



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic title | Active planet  | Let's go to China!  | Yabadabadoo  | We built this city  | Our Ocean Planet  | Walk like an Egyptian  |
| Visitor/trip | Prime VR | Tasting Chinese food | Trip to Murton Park | Trip to Halifax Industrial Museum | Trip to aquarium and the port in Hull | |
| Reading into writing process | Escape from Pompeii <u>Poetry</u> : Pompeii/volcano poems <u>Fiction</u> : historical story, dialogue, setting description. <u>Non-fiction</u> : news article Pebble in my Pocket <u>Fiction</u> : diary entry, setting description, own journey of a pebble story <u>Non-fiction</u> : explanation texts <u>Poetry</u> : using similes | The Firework Makers Daughter <u>Poetry</u> : similes. <u>Fiction</u> : Diary entry, setting description, missing scene/chapter <u>Non-fiction</u> : persuasive letter, instructions, non-chronological report | Stone Age Boy <u>Fiction</u> : writing a sequel: 'The Stone Age Boy returns...' <u>Non-fiction</u> : persuasive text (looking at leaflets and creating own Stone Age camp) The First Drawing <u>Fiction</u> : character description, narrative, diary writing | Mary Poppins <u>Fiction</u> : a series of diary entries from the perspective of Jane, Michael and other characters they meet along the way An extended narrative 'the missing chapter' <u>Non-fiction</u> : a persuasive letter from Jane and Michael Banks to Mary Poppins <u>Poetry</u> - shape poems based on Mary Poppins | The Sandman and the Sea Turtles by Michael Morpurgo <u>Non-fiction</u> : non-chronological report, letter writing <u>Fiction</u> : setting and character descriptions, missing chapter, use of dialogue, diary writing <u>Poetry</u> : narrative poetry A Story Like The Wind Gill Lewis & Jo Weaver Memoirs | Cinderella of the Nile <u>Fiction</u> - diary entry, character description, advert, own version of a traditional tale <u>Non-fiction</u> - Short news report The Story of Tutankhamun by Patricia Cleveland-Peck <u>Fiction</u> : diary entry <u>Non-fiction</u> : biography, non-chronological reports, instructions, newspaper reports and posters |
| Cross-curricular writing | Postcards from a volcano Explanation writing Fact files | A tourist guide for China. Fact file. A day in the life of... | Day in the life of a... Explanation text- healthy eating. | Letter writing. Information leaflet- industrial revolution. | Recount of school trip. Explanation text about ports and their purpose. | Non-chronological reports Pharaohs. Flip books- Canopic jars. |
| Guided reading book | I survived the destruction of Pompeii, Ad 79 | The Firework Makers Daughter by Philip Pullman. | The Iron Man by Ted Hughes. | Oliver Twist retold by Gill Tavner. | A Story Like The Wind Gill Lewis & Jo Weaver | A Necklace Of Raindrops by Joan Aiken |
| Class book | George's Marvellous Medicine | The Fox and the Ghost King | The Iron Man by Ted Hughes. | Street Child (Essential Modern Classics) | The Train to Impossible Places by P. G. Bell | Secrets of a Sun King by Emma Carroll |
| Maths | Place Value (numbers to 1,000) Addition & Subtraction | Multiplication & Division Money Statistics | Addition & Subtraction Multiplication & Division Consolidation | Length & Perimeter Fractions Consolidation | Properties of Shapes Mass & Capacity Consolidation | Properties of Shapes Mass & Capacity Consolidation |
| Cross-curricular maths | Ordering numbers from the Richter scale. | Time for a 'day in the life of... | Looking at how they counted in the Stone Age. | Measurement and data. | Measuring- shadows Time. | Measuring- shadows Time. |
| Science | Rocks Compare and group rocks. Describe fossils in simple terms. | Forces & Magnets Compare how things move on different surfaces. | Light and shadows Recognise that we need light to see things. | Science in action Make systematic and careful observations and, where appropriate, take accurate | Food and our bodies: animals including humans Identify that all animals need the right types of nutrition. | Science in action Make systematic and careful observations and, where appropriate, take accurate |



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| | Recognise how soil is formed. | Notice that some forces need contact between 2 objects. Observe how magnets attract or repel each other & attract some materials & not others. Compare & group together everyday materials based on magnetism. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other. | Notice that light is reflected from surfaces. Recognise that light can be dangerous & how to protect our eyes. Know how shadows are formed. Find patterns in the way that the size of shadows change | measurements using standard units and a range of equipment. Gather, record, classify and present data to help answer questions. Ask relevant questions and use different types of scientific enquiry to answer them. | Know that animals get nutrition for what they eat. Identify that humans & some other animals have skeletons & muscles for support, protection & movement. | measurements using standard units and a range of equipment. Gather, record, classify and present data to help answer questions. Ask relevant questions and use different types of scientific enquiry to answer them. |
| Geography | <p>Human & physical geography Describe and understand key aspects of volcanoes and earthquakes. Use maps and globes to locate countries which have earthquakes and volcanoes.</p> <p>Locational knowledge Locate some of the world's countries, focusing on locating physical characteristics (volcanoes).</p> <p>Geographical skills & fieldwork Use maps and atlases locate countries and regions, describe features studied</p> | <p>Place knowledge and Human & physical geography Similarities and differences between China and the UK. Describe and understand key aspects of human geography, including land use. Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, locating these in China</p> <p>Identify human and physical features in a country.</p> <p>Geographical skills & fieldwork Use maps, atlases and compute mapping to locate countries and regions, describe features studied</p> | <p>Locational knowledge Name and locate countries and cities of the UK, geographical regions and identify their human & physical characteristics</p> <p>Human & Physical geography Describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Geographical skills & fieldwork Use maps and atlases locate countries and regions, describe features studied</p> | <p>Geographical skills & fieldwork Use fieldwork to observe, measure, record and present human & physical features, using a range of methods (sketch maps, plans & graphs)</p> <p>Locational knowledge Focus on the local area to name and locate counties geographical regions and their identifying human and physical characteristics. Identify local land-use patterns and understand how some of these aspects have changed over time.</p> <p>Human & Physical geography Describe and understand key aspects of human geography, including: land use, economic activity including trade links and the distribution of natural resources e.g. energy.</p> | <p>Locational knowledge Name and locate the UK's surrounding seas. Describe the impact of latitude on climate.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human geography of a small area of the UK. Explain the differences in climate between specific places in Europe and North America</p> <p>Human & physical geography Use basic geographical vocabulary to refer to key physical and human features. Describe and understand key aspects of human geography, including uses of the sea. Name and locate the world's oceans and identify, locate and name major marine features (e.g. Mauna Kea) on a map.</p> | <p>Locational knowledge Locate some of the world's countries, focusing on locating physical and human characteristics.</p> <p>Human & physical geography Describe and understand key aspects of human geography, including land use and how this changed over time. What items were exported during these times and how? Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers (specifically in Egypt and how this compares to the UK).</p> |



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| | | | | | Describe weather and climate. Show major climate zones on a map. | |
| History | Recognise what life was like during 79AD. Conduct research and present findings. | Recognise the achievements of the Shang Dynasty of Ancient China. | Recognise the achievements of the earliest civilisations and compare to our lives. Recognise the significance of the Stone Age. (Compare to the achievements of The Shang). | A study over time tracing important aspects of Halifax's history. | | Recognise the achievements of the earliest civilisations. Compare to previous topics in year 3 and our lives. (Compare to the achievements of The Shang and Stone Age). |
| Art | | | Cave paintings: painting and charcoal. http://archeologie.culture.fr/lascaux/?lng=en#/fr/00.xml | Landscapes using a variety of media. | | Pharaoh's headdress- use collage skills. |
| D & T | Research a volcano and use this research to design a 3D model, make it & evaluate it. Modroc. | Design, make and evaluate own Shang 'vessel' using clay . | | | Create own diorama of a UK seaside, indicating key geographical features. | Build own tomb (inside, out and include features such as Canopic jars) |
| Computing | Coding and s-safety | Typing and e-safety | Email and e-safety | Branching databases and e-safety | Simulations and e-safety | Graphing and e-safety |
| P.E | Y3 P.E scheme | Y3 P.E scheme | Y3 P.E scheme | Y3 P.E scheme | Y3 P.E scheme Swimming | Y3 P.E scheme Swimming |
| Music | R&B – explore pulse, rhythm and pitch, listen and appraise, play instruments with a song, improvise, compose and perform. | Learn about the language of music through playing the glockenspiel. | Reggae – listen and appraise, play instruments with a song, improvise, compose and perform. | Townfolk/melodies – listen and appraise, play instruments with a range of songs, improvise, compose and perform. | Disco - listen and appraise, play instruments with a range of songs, improvise, compose and perform. | Consolidate learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |