

| Autumn 1   |  |  |   |  |  |  |   |  |      |    |
|--|--|--|---|--|--|--|---|--|------|----|
| English  |  | Maths  |   |  | Science  |  |   |  |      |    |
| Warning narrative: Little Red Riding Hood<br>Recount<br>Teaching Reading: The Day the Crayon's Quit  |  | Number: Place Value<br>Number: Addition and Subtraction  |   |  | Rocks<br>(Mary Anning)   |  |   |  |      |    |
| Grammar & Punctuation  |  | <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100</li> <li>find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>compare and order numbers up to 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1,000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> <li>add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>a three-digit number and 1s</li> <li>a three-digit number and 10s</li> <li>a three-digit number and 100s</li> </ul> </li> <li>add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> |   |  | <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> |  |   |  |      |    |
| <ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes</li> <li>use of the forms of a and an for next word beginnings</li> <li>word families based on common words, showing how words are related</li> <li>express time, place and cause using conjunctions, adverbs and prepositions</li> <li>introduction to paragraphs to group related material</li> <li>headings and sub-headings</li> <li>present perfect form of verbs</li> <li>use of inverted commas to punctuate direct speech</li> </ul> |  |  |   |  |  |  |   |  |      |    |
| Spellings  |  |  |   |  |  |  |   |  |      |    |
| <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>The <i>i</i> sound spelt <i>y</i> elsewhere than at the end of words</li> <li>The suffix <i>-ation</i></li> <li>The suffix <i>-ly</i></li> <li>The suffix <i>-ous</i></li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> <li>Year 3 &amp; 4 statutory spellings</li> </ul>  |  | History  |   | Art and Design   | Music  | PE   | MFL   | Computing  | PSHE | RE |
| Stone Age to Iron Age in Britain<br><i>including Stonehenge and Skara Brae</i><br>People have been living in Britain for a very long time. Why is the archaeological evidence so important? Why was the introduction of farming so significant? Place historical periods in a chronological framework. How do historical theories conflict with one another? How do we know who is right or wrong? – an in depth study on the origins of Stonehenge  |  | 3D<br><i>Bowl for an Artist</i><br><br>Howard Hodgkin<br>Develop a design in response to the work of a famous artist.  | Suffolk Music Service – Percussion<br><br>Learn to play and perform with increasing accuracy, fluency, control and expression as part of an ensemble. | Gymnastics<br><br>Develop smooth, controlled and coordinated gymnastic movements.<br><br>Invasion games<br><br>Agility, balance & coordination | French: Bonjour!<br><br>Greetings and introductions  | Computing systems and networks: Connecting computers<br><br>Identify that digital devices have inputs, processes and outputs and how devices can be connected to make networks | Relationships<br><br>How can we be a good friend?<br><br>Friendship; making positive friendships, managing loneliness, dealing with arguments | Christianity<br><br>How do Christians show that reconciliation with God and others is important?<br><br><i>Big Question: Do beliefs make any difference to someone's life?</i> |      |    |
| Proposed visits: Foxearth (1)  |  |  |   |  |  |  |   |  |      |    |

## Autumn 2

| English  |   | Maths  |   |   | Science   |   |   |
|--|---|--|---|---|---|---|---|
| Defeating the monster narrative: The Cobbler of Krakow and Smok the Dragon<br>Instructions<br>Teaching Reading: The Day the Crayons Quit   |   | Number: Addition and Subtraction<br>Number: Multiplication and Division  |   |   | Forces and Magnets<br>(Andre Marie Ampere)  |   |   |
| Grammar & Punctuation  |   | <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:                             <ul style="list-style-type: none"> <li>a three-digit number and 1s</li> <li>a three-digit number and 10s</li> <li>a three-digit number and 100s</li> </ul> </li> <li>add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li> </ul> |   |   | <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change.</li> </ul> |   |   |
| <ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes</li> <li>use of the forms of a and an for next word beginnings</li> <li>word families based on common words, showing how words are related</li> <li>express time, place and cause using conjunctions, adverbs and prepositions</li> <li>introduction to paragraphs to group related material</li> <li>headings and sub-headings</li> <li>present perfect form of verbs</li> <li>use of inverted commas to punctuate direct speech</li> </ul> |   |  |   |   |   |   |   |
| Spellings  |   |  |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>The i sound spelt y elsewhere than at the end of words</li> <li>The suffix -ation</li> <li>The suffix -ly</li> <li>The suffix -ous</li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> <li>Year 3 &amp; 4 statutory spellings</li> </ul>   |   |  |   |   |   |   |   |
| Geography  | Design and Technology   | Music  | PE  | MFL   | Computing   | PSHE  | RE  |
| <b>From Country to City</b><br>Locate the countries of the UK and then identify some key cities of England. Understand the similarities and differences between areas in the UK. Identify some counties. Identify human and physical features using maps and photographs. Consider how life might be different for people living in a city.  | <b>Magnetic games</b><br><br>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. Safely measure, mark out, cut, assemble and join with some accuracy to create a moveable game with a magnet. | <b>Suffolk Music Service – Percussion</b><br><br>Learn to play and perform with increasing accuracy, fluency, control and expression as part of an ensemble.   | <b>Dance</b><br><br>Learn patterns and create short dance sequences to music using travel, turn, jump, balance and levels, improving technique and performance.<br><br><b>Co-operation Games</b><br><br>To be able to work together within various game scenarios to achieve success. | <b>French: En classe</b><br><br><b>Describing the classroom and equipment</b> | <b>Creating media: Stop-frame animation</b><br><br>Capturing and editing digital still images to produce a stop-frame animation that tells a story.   | <b>Health and Wellbeing</b><br><br><b>What keeps us safe?</b><br><br>Respect for self and others; courteous behaviour; safety; human rights | <b>Islam</b><br><br>How does a Muslim show their submission and obedience to Allah?<br><br><i>Big Question: Do beliefs make any difference to someone's life?</i> |

## Spring 1

| English  | Maths  | Science   |
|--|--|---|
| <p>Cumulative narrative: Nail soup<br/>Discussion<br/>Teaching Reading: Chariots and Champions</p>   | <p>Number: Multiplication and Division<br/>Measurement: Length and Perimeter</p>   | <p>Light<br/>(Patricia E. Bath)</p>   |
| <p>Grammar &amp; Punctuation</p>   | <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li> <li>measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>measure the perimeter of simple 2-D shapes</li> </ul> | <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> |
| <ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes</li> <li>use of the forms of a and an for next word beginnings</li> <li>word families based on common words, showing how words are related</li> <li>express time, place and cause using conjunctions, adverbs and prepositions</li> <li>introduction to paragraphs to group related material</li> <li>headings and sub-headings</li> <li>present perfect form of verbs</li> <li>use of inverted commas to punctuate direct speech</li> </ul> |  |   |
| <p>Spellings</p>   |  |   |
| <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>The i sound spelt y elsewhere than at the end of words</li> <li>The suffix -ation</li> <li>The suffix -ly</li> <li>The suffix -ous</li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> <li>Year 3 &amp; 4 statutory spellings</li> </ul>   |  |   |

| History   | Art and Design   | Music   | PE   | MFL  | Computing  | PSHE   | RE  |
|---|--|---|--|--|--|--|---|
| <p><b>The Roman Empire</b><br/><i>and its impact on Britain</i><br/>Why did the Romans invade Britain? What made the Romans so powerful? What was the British resistance? How and when did the invaders become Christians? How did the Romans change Britain? What does "empire" mean? How was the Roman Empire a global community? Learning how Syrian Roman Soldiers helped to establish the Romans in Britain.</p> | <p style="text-align: center;"><b>Painting</b><br/><i>Shape and colour</i></p> <p>Sky paintings based on Van Gogh's 'Starry Night'.<br/>Abstract art based on Sean Scully.</p> | <p style="text-align: center;"><b>Suffolk Music Service – Percussion</b></p> <p>Learn to play and perform with increasing accuracy, fluency, control and expression as part of an ensemble.</p> | <p style="text-align: center;"><b>Cheerleading</b></p> <p>Develop flexibility, strength, control and balance.</p> <p style="text-align: center;"><b>Chasing and Fleeing games</b></p> <p>Playing in an area whilst evading or reaching opponents, trapping and sending/reacting to misleading signals.</p> | <p style="text-align: center;"><b>French: Mon corps</b></p> <p style="text-align: center;"><b>Body parts and their movements</b></p> | <p style="text-align: center;"><b>Programming A: Sequencing sounds</b></p> <p>Creating sequences in a block-based programming language to make music</p> | <p style="text-align: center;"><b>Relationships</b></p> <p style="text-align: center;">What are families like?</p> <p style="text-align: center;">Families; family life; caring for each other</p> | <p style="text-align: center;"><b>Hinduism</b></p> <p style="text-align: center;">Why do Hindus want to collect good karma?</p> <p style="text-align: center;"><i>Big Question: Do beliefs make any difference to someone's life?</i></p> |

Proposed visits: The Centre for Computing History

## Spring 2

| English   |   | Maths  |  |  | Science  |   |  |
|---|---|--|--|--|--|---|--|
| Finding narrative: The Magic Brush<br>Explanation<br>Teaching Reading: Chariots and Champions   |   | Number: Fractions<br>Measurement: Mass and Capacity  |  |  | Animals including humans<br>(Visit from nutritionist/dietician)  |   |  |
| <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes</li> <li>use of the forms of a and an for next word beginnings</li> <li>word families based on common words, showing how words are related</li> <li>express time, place and cause using conjunctions, adverbs and prepositions</li> <li>introduction to paragraphs to group related material</li> <li>headings and sub-headings</li> <li>present perfect form of verbs</li> <li>use of inverted commas to punctuate direct speech</li> </ul> |   | <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above</li> <li>measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul> |  |  | <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> |   |  |
| <b>Spellings</b> <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>The r sound spelt y elsewhere than at the end of words</li> <li>The suffix -ation</li> <li>The suffix -ly</li> <li>The suffix -ous</li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> <li>Year 3 &amp; 4 statutory spellings</li> </ul>   |   |  |  |  |  |   |  |
| Geography   | Design and Technology   | Music  | PE   | MFL  | Computing  | PSHE  | RE   |
| <b>Frozen Poles</b><br><br>Identify the polar regions of the world using atlases. Describe the similarities and differences between the two poles and the UK using geographical language. Use four-figure grid references to locate human and physical features in the area.  | <b>Chilean empanadas</b><br><br>Be able to identify the different food groups. Understand that food is grown, farmed or caught around the world. Use a wider variety of ingredients and techniques to prepare and make empanadas. | <b>Suffolk Music Service – Percussion</b><br><br>Learn to play and perform with increasing accuracy, fluency, control and expression as part of an ensemble.   | <b>Target Games</b><br><br>Use throwing and catching to develop their skills with control and balance.<br><br><b>Net and Wall Games</b><br><br>Learning and practicing skills involved in sports such as tennis, badminton and volleyball. | <b>French: Les animaux</b><br><br>Learning animal names and sounds in French and make simple sentences about them.<br><br>Revise number to 20. | <b>Data and information: Branching databases</b><br><br>Building and using branching databases to group objects using yes/no questions.  | <b>Living in the Wider World</b><br><br>What makes a community?<br><br>Community; belonging to groups; similarities and differences; respect for others | <b>Christianity</b><br><br>What do Christians mean when they talk about the Kingdom of God?<br><br><i>Big Question: What beliefs drive people to make a difference in the world?</i> |

## Summer 1

| Summer 1   |  |   |   |   |  |  |   |
|--|--|---|---|---|--|--|---|
| English  |  | Maths   |   |   | Science  |  |   |
| Wishing narrative: The King of the Fishes<br>Information<br>Teaching Reading: Mr Penguin and the Lost Treasure   |  | Number: Fractions<br>Measurement: Money   |   |   | Plants<br>(George Washington Carver)   |  |   |
| Grammar & Punctuation  |  | <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above</li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> |   |   | <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> |  |   |
| Spellings  |  |   |   |   |  |  |   |
| <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>The r sound spelt y elsewhere than at the end of words</li> <li>The suffix -ation</li> <li>The suffix -ly</li> <li>The suffix -ous</li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> <li>Year 3 &amp; 4 statutory spellings</li> </ul> |  |   |   |   |  |  |   |
| History  | Art and Design   | Music   | PE  | MFL   | Computing  | PSHE   | RE  |
| <b>Local History beyond 1066</b><br><i>The Wool Trade and the Tudors Long Melford and Lavenham</i><br>Why did the Wool Trade develop so successfully in Suffolk? What was it like to live in Suffolk at the height of the wool trade? What was the legacy of the Wool Trade in Suffolk? What were Tudor Almshouses and how were people with disabilities treated in Tudor society?                                 | <b>Drawing</b><br>Investigate and exploring a range of visual mark making<br>Discuss different forms of patterning and record, enlarge and extend them with regard for line, shape and colour. | <b>Suffolk Music Service – Percussion</b><br>Learn to play and perform with increasing accuracy, fluency, control and expression as part of an ensemble.  | <b>OAA</b><br>Learn how to problem solve, follow instructions and take part in team challenges.<br><br><b>Striking and Fielding Games</b><br>Learning and practicing skills involved in games such as cricket and rounders. | <b>French: La famille</b><br>Learning family names, writing short sentences about the family and answering questions. | <b>Creating media: Desktop publishing</b><br>Creating documents by modifying text, images and page layouts for a specified purpose.  | <b>Health and Wellbeing</b><br>Why should we eat well and look after our teeth?<br>Being healthy: eating well, dental care | <b>Humanism</b><br>Why do Humanists use the golden rule as a basis for morality?<br><i>Big Question: What beliefs drive people to make a difference in the world?</i> |
| <b>Proposed visits: Lavenham</b>   |  |   |   |   |  |  |   |

## Summer 2

| English  |  | Maths   |  | Science  |   |  |  |
|--|--|---|--|--|---|--|--|
| Tale of fear narrative: The Manor House<br>Persuasion<br>Teaching Reading: Mr Penguin and the Lost Treasure  |  | Measurement: Time<br>Geometry: Shape<br>Statistics  |  | Animals including humans<br>(Visit from nutritionist/dietician)<br><br>PLUS consolidation of previous topics   |   |  |  |
| <b>Grammar &amp; Punctuation</b>   |  | <ul style="list-style-type: none"> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events [for example, to calculate the time taken by particular events or tasks]</li> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> <li>interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul> |  | <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> |   |  |  |
| <b>Spellings</b>   |  |   |  |  |   |  |  |
| <ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes</li> <li>use of the forms of a and an for next word beginnings</li> <li>word families based on common words, showing how words are related</li> <li>express time, place and cause using conjunctions, adverbs and prepositions</li> <li>introduction to paragraphs to group related material</li> <li>headings and sub-headings</li> <li>present perfect form of verbs</li> <li>use of inverted commas to punctuate direct speech</li> </ul> |  |   |  |  |   |  |  |
| <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>The r sound spelt y elsewhere than at the end of words</li> <li>The suffix -ation</li> <li>The suffix -ly</li> <li>The suffix -ous</li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> <li>Year 3 &amp; 4 statutory spellings</li> </ul>   |  |   |  |  |   |  |  |
| Geography  | Design and Technology  | Music   | PE   | MFL  | Computing   | PSHE   | RE   |
| <b>Radical Rainforest</b><br><br>Name and locate countries in South America. Learn about the weather, climate and biome of the Amazon Rainforest.  | <b>Mini Greenhouses</b><br><br>Find out and use knowledge of existing products to design their own mini greenhouse. Create designs using annotated sketches, cross-sectional diagrams. Make suitable choices from a wider range of tools and unfamiliar materials, including recycled materials. | <b>Suffolk Music Service: Ukulele</b><br><br>Learn to play and perform with increasing accuracy, fluency, control and expression as part of an ensemble.  | <b>Personal Challenges</b><br><br>Compete against one's self to create personal bests in a range of challenges.<br><br><b>Athletics</b><br><br>Continuing to build skills in track and field events. | <b>French: Bon anniversaire</b><br><br>Learn how to say Happy Birthday. Days of the week and months of the year.   | <b>Programming B: Events and actions in programs</b><br><br>Writing algorithms and programs that use a range of events to trigger sequences of actions. | <b>Health and Wellbeing</b><br><br>Why should we keep active and sleep well?<br><br>Being healthy: keeping active, taking rest | <b>Judaism</b><br><br>What symbols and stories help Jewish people remember their covenant with God?<br><br><i>Big Question: What beliefs drive people to make a difference in the world?</i> |

Proposed visits: Foxearth (2)