	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Christian Values	Love	Peace	Wisdom	Hope	Friendship	Honesty
Enrichment	Trip to Shree Jagannatha Temple (link to RE)	Egyptians day (link to History) Christmas show and Church service	Visit/Googlemeet from a Geologist (link to science)	Trip to St John's Church (link to RE)	Trip to Stonehenge (link to History)	Fieldwork - local area Bristol Avon Rivers Trust (link to Geography)
English - Writing	Genre: Recount Narrative Non-chronological report	Genre: Narrative Newspaper report Instructions	Genre: Narrative Recount - diary Poetry	Genre: Narrative Recount Persuasive text	Genre: Poetry Narrative Non-chronological report	Genre: Narrative Biography - recount Instructions
	Text: The Incredible Book Eating Boy The Dot	Text: The Flood	Text: The Magic Paintbrush - Julia Donaldson Big Book of the Blue - Yuval Zommer	Text: The Worst Witch	Text: The Owl who was afraid of the dark Skara Brae	Text: The Proudest Blue The Iron Man
	NC/Learning Focus: Use diagonal and horizontal strokes for joined letters, and	NC/Learning Focus: Discuss and plan ideas before writing.	NC/Learning Focus: Create settings, characters and plots.	NC/Learning Focus: Use headings and sub-headings to structure texts.	NC/Learning Focus: Evaluate own and others' writing for effectiveness.	NC/Learning Focus: Prepare writing for publication (neat, consistent style).

	understand which letters are best left unjoined Improve legibility, consistency, quality, correct spacing so ascenders/descenders don't overlap Develop legible, joined handwriting as the norm. Write sentences using varied vocabulary and grammar. Begin extending sentences with conjunctions.	Draft sentences orally before writing them down. Organise ideas into simple paragraphs around a theme.	Use dialogue to develop character and advance action. Begin to vary sentence length and structure for effect.	Write for different purposes (instructions, reports, letters). Choose vocabulary to match audience and purpose.	Proof-read for grammar, punctuation and spelling errors. Revise sentences to improve clarity and style.	Read work aloud with appropriate intonation and volume. Apply all writing skills across genres with increasing independence.
English – Reading	Text: The Boy Who Biked the World Planet Omar Non-fiction: Skeletons, Castles	Text: Marcy and the Riddle of the Phynx Zombierella	Text: Charlotte's Web	Text: The Wild Way Home	Text: Poetry	Text: The Iron Man
	NC/Learning Focus: Apply knowledge of root words, prefixes	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus: Draw inferences about characters'	NC/Learning Focus: Identify themes and conventions in a range	NC/Learning Focus:

	and suffixes to read aloud. Begin to read age-appropriate books with fluency and confidence. Re-read familiar books to build accuracy and speed.	Discuss and clarify meanings of new words in context. Use dictionaries to check word meanings. Explore how vocabulary choice affects meaning.	Identify key details in fiction and non-fiction texts. Ask and answer questions about what has been read. Use text features (headings, subheadings, contents, index) to locate information quickly.	feelings, thoughts, and motives. Predict what might happen next using evidence from the text. Begin to justify answers with reference to the text.	of texts (e.g. fables, adventure, poetry). Comment on how language, structure and presentation contribute to meaning. Compare books by the same author or with similar themes.	Read aloud with appropriate intonation and expression. Take part in group discussions about books, offering opinions. Recommend books to peers and explain reasons. Develop stamina to read longer texts independently.
	Reading for Pleasure: Planet Omar The Boy Who Biked the World	**Reading for Pleasure:** Zombierella	**Reading for Pleasure:** Charlotte's Web	**Reading for Pleasure:** The Wild Way Home	**Reading for Pleasure:** Shakespeare	**Reading for Pleasure:** Roald Dahl
English – Phonics/Spelling	Phase/Learning Focus: ai, ur, ly	Phase/Learning Focus: ly, i, k	Phase/Learning Focus: bi, re, sh, struct, scope	Phase/Learning Focus: mis, dis, in, sure, ture, tion,	Phase/Learning Focus: er, ed, ing, ary, u	Phase/Learning Focus: l, aw, im, silent letters

Maths	Threshold Concept: Place Value/Addition and Subtraction	Threshold Concept: Multiplication	Threshold Concept: Fractions	Threshold Concept: Length and Perimeter/Mass and Capacity	Threshold Concept: Money Statistics	Threshold Concept: Time Shape
	NC/Learning Focus: Count from 0 in multiples of 4, 8, 50, and 100. Find 10 or 100 more/less than a given number. Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). Compare and order numbers up to	NC/Learning Focus: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know. Use mental methods and progress to formal written methods.	NC/Learning Focus: 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. Recognise, find and write fractions of a discrete set of objects. Recognise and use fractions as numbers (including unit and non-unit fractions). Recognise and show, using diagrams, equivalent fractions	NC/Learning Focus: Length & Perimeter Measure, compare, add and subtract: lengths (m/cm/mm). Measure the perimeter of simple 2D shapes. Mass & Capacity Measure, compare, add and subtract: mass (kg/g). Measure, compare, add and subtract: volume/capacity (l/ml).	NC/Learning Focus: Money Add and subtract amounts of money to give change, using both £ and p in practical contexts. Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions (e.g. "How many more?" and "How many fewer?") using information presented in scaled bar charts, pictograms and tables.	NC/Learning Focus: Time Tell and write the time from an analogue clock (including using Roman numerals I–XII and 12-hour/24-hour clocks). Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes, and hours. Know the number of seconds in a minute and the number of days in

	1000. Read and write numbers up to 1000 in numerals and words. Identify, represent and estimate numbers using different representations. Solve number problems and practical problems involving these ideas. Add and subtract numbers mentally, including:	Solve problems involving multiplication and division, including scaling. Solve correspondence problems (e.g. "How many different outfits with 3 hats and 4 coats?").	with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems involving fractions.			each month, year, and leap year. Compare durations of events (e.g. calculate the time taken by a task). Shape (Geometry – Properties of Shapes) Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. Recognise angles as a property of shape and as turns. Identify right angles; recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn, 4 a whole turn.

	a 3-digit number and ones a 3-digit number and tens a 3-digit number and hundreds Add and subtract numbers with up to 3 digits using formal written methods. Estimate the answer to a calculation and use inverse operations to check. Solve problems, including missing number problems, using number facts,					Identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines, and pairs of perpendicular and parallel lines.

	place value, and more complex addition/subtraction.					
History		**Context:** Ancient Egyptians: the achievements of the earliest civilizations *Value-sensing – exploring hierarchy in Ancient Egypt.*		**Context:** Stone Age to Iron Age: Changes in Britain from the Stone Age to the Iron Age	**Context:** Stone Age to Iron Age: Changes in Britain from the Stone Age to the Iron Age	
		Threshold Concept: Settlement and power		**Threshold Concept:** Cause and change Society	**Threshold Concept:** Cause and change Society	
		NC/Learning Focus: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared, depth study.		**NC/Learning Focus:** Changes in Britain from the Stone Age to the Iron Age Place events, artefacts and historical figures on a timeline including dates. Use dates and terms to describe events.	**NC/Learning Focus:** Changes in Britain from the Stone Age to the Iron Age Place events, artefacts and historical figures on a timeline including dates. Use dates and terms to describe events.	

Geography						
	Context: Our European Neighbours, spotlight on the Alps. Value-sensing - discussing poverty in certain parts of the world.		**Context:** Where in the world... Locating countries in Europe/ Rivers/ Mountains Discussions around global warming			**Context:** Rivers and waterfalls around the world
	Threshold Concept: Physical and human features		**Threshold Concept:** Maps and data			**Threshold Concept:** Maps and Data Physical features
	NC/Learning Focus: Compare 2 European regions: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.		**NC/Learning Focus:** 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,			**NC/Learning Focus:** physical geography, including: rivers, and the water cycle use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and

			countries, and major cities			graphs, and digital technologies.
Science	**Threshold Concept:** Biology – Animals, including humans/Consolidation		**Threshold Concept:** Chemistry – Rocks	**Threshold Concept:** Biology – Plants	**Threshold Concept:** Physics – Light	**Threshold Concept:** Physics – Forces and magnets
	NC/Learning Focus: Pupils should be taught to: 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.		**NC/Learning Focus:** Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.	**NC/Learning Focus:** Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is	**NC/Learning Focus:** Pupils should be taught to: recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces their eyes find patterns in the way that the size of shadows change. recognise that shadows are formed when the light from a light source is blocked by an opaque object recognise that light from the sun can be dangerous and that	**NC/Learning Focus:** Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify

				transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	there are ways to protect	some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.
RE and Worldviews	Religion: Hinduism Diwali (Discovery RE)	Religion: Christianity People of God (U.C.)	Religion: Hinduism Hindu beliefs (Discovery RE)	Religion: Christianity Salvation (U.C.)	Religion: Christianity Kingdom of God (U.C.)	Religion: Hinduism Pilgrimage to the River Ganges (Discovery RE)
	Threshold Concept: How beliefs are conveyed	Threshold Concept Beliefs and teachings	Threshold Concept: Values	Threshold Concept: How beliefs are conveyed	Threshold Concept: Beliefs and teachings	Threshold Concept: Practices and lifestyles
	Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Key Question: What is it like to follow God?	Key Question: How can Brahman be everywhere and in everything?	Key Question: Why do Christians call the day Jesus died Good Friday?	Key Question: When Jesus left what was the impact of Pentecost?	Key Question: Would visiting the River Ganges feel special to a non-Hindu?
DT	Context:		Context:		Context:	

	Structures: Constructing a castle		Textiles: Cross-stitch and applique (cushions)		Digital world: Wearable technology	
	Threshold Concept: Design, Make, Evaluate, Technical		**Threshold Concept:** Design, Make, Evaluate, Technical		**Threshold Concept:** Design, Make, Evaluate, Technical	
	NC/Learning Focus: To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. To design a castle. To construct 3D nets. To construct and evaluate my final product.		**NC/Learning Focus:** To learn how to sew cross-stitch and appliqué. To design a product and its template. To decorate fabric using appliqué and cross-stitch. To assemble and complete a cushion.		**NC/Learning Focus:** To research and evaluate existing products. To develop design criteria. To use code to program and control a product. To develop and communicate ideas. To develop ideas through computer-aided design. To improve a design based on feedback.	
Art		**Context:** Gestural drawing with charcoal - Drawing and sketching		**Context:** Cloth, thread and paint - Paint, surface, texture **Artist:** Alice Kettle, Hannah Rae		**Context:** Telling stories through making - Working in 3D

		Artist: Edgar Degas, Laura McKendry, Heather Hansen				Artist: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
		NC/Learning Focus: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing,		**NC/Learning Focus:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing,		**NC/Learning Focus:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

		painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.		painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.		to know about great artists, architects and designers in history.
Music	**Context:** Castles **Genre/Composer:**	**Context:** Mayans **Genre/Composer:** *Awareness sensing – the ability to be in the moment*	**Context:** Volcanoes **Genre/Composer:** *Awareness sensing – the ability to be in the moment*	**Context:** Stone Age **Genre/Composer:**	**Context:** In The Garden **Genre/Composer:**	**Context:** Greek Myths **Genre/Composer:**
	Threshold Concept: Pitch	**Threshold Concept:** Dynamics, duration, tempo, texture and timbre	**Threshold Concept:** Tempo, Dynamics, Tempo and texture	**Threshold Concept:** Texture and Structure	**Threshold Concept:** Pitch	**Threshold Concept:** Texture and structure
	NC/Learning Focus: To perform as an ensemble, maintaining a rhythmic pattern. To compose a rhythmic	**NC/Learning Focus:** To explore how the inter-related dimensions of music can be combined to create an effect. To create a performance inspired	**NC/Learning Focus:** To learn how changes in tempo, dynamics and texture can create effects in music. To develop a graphic score considering	**NC/Learning Focus:** To read, perform and write 1 beat and ½ beat notes. To read and perform rhythms in time with the pulse.	**NC/Learning Focus:** To read and perform notation and understand the difference between pulse and rhythm.	**NC/Learning Focus:** To be able to sing, dance and play with an awareness of the pulse. To improvise and perform simple melodies, maintaining a strong sense of pulse.

	performance as a group ensemble. To compose and perform a rhythm for a musical theatre performance. To learn the feudal song and perform as a class ensemble. To build performance skills through vocal and instrumental improvisation. To play and sing an improvisation within a class performance.	by Mayan wind instruments. To compose and perform using the inter-related dimensions of music to reflect the rainforest. To compose a piece of music to reflect a Mayan god. To add rhythm to our Mayan god music. To perform and evaluate using the inter-related dimensions of music.	dynamics, tempo and texture. To use the inter-related dimensions to create effect. To read, record and perform ideas using graphic notation. To select and combine skills learned to create a piece of music. To perform as a group and reflect on our own and other's performances.	To read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes. To notate and perform rhythms including a rest. To compose and perform rhythm notation as an ensemble. To perform as an ensemble and provide feedback to others.	To read, write and perform rhythmic notation. To compose and notate a rhythm using one, two and half beat notes. To explore pitch using graphic and western notation. To compose, notate and perform a melody. To perform a solo as part of a class ensemble.	To explore, select and combine sounds as a class. To explore, select and combine sounds as a group. To rehearse and refine compositions for a final performance. To evaluate my own music and music from another era.
Computing and Online Safety	**Context:** Connecting computers	**Context:** Stop-frame animation Awareness sensing – flow and here-and-now	**Context:** Programming A – Sequencing sounds	**Context:** Branching databases	**Context:** Desktop publishing	**Context:** Programming B – Events and actions in programs
	Threshold Concept: Computing systems and networks	**Threshold Concept:** Creating media	**Threshold Concept:** Coding	**Threshold Concept:** Data and information	**Threshold Concept:** Creating media	**Threshold Concept:** Coding

	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:
	To explain how digital devices function. To identify input and output devices. To recognise how digital devices can change the way that we work. To explain how a computer network can be used to share information. To explore how digital devices can be connected. To recognise the physical components of a network.	To explain that animation is a sequence of drawings or photographs. To relate animated movement with a sequence of images. To plan an animation. To identify the need to work consistently and carefully. To review and improve an animation. To evaluate the impact of adding other media to an animation.	To explore a new programming environment. To identify that commands have an outcome. To explain that a program has a start. To recognise that a sequence of commands can have an order. To change the appearance of my project. To create a project from a task description.	To create questions with yes/no answers. To identify the attributes needed to collect data about an object. To create a branching database. To explain why it is helpful for a database to be well structured. To plan the structure of a branching database. To independently create an identification tool.	To recognise how text and images convey information. To recognise that text and layout can be edited. To add content to a desktop publishing publication. To choose appropriate page settings. To consider how different layouts can suit different purposes. To consider the benefits of desktop publishing	To explain how a sprite moves in an existing project. To create a program to move a sprite in four directions. To adapt a program to a new context. To develop my program by adding features. To identify and fix bugs in a program. To design and create a maze-based challenge
PSHE/Wellbeing	**Context:** Being Me In My World	**Context:** Celebrating Difference	**Context:** Changing Me	**Context:** Dreams & Goals Awareness-sensing - calm me scripts	**Context:** Relationships	**Context:** Changing Me
	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:

| | Understand that they are important. Know what a personal goal is. Understanding what a challenge is. Know why rules are needed and how these relate to choices and consequences. Know that actions can affect others' feelings. Know that others may hold different views. Know that the school has a shared set of values. | Know why families are important. Know that everybody's family is different. Know that sometimes family members don't get along and some reasons for this. Know that conflict is a normal part of relationships. Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. Know that some words are used in hurtful ways and that this can have consequences. | Know about specific people who have overcome difficult challenges to achieve success. Know what dreams and ambitions are important to them. Know how they can best overcome learning challenges. Know that they are responsible for their own learning. Know what their own strengths are as a learner. Know what an obstacle is and how they can hinder achievement. Know how to take steps to overcome obstacles. Know how to evaluate their own learning progress and identify | Know how exercise affects their bodies. Know why their hearts and lungs are such important organs. Know that the amount of calories, fat and sugar that they put into their bodies will affect their health. Know that there are different types of drugs. Know that there are things, places and people that can be dangerous. Know a range of strategies to keep themselves safe. Know when something feels safe or unsafe. Know that their bodies are complex and need taking care of. | Know that different family members carry out different roles or have different responsibilities within the family. Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. Know some of the skills of friendship, e.g. taking turns, being a good listener. Know some strategies for keeping themselves safe online. Know how some of the actions and work of people around the world help and influence my life. Know that they and all children have rights (UNCRC). | Know that in animals and humans lots of changes happen between conception and growing up. Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. Know that babies need love and care from their parents/carers. Know some of the changes that happen between being a baby and a child. Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. Know some of the outside body changes that happen during puberty. Know some of the changes on the inside |

			how it can be better next time.		Know the lives of children around the world can be different from their own.	that happen during puberty.
	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:
PE/Outdoor Learning	Context: Swimming	Context: Swimming	Context: Dodgeball	Context: Ball Skills	Context: Athletics	Context: Cricket
	NC/Learning Focus: I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can perform safe self rescue.	NC/Learning Focus: I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can perform safe self rescue.	NC/Learning Focus: To develop throwing towards a moving target. To develop throwing to get players out. To identify and develop the skills needed to avoid being hit. To develop and apply dodging skills within a game. To develop catching skills. To develop catching skills and be confident to attempt this within a game.	NC/Learning Focus: To develop dribbling skills with hands and feet. To develop tracking and catching skills. To develop tracking and throwing skills. To develop tracking and kicking skills. To track a ball that is not sent directly to me. To apply sending and receiving skills in games.	NC/Learning Focus: To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.	NC/Learning Focus: To learn how to score in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler. To develop my understanding of tactics and begin to use them. To apply skills and knowledge to play games using cricket rules.

	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning: