist	Vincent's Friends
Music	Enjoying music		Instruments and Composers		Poems to familiar melodies	
PSHE	We are here to learn: <i>Class expectations; Myself and Relationships; Getting to know each other; How to listen</i>	We keep each other safe: <i>How to keep myself safe; People who help; Listening and understanding the feelings of others; Stranger Danger.</i>	We Respect Each other: <i>Gentle hands; Turn taking; Compromising; Playing games with rules</i>	Keeping Healthy: <i>Learning how to make healthy choices; Exercise; Keeping clean.</i>	Relationships : <i>Making friends; Managing feelings and behaviour; Bullying</i>	A Place to Grow: <i>Growth of living things; Changes since being a baby; Setting a goal; Coping with change.</i>
Phonics	Baseline Assessment RWI Phonics (Pure Sounds)					
Handwriting	Year One N/C Expectation: - sit correctly at a table, holding a pencil	Year One N/C Expectation: - sit correctly at a table, holding a pencil	Year One N/C Expectation: - begin to form lower- case letters in the correct direction,	Year One N/C Expectation: - begin to form lower- case letters in the correct direction,	Year One N/C Expectation: - begin to form lower- case letters in the correct direction,	Year One N/C Expectation: - begin to form lower-case letters in the correct direction, starting and finishing in the right place

	comfortably and correctly	comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form digits 0-9	starting and finishing in the right place - form digits 0-9	starting and finishing in the right place - form digits 0-9 - form capital letters	starting and finishing in the right place - form digits 0-9 - form capital letters	- form digits 0-9 - form capital letters - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
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Year 1 CURRICULUM MAP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Fiction	Stories from Familiar Settings (with Captions overlap) 'When Sophie Gets Angry... Really, Really Angry' 'Angry Arthur'	Stories from Other Cultures 'We all Went on Safari' 'Hidden Hippo' 'Handa's Surprise'	Traditional Tales 'Little Red Riding Hood'			Fantastical Stories 'The Sandcastle' 'George and the Dragon' 'The Magic Bed'
English Non-fiction	Labels, Lists and Captions	Instructions Invitations		Dictionaries Information Texts (Animals)	Information Texts (Animals) cont. Recounts	Letters (to new teachers)
English poetry				Poetry - Using the senses 'The Magic Box' by Kit Wright.	Poetry – tbc	
GPS	Proper Noun Capital letters Common Noun Demarcating sentences with capital letters and full stops. Adjective Comma (between two adjectives) Time connectives Exclamation mark (WMB) Question mark (WMB) <u>Other:</u> Repetition	Rhyming words (spelling patterns included) Time connectives Demarcating sentences with capital letters and full stops. Adjective Comma (between two adjectives) Regular past tense endings <u>Other:</u> Alliteration	Demarcating sentences with capital letters and full stops. Identify noun, verb, and adjectives. Exclamation mark Question mark Possessive apostrophe Homophones E.g. there, their and they're; two, too and to; where and wear (mention 'were', too) Regular past tense endings Speech marks (WMB)	Demarcating sentences with capital letters and full stops Exclamation mark Question mark Possessive apostrophe Coordinating conjunctions Subordinating conjunctions (WMB) <u>Other:</u> Alphabetical order Repetition Heading Sub-heading Technical Words	Demarcating sentences with capital letters and full stops Exclamation mark Question mark Possessive apostrophe Coordinating conjunctions Subordinating conjunctions (WMB) Time connectives <u>Other:</u> Repetition Heading Sub-heading Technical Words	Demarcating sentences with capital letters and full stops Exclamation mark Question mark Possessive apostrophe Coordinating conjunctions Subordinating conjunctions Time connectives Speech marks (WMB and ROT) <u>Other:</u> Repetition Alliteration

Phonics /Reading	Baseline Assessment (following on from previous year) RWI Phonics (Revision of Pure Sounds, Moving to Set 2 and 3)					
Handwriting	Year Two N/C Expectation: - forming lower-case letters in the correct direction, starting and finishing in the right place - using spacing between words that reflects the size of the letters.	Year Two N/C Expectation: - forming lower-case letters in the correct direction, starting and finishing in the right place - using spacing between words that reflects the size of the letters. - writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Year Two N/C Expectation: - forming lower-case letters of the correct size relative to one another in some of the writing	Year Two N/C Expectation: forming lower-case letters of the correct size relative to one another in some of the writing -using the diagonal and horizontal strokes needed to join letters in most of their writing.	Year Two N/C Expectation: -using the diagonal and horizontal strokes needed to join letters in most of their writing.	Year Two N/C Expectation: -using the diagonal and horizontal strokes needed to join letters in most of their writing.
Maths	Numbers to 10 Addition and subtraction within 10 (Combination and partitioning) Shapes and patterns	Numbers to 20 Addition and subtraction within 20	Time Exploring calculation strategies within 20 Numbers to 50 Addition and subtraction within 20 (Comparison and difference)	Fractions Measures (1): Length and mass	Numbers 50 to 100 and beyond Addition and subtraction (Applying strategies and structures) Money	Multiplication and division Measures (2): Capacity and volume
Science	Materials	Space and Seasons	Light	Fundamentals of life processes/plants	Sound	Classification/ taxonomy
Geography	Places and People Planet Earth	Globes, Maps and Atlases	Continents	Oceans and Seas	Weather and Seasons	Mountains, Hills and Valleys
History	Ancient Egypt			Ancient Greece		
Art	'Colours and an Imaginary Room'	Self-Portraits	Cave Art	Reading Art	Architecture of London	Still Life, Cezanne

	<i>Pencils, watercolours and thin brushes.</i> Matisse 'Harmony in the Red Room', 1908	<i>Pencils, charcoal, crayon, mirrors</i> Reading: Van Gogh 'Portrait with a Bandaged Ear, 1889'	<i>Pencils, charcoal, crayons, colours, mud/sticks etc</i> Reading: the Lascaux Cave Paintings	<i>Paper, glue, scissors, watercolours, oil pastels, viewfinders</i> Reading: Carnation, Lily, Lily, Rose – John Singer	<i>Collage, Junk Modelling</i> Key words: Collage Skyline Architect Landmarks	IMAGE – Paul Cezanne, The basket of Apples, 1893 Key words: Angle, Light, Composition, Layers, Observe, Fabric, Shadow
PSHE	We are here to learn	We keep each other safe	We respect each other	Keeping Healthy	Relationships	A place to grow
PE	Multi skills Stopping and starting mechanics Throwing and catching	Multi skills Stopping and starting mechanics Throwing and catching	Multi skills Stopping and starting ABCs Throwing and catching Game activities	Multi Skills Stopping and starting ABCs Throwing and catching Game activities	Multi Skills Stopping and starting ABCs Throwing and catching Game activities Team play	Multi Skills Stopping and starting ABCs Throwing and catching Game activities Team play
RE	Thankfulness Celebrating Harvest	Journey's End The nativity journeys	Remembering Passover	Sad and Happy Easter	Belonging Belonging in Judaism	Authority Key events in Jesus' life
Computing	Basic computer skills, Data & Programming, Simulations	Text/ graphics and multimedia	Data and Programming	Digital Creativity	Research and Communications	Digital Creativity/ Multimedia
Music	Responding to music Using singing voice Internal Pulse	Recognising voices, piano, guitar, drums and instruments of the orchestra Singing soh-mi Internal Pulse Prep and M.C rhythm	Recognising voices, piano, guitar, drums and instruments of the orchestra Singing soh-mi Understand the difference between pulse and rhythm Rhythm: Introduce ta, ti-ti	Recognising voices, piano, guitar, drums and instruments of the orchestra Singing and M.C. soh-mi Understand the difference between pulse and rhythm Rhythm: Ta, ti-ti, rest	Families of the orchestra Singing soh, mi and prep la Rhythm: Ta, ti-ti, rest, taa	Families of the orchestra Singing soh, mi and M.C. la Rhythm: Ta, ti-ti, rest, taa

Year 2 CURRICULUM MAP																														
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English Fiction		Character/Setting Descriptions <i>The Owl Who Was Afraid of the Dark</i> Traditional Stories <i>The Emperor's New Clothes</i>	Different stories by the same author	Stories from other cultures	Extended stories/significant authors																									
English Non-fiction	Instruction Writing <i>Link to Science materials</i>		Non-Chronological Reports		Explanation texts (See NLS Non-fiction UNIT 2 for ideas – 3 weeks)	Information Texts																								
English poetry				Poems on a theme		Using the senses																								
Phonics	Baseline Assessment (following on from previous year) RWI Phonics (Revision of Set 2 and 3)																													
Grammar and Punctuation	<p>Revision:</p> <table border="1"> <tr><td>Key literary devices</td><td>How do they help the writer to create a picture in the reader's mind?</td></tr> <tr><td>Personification</td><td>giving human qualities to an object or animal. E.g. "The wind whistled through the trees."</td></tr> <tr><td>Simile</td><td>comparing two things using 'like' or 'as'. E.g. "Her face was as pale as a ghost."</td></tr> <tr><td>Metaphor</td><td>comparing two things without using 'like' or 'as'. E.g. "Her face was a ghost."</td></tr> <tr><td>Hyperbole</td><td>exaggeration. E.g. "I'm so hungry I could eat a horse."</td></tr> <tr><td>Onomatopoeia</td><td>words that imitate sounds. E.g. "The car beeped."</td></tr> <tr><td>Personification</td><td>giving human qualities to an object or animal. E.g. "The sun smiled down on the happy children."</td></tr> <tr><td>Simile</td><td>comparing two things using 'like' or 'as'. E.g. "The car beeped like a horn."</td></tr> <tr><td>Metaphor</td><td>comparing two things without using 'like' or 'as'. E.g. "The car beeped like a horn."</td></tr> <tr><td>Hyperbole</td><td>exaggeration. E.g. "I'm so hungry I could eat a horse."</td></tr> <tr><td>Onomatopoeia</td><td>words that imitate sounds. E.g. "The car beeped."</td></tr> <tr><td>Personification</td><td>giving human qualities to an object or animal. E.g. "The sun smiled down on the happy children."</td></tr> </table> <p>New Teaching:</p> <ul style="list-style-type: none"> - Identifying different sentence forms- statements, questions, exclamations, commands. 	Key literary devices	How do they help the writer to create a picture in the reader's mind?	Personification	giving human qualities to an object or animal. E.g. "The wind whistled through the trees."	Simile	comparing two things using 'like' or 'as'. E.g. "Her face was as pale as a ghost."	Metaphor	comparing two things without using 'like' or 'as'. E.g. "Her face was a ghost."	Hyperbole	exaggeration. E.g. "I'm so hungry I could eat a horse."	Onomatopoeia	words that imitate sounds. E.g. "The car beeped."	Personification	giving human qualities to an object or animal. E.g. "The sun smiled down on the happy children."	Simile	comparing two things using 'like' or 'as'. E.g. "The car beeped like a horn."	Metaphor	comparing two things without using 'like' or 'as'. E.g. "The car beeped like a horn."	Hyperbole	exaggeration. E.g. "I'm so hungry I could eat a horse."	Onomatopoeia	words that imitate sounds. E.g. "The car beeped."	Personification	giving human qualities to an object or animal. E.g. "The sun smiled down on the happy children."	<ul style="list-style-type: none"> - Identifying different sentence forms- statements, questions, exclamations, commands. - Use of question marks, full stops and exclamation marks. 	<ul style="list-style-type: none"> - Use expanded noun phrases to describe and specify - Identify proper noun and adverbs - Use of verbs in the present and past tense to mark actions in progress. 	<ul style="list-style-type: none"> - Use of co-ordination or/and/but - Use of subordination (when/if/that/because) 	<ul style="list-style-type: none"> - Commas to separate items in a list - Apostrophes to mark singular possession in nouns - Contractions 	
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Handwriting	Year Two N/C Expectation: -using the diagonal and horizontal strokes needed to join letters in most of their writing.																													
Spelling	RWI Spelling 2A			RWI Spelling 2B																										

	Unit 1- or, al; Unit 2- soft c; Unit 3- suffix y; Unit 4- suffix y; Unit 5- suffix ly; Unit 6- kn, gn; Unit 7- y (igh); Unit 8- suffix ing; Unit 9- suffix ing; Unit 10- j; Unit 11- o sound spelf a after w & qu; Unit 12- suffix ed; Unit 13-suffix ed; Unit 14- suffix ed <i>Special focus-</i> Red words, homophones, contractions and apostrophes, possessive apostrophes			Unit 1- r spelt wr; Unit 2- suffix er, est; Unit 3- suffix er, est; Unit 4: suffix er, est; Unit 5: ee spelt ey; Unit 6- suffix ness; Unit 7: suffix ness; Unit 8: suffix ness; Unit 9: words ending le; Unit 9: words ending el; Unit 10: words ending al; Unit 11: suffix ful; Unit 12: suffix less; Unit 13: suffix ment; Unit 14: ending tion; suffix es <i>Special focus-</i> Red words, Homophones, ending il, contractions and apostrophes, possessive apostrophes.		
Maths	Number within 100 Addition and Subtraction of 2 digit numbers Addition and subtraction word problems	Money Multiplication and division Fractions	Time Addition and subtraction of 2-digit numbers (regrouping and adjusting) Shape	Measures: capacity and volume Graphs Measures: mass and length	Exploring calculation strategies	Multiplication and division (3x and 4x tables) Number within 1000 Pattern and position
Science	Materials	Space	Electricity/ Magnetism	Adaptation	Forces	Classification taxonomy/plants
Geography	Deserts and Forests	Islands and Lakes	Rivers and Coasts	Countries	Cities, Towns and Villages	Where do you live?
History	Ancient Rome					
Art	Colour Theory and Colour Swap Oil pastels, water colour IMAGE – Breugel, Hunters in the snow, 1565 Van Gogh, Sunflowers, 1908 DRAWING – Still life Sunflowers	Paul Klee Collage <i>The Old Man – Paul Klee</i>	Ancient Egypt Book of the Dead Modelling Clay, sculpting	Pop Art – David Hockney Ipad art, watercolour and oil painting <i>A Bigger Splash - Hocknet</i>	Illuminated Manuscripts Collage, painting	Monet Relief – oil pastels, water colours, masking tape, wax crayons
PSHE	We are here to learn	We keep each other safe	We respect each other	Keeping Healthy	Relationships	A place to grow
Music	Revise soh and me and rhythm sol fa	Introduce Lah consciously including solfa & gesture	Recognising and writing lah-soh-me melodic shapes	Reading and writing lah-soh-me on the staff	RECORDERS/OR OPERA with focus on composing.	RECORDERS Introduce Orchestral families

	Introduce soh-me on the staff Reinforce lah aurally Introduce 2/4 and 4/4 time, minim and rest, semibreve and rest	Reading and writing soh-la on the staff Perform using Instrumental boxes & Xylos	Introduce 3/4 time and the dotted minim / rest Playing and singing Two part rhythms	Playing and singing two-part rhythms	Introducing compound time aurally	REPERTOIRE includes Carnival of Animals
RE	Belonging Judaism	Symbol Advent and Hannukah	Change People Jesus Met	Welcoming Palm Sunday	Authority The Bible	Remembering Shabbat
Computing	Text and Graphics	Multimedia	Programming	Multimedia	Databases	Research and Communications
PE	Netball Stopping and starting mechanics Throwing and catching Game activities	Football Stopping and starting mechanics	Gymnastics	Hockey	Basketball	Athletics Sports day prep

Year 3 CURRICULUM MAP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Haikus; diamante poems; The Twits	The Twits; Limericks; The Firework-Maker's Daughter	The Firework-Maker's Daughter	The Sheep-Pig	The Sheep-Pig; animal poems (How doth the little crocodile, The Eagle, The Tiger)	Shackleton's Journey; nature poems (Who has seen the wind?, My Shadow)
Grammar	Clauses and sentences. Introduction to word classes.	Pronouns, direct speech and determiners.	Apostrophes and advanced clauses.	Direct speech, subject-verb agreement and advanced word classes.	Tenses, modal verbs and commas.	Sentence types, synonyms and noun phrases.
Spelling	RWI Book 2a	RWI Book 2b		RWI Book 3		
Maths	Number sense and exploring calculation strategies Place value Graphs	Addition and subtraction Length and perimeter	Multiplication and division Deriving multiplication and division facts	Time Fractions	Angles and Shape Measures	Securing multiplication & division Exploring calculation strategies and place value
Science	Materials/ particle theory	Thermal insulation/heat	Rocks and Fossils	Nutrition	Machines	Movement
Geography	Introduction to Planet Earth and maps	Oceans, shores and rivers	Global climate and plate tectonics	The United Kingdom	Europe 1 (France, Spain and Portugal)	Europe 2 (Italy, Germany and the Low Countries)
History	Pre-Historic World	Mesopotamia: Farming, civilisations and writing	Mesopotamia: Religion, warfare and art	Ancient Egypt: Pharaohs, trade, Hatshepsut and writing	Ancient Egypt: Ramesses and Ozymandias	Ancient Egypt: Religion, pyramids and art
British History	Augustine's Mission Alfred the Great	The Norman Conquest Henry II and Thomas Becket	Richard the Lionheart and Saladin the Merciful King John and Magna Carta	Edward I and the Conquest of Wales Peasants' Revolt	Henry's 'Great Matter' The Spanish Armada	The Gunpowder plot The Trial and Execution of Charles I

Art	Colour Theory Hundertwasser Landscapes	Architecture of London Hundertwasser	Aboriginal dot painting	Pompeii/ Roman Art	The Scarab Pectrol and Thutankamun	Still Life, Willem Kalf
PSHE	We are here to learn	We keep each other safe	We respect each other	Keeping Healthy	Relationships	A place to grow
Music	Westminster Music Service – Recorders					
PE	Multi-skills/ motor skills	Hockey	Gymnastics	Football	Athletics	Basketball
RE	Belonging Islam	Angels	Good and Evil Holi	Messages Stories with messages	Sacred Place Places of Worship	Creation Stories
Computing			Touch typing	Touch typing	Touch typing	
MFL - French	Introduction to France Objets dans la classe Weather Family	Hobbies Places in town Clothes	French history Verbs -Subject pronouns	Olympic games (winter sports) Maths shapes Colours	French History (Louis XIVE et Versailles) Alphabet	Pets Body parts

Year 4 CURRICULUM MAP						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	The Owl and the Pussy-Cat; Beowulf	Beowulf; Kaspar, Prince of Cats; A Visit from St Nicholas	Kaspar, Prince of Cats; Matilda	The Abominables	The Abominables; Macavity, The Mystery Cat; Boy	Boy; Jabberwocky

Grammar	Sentence type and clauses.	Direct and reported speech. Tenses.	Apostrophes and advanced word classes.	Relative clauses, brackets and dashes.	Noun phrases, adverb phrases and preposition phrases.	Pronouns, possessive pronouns, appositive phrases and nor.
Spelling	RWI Book 2b		RWI Book 3		RWI Book 4	
Latin	Terms 1 & 2: Life in an insula. Subjects and verbs		Terms 3 & 4: Life in the villa. Objects.		What happened in a Roman kitchen? Adjectives	
Maths	Reasoning with 4 digit numbers Addition and subtraction	Multiplication and division Interpreting and presenting data	Securing multiplication facts Fractions Time	Decimals Area and perimeter	Solving measure and money problems 2-D shape and symmetry	Position and direction Reasoning with patterns and sequences 3-D shape
Science	Astronomy, Earth and Sun, Day and Night	Materials, changes of state	Electricity and Magnetism	Circulation – the heart, blood and vessels	Forces and friction	Plant Reproduction
Geography	Maps and Planet Earth. Introduction to the UK	Maps and Planet Earth. Introduction to the UK	The countries of the UK. Longitude and latitude.	The physical geography of the UK	The human geography of the UK	The UK in the wider world. The environmental geography of the UK
History	Bronze Age, Dark Age and city states	Democracy and the Persian Wars	Gods and goddesses	Festivals, art, literature and mythology	Mythology, drama and philosophy	Alexander the Great and the Hellenistic World
British History	Augustine’s Mission Alfred the Great	The Norman Conquest Henry II and Thomas Becket	Richard the Lionheart and Saladin the Merciful King John and Magna Carta	Edward I and the Conquest of Wales Peasants’ Revolt	Henry’s ‘Great Matter’ The Spanish Armada	The Gunpowder plot The Trial and Execution of Charles I
Art	Colour Theory, Can Gogh, Matisse ‘Room with a View’	Sculpture, Henri Moore	Sewing, iPad Art, Hundertwasser, Hockney	Tudor Paintings, Grid method Hans Holbein the Younger	Benin Sculptures African Mark Making	City Scapes, Fernand Leger
PSHE	We are here to learn	We keep each other safe	We respect each other	Keeping Healthy	Relationships	A place to grow
Music	Musicianship recap Pulse, rhythm Pentatonic scale and singing Staff notation	Pentatonic singing and hand signs Staff notation and recorders Winter concert music	Violin tuition Routines and set up Introduction to the violin Pizzicato playing	Violin tuition Learning about the bow Bow hold Playing with the bow	Violin tuition Beginner tunes Nursery rhymes Twinkle twinkle D Major scale	Violin tuition Summer concert piece

	Sight singing		Fingerboard numbers	Incorporating bow and fingerboard numbers Spring concert piece		
PE	Netball Stopping and starting mechanics Throwing and catching Game activities	Football Stopping and starting mechanics	Gymnastics	Hockey	Basketball	Athletics Sports day prep
RE	Temptation Making Choices	Holy Mary, Mother of God	Ritual Food Rituals	Symbols Eucharist	Enlightenment Wesak	Suffering Dukkha
MFL - French	Greetings	Subject pronouns, Family	School Subjects Days of the Week	Clothes Sport My Bedroom	Hobbies	Maths Verbs: present and past tense