




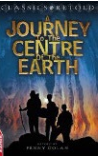



 Allscott Meads	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3/4 Cycle A	<b>Down on the Farm</b>	<b>Rise of the Robots</b>	<b>Solid as a Rock</b>	<b>River deep, Mountain High</b>	<b>What have the Romans ever done for us?</b>	<b>Don't step in the Lava</b>
Reading	 Fantastic Mr Fox – Roald Dahl	 Iron Man by Ted Hughes	 Stig of the Dump by Clive King	 Song of the River – Gill Lewis	 Roman invasion- Jim Eldridge	 A Journey to the Centre of the Earth- Penny Dolan
Writing	<p><b>Writing: Diary Entry</b> (First-person recount) Purpose: Entertain &amp; reflect Skill focus: Past tense, first-person pronouns, emotion/adverb usage</p> <p><b>Non-chronological Report</b> Purpose: Inform Skill focus: Subheadings, third-</p>	<p><b>Writing: Descriptive Character Profile</b> Purpose: Entertain &amp; describe Skill focus: Expanded noun phrases, metaphors/similes, precise powerful verbs</p> <p><b>Persuasive Letter</b> Purpose: Persuade (e.g., convince humans to befriend robots)</p>	<p><b>Writing: Adventure Narrative</b> Purpose: Entertain &amp; engage Skill focus: Coherent plots, dialogue punctuation, multi-paragraph structure, tension build</p> <p><b>Explanation Text</b> Purpose: Inform &amp; explain (rocks and soils)</p>	<p><b>Writing: Poetry (Free/Shape Verse)</b> Purpose: Entertain &amp; evoke imagery Skill focus: Personification, similes/metaphors, alliteration, layout &amp; form</p> <p><b>Recount (Field Trip Report)</b> Purpose: Inform &amp; reflect.</p>	<p><b>Writing: Historical Narrative</b> Purpose: Entertain &amp; educate (Romans in Britain) Skill focus: Period-appropriate setting, cultural details, conflict/resolution, paragraphs</p> <p><b>Non-chronological Report</b> Purpose: Inform (Roman life/inventions)</p>	<p><b>Writing: Instructional Guide</b> Purpose: Inform &amp; guide (“How to survive a volcanic eruption”) Skill focus: Imperative verbs, sequenced steps, clarity, audience awareness</p> <p><b>Scientific Explanation</b> Purpose: Inform (volcano eruptions or state changes)</p>

	person factual tone, technical vocabulary	Skill focus: Emotive/adverbial language, rhetorical questions, formal letter structure	Skill focus: Sequencing (first, then), causal connectives, technical vocabulary, diagrams	Skill focus: Past tense, time markers, sensory details,	Skill focus: Headings, subheadings, technical vocabulary, factual tone	Skill focus: Cause-effect structures, scientific vocabulary, labelled diagrams
<h2 style="text-align: center;">Mathematics</h2>	<p><b>Mathematics Y2:</b></p> <ul style="list-style-type: none"> <li>-Recognise and use place value of tens and ones.</li> <li>-Read and write numbers to 100 in numerals and words.</li> <li>-Count in steps of 2, 3, and 5 from zero; count in tens from any number.</li> <li>-Addition and subtraction facts within 20; use column method for addition and subtraction of two-digit numbers.</li> <li>-Recall and use multiplication and division facts for 2, 5, and 10 times tables.</li> <li>-Recognise and name 2D and 3D shapes.</li> <li>-Tell time to the hour and half past.</li> </ul> <p><b>Mathematics Y3:</b></p> <ul style="list-style-type: none"> <li>-Read, write, and order two- and three-digit numbers.</li> <li>-Count and estimate; use column methods for addition and subtraction of two- and three-digit numbers.</li> <li>-Represent, compare and order unit fractions of shapes and numbers.</li> <li>-Recognise and describe properties of 2D and 3D shapes.</li> <li>-Tell time using the 12-hour clock (am/pm).</li> <li>-Read, present, and interpret pictograms and tables.</li> </ul> <p><b>Mathematics Y4:</b></p>		<p><b>Mathematics Y2:</b></p> <ul style="list-style-type: none"> <li>-Continue place value understanding to 100.</li> <li>-Learn addition and subtraction of two-digit numbers with regrouping.</li> <li>-Begin multiplying and dividing using 2, 5, and 10 times tables.</li> <li>-Understand unit and non-unit fractions (1/2, 1/4, 1/3).</li> <li>-Recognise and draw right angles in shapes.</li> <li>-Use money in pounds and pence in problems.</li> <li>-Measure length, mass, and capacity using standard units.</li> <li>-Calculate perimeter of simple 2D shapes.</li> <li>-Interpret pictograms and tables.</li> </ul> <p><b>Mathematics Y3:</b></p> <ul style="list-style-type: none"> <li>-Round numbers and develop number sense.</li> <li>-Multiply by 10; learn table facts.</li> <li>-Use column methods for addition and subtraction of two- and three-digit numbers.</li> <li>-Multiply and divide with remainders.</li> <li>-Represent and order unit and non-unit fractions.</li> <li>-Recognise and draw right angles in 2D shapes.</li> <li>-Work with money.</li> <li>-Measure length, mass, and capacity accurately in metric units.</li> <li>-Calculate perimeter.</li> </ul>		<p><b>Mathematics Y2:</b></p> <ul style="list-style-type: none"> <li>-Read, write and order numbers to at least 100.</li> <li>-Add and subtract two-digit numbers and 1s, 10s and 100s mentally and in columns.</li> <li>-Solve simple problems involving scaling and correspondence.</li> <li>-Understand equivalence of fractions (1/2, 2/4).</li> <li>-Describe properties of shapes.</li> <li>-Solve measurement problems involving time (12-hour and 24-hour clocks).</li> <li>-Read, present, and interpret pictograms and tables.</li> </ul> <p><b>Mathematics Y3:</b></p> <ul style="list-style-type: none"> <li>-Read, write, order and round two- and three-digit numbers.</li> <li>-Use commutativity and associativity in addition and subtraction of three-digit numbers and 1s, 10s and 100s.</li> <li>-Solve problems with scaling and correspondence.</li> <li>-Understand equivalence and addition/subtraction within 1 (tenths).</li> <li>-Describe shapes.</li> <li>-Solve problems involving measurement.</li> <li>-Tell time on 12-hour and 24-hour clocks.</li> <li>-Read, present, and interpret pictograms and tables.</li> </ul>	

	<ul style="list-style-type: none"> <li>-Understand properties of numbers, rounding, and negative numbers.</li> <li>-Recall multiplication facts and use derived facts.</li> <li>-Use written methods for addition, subtraction, multiplication, and division, including estimation.</li> <li>-Divide by 10 and 100; round and order decimals.</li> <li>-Identify angles and properties of shapes, including symmetry.</li> <li>-Read and plot coordinates in the first quadrant.</li> <li>-Calculate area and perimeter.</li> <li>-Interpret discrete and continuous data.</li> </ul>	<ul style="list-style-type: none"> <li>-Read, present, and interpret pictograms and tables.</li> </ul> <p><b>Mathematics Y4:</b></p> <ul style="list-style-type: none"> <li>-Count in multiples, order and compare numbers beyond 1000.</li> <li>-Use factor pairs and commutativity.</li> <li>-Use written methods for all four operations including money.</li> <li>-Find families of common equivalents (fractions, decimals, percentages).</li> <li>-Identify symmetry and complete shapes.</li> <li>-Understand translation of shapes.</li> <li>-Tell time and convert units of time.</li> <li>-Solve problems from data.</li> </ul>	<p><b>Mathematics Y4:</b></p> <ul style="list-style-type: none"> <li>-Understand Roman numerals.</li> <li>-Apply calculation skills in context.</li> <li>-Use written methods (+, −, ×, ÷) with larger numbers.</li> <li>-Work with decimals and fractions in measurement contexts.</li> <li>-Understand and identify symmetry; compare and order angles.</li> <li>-Plot and read shapes on coordinate grids.</li> <li>-Convert between units of measure; calculate area and perimeter.</li> <li>-Represent and interpret data</li> </ul>			
<b>Outdoor Learning</b>	<p><b>Visits/ Visitors:</b> Outdoor Learning Attingham Park Visit</p>	<p><b>Visits/ Visitors:</b> Outdoor Learning Enginuity and space related workshop</p>	<p><b>Visit/ Visitors:</b> Outdoor Learning Bee Lady/ Farm Visit- Acton Scott</p>			
<b>Science</b>	<p><b>Science: Skeletons and Nutrition and diet</b> <b>Eco: Food waste</b> Children know the basic functions of the human skeleton and how it supports and protects the body. They understand the importance of a balanced diet and how different foods provide nutrients needed for growth and health.</p>	<p><b>Science: States of Matter</b> Children know the three main states of matter: solids, liquids, and gases, and can describe their basic properties. They understand how matter changes state through heating and cooling, such as melting, freezing, and evaporation.</p>	<p><b>Science: Sound</b> Children know that sound is made by vibrations and travels through different materials. They understand how pitch and volume can change and how sound travels to the ear.</p>	<p><b>Science: Fossils and soil</b> Children know that fossils are the remains of ancient plants and animals preserved in rocks. They understand that soil is made from broken-down rock and organic matter and supports plant growth.</p>	<p><b>Science: Plants</b> <b>Eco: Biodiversity</b> Children know the main parts of plants and their functions, such as roots, stems, leaves, and flowers. They understand how plants reproduce through pollination and seed formation and what they need to grow healthily.</p> <p>Children know that biodiversity means</p>	<p><b>Science: Forces and Magnets</b> Children know that forces like gravity, friction, and magnetic forces act on objects and can affect how they move. They understand that magnets have poles that attract or repel and can act through some materials.</p>

	Children know that food waste happens when edible food is thrown away instead of eaten. They understand how reducing food waste helps save resources, reduce pollution, and protect the environment.				the variety of plants, animals, and other living things in an environment. They understand why protecting biodiversity is important for keeping ecosystems healthy and balanced.	
History	<b>History:</b> Local History study – Farming through the ages		<b>History:</b> Changes in Britain from the Stone Age to the Iron Age		<b>History:</b> Romans and the impact on Britain	
Geography	<b>Geography:</b> Rehearsal of skills – Local land use	<b>Geography:</b> Energy sources		<b>Geography:</b> Mountains and rivers - Wrekin		<b>Geography:</b> Volcanoes and tectonic plates
PE - Indoors	<b>PE Indoor:</b> Developing Movement	<b>PE Indoor:</b> Gymnastics	<b>PE Indoor:</b> Target games	<b>PE Indoors:</b> Target games	<b>PE Indoor:</b> Athletics-throwing and catching	<b>PE Indoor:</b> Dance
PE - Outdoors	<b>PE Outdoor:</b> Football and Hockey	<b>PE Outdoor:</b> Basketball and Handball	<b>PE Outdoor:</b> Gymnastics and Dance	<b>PE Outdoor:</b> OAA and Teambuilding	<b>PE Outdoor:</b> Striking and Fielding	<b>PE Outdoor:</b> Athletics
PSHE	<b>PSHE:</b> Identity and Well-being	<b>PSHE:</b> Careers and Skills	<b>PSHE:</b> Respectful Relationships	<b>PSHE:</b> Healthy Choices	<b>PSHE:</b> Respect and Boundaries	<b>PSHE:</b> Responsible Citizens and Media Awareness
Religious Education	<b>RE: Sikhism</b> Enquiry Question: Does joining the Khalsa make a person a better Sikh?	<b>RE: Christianity</b> Enquiry Question: Has Christmas lost its true meaning?	<b>RE: Christianity</b> Enquiry Question: Could Jesus heal people?	<b>RE: Christianity</b> Enquiry Question: What is 'good' about Good Friday?	<b>RE: Sikhism</b> Enquiry Question: Do Sikhs think it is important to share?	<b>RE: Sikhism</b> Enquiry Question: What is the best way for a Sikh to show commitment to God?

<b>Art</b>		<b>Art:</b> Sculpture- Robot Inspired- Wire Figurine		<b>Art:</b> Painting Landscape Claude Monet- Rivers		<b>Art:</b> Drawing – Half Portrait/ Observational Self Portrait
<b>Design Technology</b>	<b>DT:</b> Food technology: Local Food & Healthy Diet		<b>DT:</b> Textiles- Sewing Stone Age Inspired Tunic		<b>DT:</b> Packaging for Roman Jewellery	
<b>French</b>	<b>French:</b> French greetings with puppets	<b>French:</b> French adjectives of colour, size and shape	<b>French:</b> Playground games – numbers and age	<b>French:</b> In a French classroom	<b>French:</b> Bon Apetit	<b>French:</b> Shopping for French food
<b>Computing</b>	<b>Computing:</b> Networks	<b>Computing:</b> The internet	<b>Computing:</b> Photo editing	<b>Computing:</b> Stop frame animation	<b>Computing:</b> Programming sequence using sound	<b>Computing:</b> Audio production
	<b>E-Safety: Self-image and identity</b>	<b>E-Safety: Online relationships</b>	<b>E-Safety: Online reputation and online bullying</b>	<b>E-Safety: managing online information</b>	<b>E-Safety: online relationships</b>	<b>E-Safety: online reputation and online bullying</b>
<b>Music</b>	<b>Music:</b> South Africa (Theme: Instrumental Lessons)	<b>Music:</b> Developing singing technique (Theme: The Vikings)	<b>Music:</b> Caribbean (Theme: Instrumental Lessons)	<b>Music:</b> Body and Tune Percussion (Theme: Rainforests)	<b>Music:</b> Adapting and transposing motifs (Theme: Romans)	<b>Music:</b> Jazz

 Allscott Meads	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3/4 Cycle B	<b>Grapple with the Greeks</b>	<b>Exploring the world</b>	<b>A Victorian Street Market</b>	<b>Blue Abyss</b>	<b>Let the battle commence</b>	<b>Every picture Paints a story</b>
Reading	 Who let the gods out by Maz Evans	 The Explorer by Katherine Rundell	 Cogheart by Peter Bunzl	 Kensuke's Kingdom by Michael Morpurgo	 How to train your dragon by Cressida Cowell	 A song for a whale by Lynne Kelly
Writing	<p><b>Writing: Diary Entry (First-person recount)</b> Purpose: Entertain &amp; reflect Skill focus: Past tense, first-person pronouns, emotion/adverb usage</p> <p><b>Non-chronological Report (Ancient Greece)</b> Purpose: Inform Skill focus:</p>	<p><b>Writing: Explanation Text (Digestive System)</b> Purpose: Explain &amp; inform Skill focus: Sequencing words, causal connectives, passive voice introduction, diagrams and labels</p> <p><b>Recount (Field Trip Report)</b> Purpose: Inform &amp; reflect</p>	<p><b>Writing: Instructional Guide (How to build a simple circuit)</b> Purpose: Inform &amp; guide Skill focus: Imperative verbs, bullet points/lists, modal verbs, clear sequencing</p> <p><b>Adventure Narrative (Inspired by Cogheart)</b> Purpose: Entertain Skill focus: Dialogue</p>	<p><b>Writing: Adventure Narrative</b> Purpose: Entertain Skill focus: Past tense consistency, first and third-person pronouns, dialogue punctuation, varied sentence types</p> <p><b>Persuasive Letter (Convince a friend to visit Kensuke's island)</b> Purpose: Persuade</p>	<p><b>Writing: Non-chronological Report (Vikings)</b> Purpose: Inform Skill focus: Headings/subheadings, technical vocabulary, factual tone</p> <p><b>Persuasive Letter (Convince a village to support Vikings or Anglo-Saxons)</b> Purpose: Persuade</p>	<p><b>Writing: Descriptive Character Profile or Poem</b> Purpose: Entertain &amp; describe / Entertain &amp; evoke imagery Skill focus: Expanded noun phrases, metaphors/similes, personification, alliteration</p> <p><b>Explanation Text (How sound travels)</b> Purpose: Explain &amp; inform Skill focus: Cause-</p>

	Headings/subheadings, third-person factual tone, complex sentences with conjunctions, commas in lists	Skill focus: Past tense, time markers, sensory details	punctuation, varied sentence types, past tense consistency, paragraphing	Skill focus: Formal letter format, emotive language, rhetorical questions, adverbials of time and cause	Skill focus: Formal language, conjunctions, rhetorical questions, adverbials	effect language, sequencing, technical vocabulary
Mathematics	<p><b>Mathematics Y2:</b></p> <ul style="list-style-type: none"> <li>-Recognise and use place value of tens and ones.</li> <li>-Read and write numbers to 100 in numerals and words.</li> <li>-Count in steps of 2, 3, and 5 from zero; count in tens from any number.</li> <li>-Addition and subtraction facts within 20; use column method for addition and subtraction of two-digit numbers.</li> <li>-Recall and use multiplication and division facts for 2, 5, and 10 times tables.</li> <li>-Recognise and name 2D and 3D shapes.</li> <li>-Tell time to the hour and half past.</li> </ul> <p><b>Mathematics Y3:</b></p> <ul style="list-style-type: none"> <li>-Read, write, and order two- and three-digit numbers.</li> <li>-Count and estimate; use column methods for addition and subtraction of two- and three-digit numbers.</li> <li>-Represent, compare and order unit fractions of shapes and numbers.</li> <li>-Recognise and describe properties of 2D and 3D shapes.</li> <li>-Tell time using the 12-hour clock (am/pm).</li> <li>-Read, present, and interpret pictograms and tables.</li> </ul> <p><b>Mathematics Y4:</b></p>		<p><b>Mathematics Y2:</b></p> <ul style="list-style-type: none"> <li>-Continue place value understanding to 100.</li> <li>-Learn addition and subtraction of two-digit numbers with regrouping.</li> <li>-Begin multiplying and dividing using 2, 5, and 10 times tables.</li> <li>-Understand unit and non-unit fractions (1/2, 1/4, 1/3).</li> <li>-Recognise and draw right angles in shapes.</li> <li>-Use money in pounds and pence in problems.</li> <li>-Measure length, mass, and capacity using standard units.</li> <li>-Calculate perimeter of simple 2D shapes.</li> <li>-Interpret pictograms and tables.</li> </ul> <p><b>Mathematics Y3:</b></p> <ul style="list-style-type: none"> <li>-Round numbers and develop number sense.</li> <li>-Multiply by 10; learn table facts.</li> <li>-Use column methods for addition and subtraction of two- and three-digit numbers.</li> <li>-Multiply and divide with remainders.</li> <li>-Represent and order unit and non-unit fractions.</li> <li>-Recognise and draw right angles in 2D shapes.</li> </ul>		<p><b>Mathematics Y2:</b></p> <ul style="list-style-type: none"> <li>-Read, write and order numbers to at least 100.</li> <li>-Add and subtract two-digit numbers and 1s, 10s and 100s mentally and in columns.</li> <li>-Solve simple problems involving scaling and correspondence.</li> <li>-Understand equivalence of fractions (1/2, 2/4).</li> <li>-Describe properties of shapes.</li> <li>-Solve measurement problems involving time (12-hour and 24-hour clocks).</li> <li>-Read, present, and interpret pictograms and tables.</li> </ul> <p><b>Mathematics Y3:</b></p> <ul style="list-style-type: none"> <li>-Read, write, order and round two- and three-digit numbers.</li> <li>-Use commutativity and associativity in addition and subtraction of three-digit numbers and 1s, 10s and 100s.</li> <li>-Solve problems with scaling and correspondence.</li> <li>-Understand equivalence and addition/subtraction within 1 (tenths).</li> <li>-Describe shapes.</li> <li>-Solve problems involving measurement.</li> <li>-Tell time on 12-hour and 24-hour clocks.</li> <li>-Read, present, and interpret pictograms and tables.</li> </ul>	

	<ul style="list-style-type: none"> <li>-Understand properties of numbers, rounding, and negative numbers.</li> <li>-Recall multiplication facts and use derived facts.</li> <li>-Use written methods for addition, subtraction, multiplication, and division, including estimation.</li> <li>-Divide by 10 and 100; round and order decimals.</li> <li>-Identify angles and properties of shapes, including symmetry.</li> <li>-Read and plot coordinates in the first quadrant.</li> <li>-Calculate area and perimeter.</li> <li>-Interpret discrete and continuous data.</li> </ul>	<ul style="list-style-type: none"> <li>-Work with money.</li> <li>-Measure length, mass, and capacity accurately in metric units.</li> <li>-Calculate perimeter.</li> <li>-Read, present, and interpret pictograms and tables.</li> <li><b>Mathematics Y4:</b></li> <li>-Count in multiples, order and compare numbers beyond 1000.</li> <li>-Use factor pairs and commutativity.</li> <li>-Use written methods for all four operations including money.</li> <li>-Find families of common equivalents (fractions, decimals, percentages).</li> <li>-Identify symmetry and complete shapes.</li> <li>-Understand translation of shapes.</li> <li>-Tell time and convert units of time.</li> <li>-Solve problems from data.</li> </ul>	<p><b>Mathematics Y4:</b></p> <ul style="list-style-type: none"> <li>-Understand Roman numerals.</li> <li>-Apply calculation skills in context.</li> <li>-Use written methods (+, −, ×, ÷) with larger numbers.</li> <li>-Work with decimals and fractions in measurement contexts.</li> <li>-Understand and identify symmetry; compare and order angles.</li> <li>-Plot and read shapes on coordinate grids.</li> <li>-Convert between units of measure; calculate area and perimeter.</li> <li>-Represent and interpret data</li> </ul>
<p style="text-align: center;"><b>Outdoor Learning</b></p>	<p><b>Visits/ Visitors:</b>  Outdoor Learning  Allscott walk/ Sunny Croft/ Wrekin Visit/  Park and Ironbridge visit</p>	<p><b>Visits/ Visitors:</b>  Outdoor Learning  Warwick Castle Visit</p>	<p><b>Visits/ Visitors:</b>  Outdoor Learning  Safari Park/ Twycross Zoo Visit</p>

<p style="text-align: center;">Science</p>	<p><b>Science: Group and classify living things</b> Children know how to group and classify plants, animals, and rocks based on their observable features. They understand why scientists classify living things to help identify and study them more easily.</p>	<p><b>Science: Rocks</b> Children know that rocks come in different types like igneous, sedimentary, and metamorphic. They understand how rocks are formed and can describe their properties such as hardness, texture, and permeability.</p>	<p><b>Science: Electricity</b> <b>Eco: Reduce Energy</b> Children know that electricity flows in circuits and powers devices like bulbs and motors. They understand how to build simple circuits and recognize common electrical conductors and insulators.</p> <p>Children know why it's important to reduce energy use to protect the environment. They understand simple ways to save energy at home and school, like turning off lights and using energy-efficient devices.</p>	<p><b>Science: Light</b> Children know that light travels in straight lines and helps us see things. They understand how shadows are formed and how light can be reflected and blocked by different objects.</p>	<p><b>Science: Habitats</b> <b>Eco: Deforestation</b> Children know that habitats provide the basic needs for plants and animals, such as food, water, and shelter. They understand how different habitats support different types of living things and how environmental changes can affect them.</p> <p>Children know that deforestation means cutting down large areas of trees and forests. They understand how deforestation can harm animals' habitats and affect the environment, and why it's important to protect forests.</p>	<p><b>Science: The digestive system</b> Children know the main parts of the digestive system and their functions, such as the mouth, stomach, and intestines. They understand how food is broken down to provide nutrients the body needs to grow and stay healthy.</p>
<p style="text-align: center;">History</p>	<p><b>History:</b> Ancient Greece</p>		<p><b>History:</b> Local History – Victorian Wellington</p>		<p><b>History:</b> Anglo Saxons V's Vikings</p>	
<p style="text-align: center;">Geography</p>		<p><b>Geography:</b> Comparing countries in the EU</p>		<p><b>Geography:</b> Locational knowledge seas, oceans and continents</p>		<p><b>Geography:</b> Types of settlement, mapping (Rehearsal of skills)</p>

<b>PE - Indoors</b>	PE Indoors: Gymnastics	PE Indoors: Target games- Golf	PE Indoor: Dance	PE Indoor: Target games- Dodgeball	PE Indoor: Athletics: track	PE Indoor: Invasion games- Basketball
<b>PE - Outdoors</b>	<b>PE Outdoor:</b> Football and Hockey	<b>PE Outdoor:</b> Basketball and Handball	<b>PE Outdoor:</b> Gymnastics and Dance	<b>PE Outdoor:</b> OAA and Teambuilding	<b>PE Outdoor:</b> Striking and Fielding	<b>PE Outdoor:</b> Athletics
<b>PSHE</b>	<b>PSHE:</b> Healthy Living	<b>PSHE:</b> Digital Boundaries	<b>PSHE:</b> Spending Wisely	<b>PSHE:</b> Respectful Communities	<b>PSHE:</b> Respectful Behaviour	<b>PSHE:</b> Growing and Changing
<b>Religious Education</b>	<b>RE: Buddhism</b> Is it possible for everyone to be happy? (Buddhism)	<b>RE: Christianity:</b> What is the most significant part of the Nativity story for Christians today?	<b>RE: Buddhism:</b> Could the Buddha's teachings make the world a better place?	<b>RE: Christianity:</b> Is forgiveness always possible for Christians?	<b>RE: Buddhism:</b> What is the best way for a Buddhist to lead a good life?	<b>RE: Christianity</b> Do people need to go to church to show they are Christians?
<b>Art</b>	<b>Art:</b> Sculpture Greek inspired Tile.			<b>Art:</b> Drawing Fish- Paul Klee		<b>Art:</b> Painting and Printing- Gustav Klimt- Tree of Life/ The Flower Garden
<b>Design Technology</b>		<b>DT:</b> Mechanisms: Cams/Levers- Toys	<b>DT:</b> Food Technology: Victoria Sponge Cake		<b>DT:</b> Textiles: Sewing- Sunhats	
<b>French</b>	<b>French:</b> This is me	<b>French:</b> School days	<b>French:</b> Birthday celebrations	<b>French:</b> Colourful creatures	<b>French:</b> Fabulous French food	<b>French:</b> Gourmet tour of France
<b>Computing</b>	<b>Computing:</b> Desktop Publishing	<b>Computing:</b> Organising using databases	<b>Computing:</b> Data Logging	<b>Computing:</b> Events and actions in programs	<b>Computing:</b> Repetition in programs	<b>Computing:</b> Using repetitions in programming to create a game
	<b>E-Safety: Managing online information</b>	<b>E-Safety: Health, Wellbeing and Lifestyle</b>	<b>E-Safety: Privacy and Security</b>	<b>E-Safety: Copyright and Ownership</b>	<b>E-Safety: Privacy and Security</b>	<b>E-Safety: Copyright and Ownership</b>
<b>Music</b>	<b>Music:</b> Creating compositions in response to animation (Theme: Mountains)	<b>Music:</b> Changes in pitch, tempo and dynamics (Theme: Rivers)	<b>Music:</b> Ballads	<b>Music:</b> Haiku, music and performance (Theme: Hanami festival)	<b>Music:</b> Rock and Roll	<b>Music:</b> Samba and carnival sounds and instruments (Theme: South America)