			Jade Year B			
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 wks	5 wks	8 wks	5 wks	6 wks	6 wks	8 wks
Whole School Project	Bronze age to Iron Age	The World	Railways	Settlements/ Land Use	Egyptians	Feast of flowers, fruits and seeds 2024: Mapping our world
In Our Hands	Mouse, Bird, Snake, Wolf	The Iron Man	Libba	The Little Island	Varjak Paw	Quill Soup
Enrichment opportuniti es	Archaeology field work on Forest school Bronze casting Biscuit stonehenge	Christmas games at the Christmas Fayre	STEAM museum trip	Mapping the village field work	Ashmolean Musem/Pitt Rivers Museum	Trying and making soup
Write in role Narrative from another point of view	Kenning Non chronological report Letter of advice Dairy entry	Summarise chapters Describe using similes Diary entry Debate and problem solving Letter of advice	Describe something special to use with anecdotal responses Non-chronological report Biography Letter to relative Persuasive writing – advert	Story opening using conjunctions Create a declaration of happiness Diary entry Resolution to the story Using adverbs for effect	Recount Poetry Newspaper report Narrative from another point of view	Dialogue Play script Persuasive speech Narrative – story ending and trickster tale

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Segregation after the abolition	
of slavery	
Little People, Big Dreams – Rosa Diary entry layout and	
Parks features	
Lier Stern 50 Warran and Cirls	
Her Story: 50 Women and Girls	
Who Shook The World, Katherine Halliagn and Sarah Walkh Bridge features and	
Halligan and Sarah Walsh designs	
Information texts layout and	
features	

Spelling	To revise grapheme to phoneme correct the Y3/4 words To revise the understanding of adding To revise the understanding of creating	suffixes	Biographies layout and features Adverts in catalogues and online – layout and features Comprehension through song Poetry - Skimbleshanks the Railway Cat – TS Elliot To identify, understand and use pr To consolidate the use of the apo To investigate word endings		To identify and use furthe To revise the spelling of w silent letters To begin to explore home	vords which begin with
Grammar	Paragraphs	Paragraphs	Paragraphs	Paragraphs	Paragraphs	Paragraphs
	Adverbs	Adverbs	Adverbs	Adverbs	Adverbs	Adverbs
	Prepositions	Present perfect	Conjunctions	Conjunctions	Present perfect	Present perfect
	Present perfect	Past progressive	Present perfect	Present perfect	Past progressive	Past progressive
	Past progressive Expanded noun phrases for description	Headings and subheadings Full range of punctuation	Past progressive Headings and subheadings	Past progressive	Headings and subheadings	Headings and subheadings Full range of punctuation

	including		Expanded noun	Verbs and	including Inverted
	Inverted		phrases for	adverbs for effect	commas /speech
Verbs and adverbs for effect	commas /speech marks	Expanded noun phrases for description	description		marks for dialogue
	for dialogue		Verbs and adverbs	Third person	
Nouns and pronouns for cohesion	Expanded noun	Verbs and adverbs for effect	for effect		Verbs and adverbs for effect
	phrases for description			Standard English	
Third person		Nouns and pronouns for	Nouns and pronouns for cohesion		Third person
	Verbs and adverbs for	cohesion		Adverbials for cohesion within	
Standard English	effect	Third person	Third person	and across paragraphs	Standard English
Fronted adverbials	Nouns and pronouns for cohesion	Standard English	Standard English	Apostrophes for possession and contraction	Adverbials for cohesion within and across
Adverbials for cohesion				connaciion	paragraphs
within and across paragraphs		Fronted adverbials	Fronted adverbials		
	Third person		Adverbials for cohesion within and across paragraphs		
	Standard English	Adverbials for cohesion within and across paragraphs			
	Adverbials for				
	cohesion within				

		and across paragraphs				
Maths	Place value Addition and subtraction no exchange Multiples of 2, 5 and 10	Place value number lines and estimates Add and subtract across 10 and 100 Multiply and divide by 3,6 and 9	Place value compare and order numbers Roman numerals Add and subtract using formal written methods Multiply by 10 and 100 Unit and non unit fractions	Place value rounding Add and subtract 2 and 3 digit numbers Multiply and divide by 4, 8,11 and 12	Place value rounding Multiply and divide using written methods Multiply by 7 Compare and order fractions, fractions on a number line	Reasoning about multiplication Scaling Correspondence problems Equivalent fractions Add and subtract fractons Find fractions of a set of objects Convert mixed numbers and improper fractions
Science	Animals including humans (The Circle of Life)	Forces and Magnets	Sound	Living things and their habitats 2024: ANIMALS INCLUDING HUMANS (digestive system)	Animals including humans 2024: PLANTS	Plants 2024: LIVING THINGS AND THEIR HABITATS
Geog		The World In this unit we look at where the countries of the		Land Use This unit on land use provides children with		Geography Skills This topic covers the core elements of the whole of the

world are located, and	the chance to take a	KS2 geography
some of the ways	careful look at the	curriculum. We use
geographers describe	places around them,	the local
locations. Children will	and begin to look for	environment of
learn to locate and	patterns in land use.	our school to
describe places using	They will become	develop
longitude and latitude, and	cartographers, making	geographical skills
find out about some of the	maps of the local area,	and knowledge
important lines that	and agricultural	specified in the
delineate specific areas of	surveyors by	National
the Earth - the Equator,	considering where	Curriculum.
the Hemispheres, the Poles	different types of	
and the Tropics. Finally, by	farming activities	Rationale:
looking more closely at the	occur within the UK.	Geography Skills is
lines of longitude, children		used an overall
will develop their		introduction to the
understanding of time	Rationale: This unit	subject in Years 3
zones.	complements the	and 4. It
	Settlement unit in	complements our
	Year A of LSK2. It	other geography
Rationale: This unit builds	feeds into more	focused topics for
on KS1 units in which chn	precise map work in	UKS2, for example
have identified countries	the Summer term's	comparing our
around the world and the	'Geography Skills'	local area with
North and South Poles. It	topic.	Greece or South
serves as an introduction		America.
to deeper investigation of	This unit's land use	
'Our Earth' in UKS2.	specific focus also	
	feeds into work in	
	UKS2 around food and	

			farming.		
Bronze age to Iron age		Railways		Egyptians	
	Iron man collages		Architecture: Famous Buildings and Architects	Investigating Patterr	ns and Art of Africa
Christmas cards		Guitars by Pablo Picasso, Georges Braque, Juan Gris			
Creating bronze	Magnetic Game	Pitched instruments			Cooking - soup
Build Stonehenge					
Ŭ					
Gospel (UC)	Christmas (DRF)	Hinduism (DRF)	Easter (DRE)	Hinduism (DRF)	People of God (UC)
					What is it like to follow
Jesus want?	meaning?	home and in the community		everywhere and in	God?
		bring a reeling of belonging to a Hindu child?	Good Friday?	everytning¢	
Greetings	Colours	Fruit and expressing likes/	Food and drink	Numbers and	Weather
Feelings	Nikolaus-Tag	dislikes	Body parts	birthdays	The yearly cycle
	-	Clothes		Asking questions	
characters	Christmas in Germany				
	Build Stonehenge Gospel (UC) What Kind of World did Jesus want? Greetings Feelings Animals and their	Pastel creaturesIron man collagesChristmas cardsIron man collagesCreating bronzeMagnetic GameBuild StonehengeMagnetic GameGospel (UC)Christmas (DRE)What Kind of World did Jesus want?Has Christmas lost its true meaning?GreetingsColoursFeelingsNikolaus-TagAnimals and theirChristmas in Germany	Pastel creaturesIron man collagesKandinskyChristmas cardsIron man collagesKandinskyChristmas cardsGuitars by Pablo Picasso, Georges Braque, Juan GrisCreating bronzeMagnetic GamePitched instrumentsBuild StonehengeMagnetic GamePitched instrumentsGospel (UC)Christmas (DRE)Hinduism (DRE)What Kind of World did Jesus want?Has Christmas lost its true meaning?Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?GreetingsColoursFruit and expressing likes/ dislikes ClothesAnimals and theirChristmas in GermanyClothes	Bronze age to iron ageIron man collagesRailwaysPastel creatures Christmas cardsIron man collagesKandinsky Guitars by Pablo Picasso, Georges Braque, Juan GrisArchitecture: Famous Buildings and ArchitectsCreating bronze Build StonehengeMagnetic GamePitched instrumentsGospel (UC)Christmas (DRE)Hinduism (DRE)Easter (DRE) ForgivenessWhat Kind of World did Jesus want?Colours Nikolaus-TagFruit and expressing likes/ ClothesFood and drink Body parts	Bronze age to iron age Iron man collages Kandinsky Architecture: formous Buildings and Architects Egyptions Pastel creatures Iron man collages Kandinsky Architecture: formous Buildings and Architects Investigating Pattern Buildings and Architects Christmas cards Magnetic Game Pitched instruments Easter (DRE) Hinduism (DRE) Gaspel (UC) Christmas (DRE) Hinduism (DRE) Easter (DRE) Hinduism (DRE) What Kind of World did Jesus want? Has Christmas lost its true meaning? Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Food and drink Body parts Numbers and birthdays Greetings Colours Fruit and expressing likes/ dislikes Food and drink Body parts Numbers and birthdays

Computing	Computer Systems –	Computer systems and	(ICT: Online safety)	Creating media –	Programming –	Programming -
	connecting	networks – the internet	Safer Internet Day	Audio production	Sequencing sounds	events and actions
	computers					in programs
		Rationale: Learners will	Animation – Stop frame	Rationale: Learners	Rationale: This unit	
	Rationale: Learners	apply their knowledge and	animation	will identify the input	explores the	Rationale: This unit
	will develop their	understanding of	Rationale: Learners will use	device (microphone)	concept of	explores the links between events
	understanding of	networks, to appreciate	a range of techniques to	and output devices	sequencing in	and actions, while
	digital devices, with	the internet as a network	create a stop-frame	(speaker or	programming	consolidating prior
	an initial focus on	of networks which need to	animation using tablets.	headphones) required	through Scratch. It	learning relating to
	inputs, processes, and	be kept secure. They will	Next, they will apply those	to work with sound	begins with an	sequencing.
	outputs. They will also	learn that the World Wide	skills to create a story-	digitally. Learners will	introduction to the	Learners begin by
	compare digital and	Web is part of the internet,	based animation. This unit	discuss the ownership	programming	moving a sprite in
	non-digital devices.	and will be given	will conclude with learners	of digital audio and	environment, which	four directions (up,
	Next, learners will be	opportunities to explore	adding other types of media to their animation,	the copyright	will be new to most	down, left, and right). They then
	introduced to	the World Wide Web for	such as music and text.	implications of	learners. They will	explore movement
	computer networks,	themselves in order to		duplicating the work	be introduced to a	within the context
	including devices that	learn about who owns	This unit progresses	of others. In order to	selection of motion,	of a maze, using
	make up a network's	content and what they can	students' knowledge and	record audio	sound, and event	design to choose
	infrastructure, such as	access, add, and create.	understanding of using	themselves, learners	blocks which they	an appropriately
	wireless access points	Finally, they will evaluate	digital devices to create	will use Audacity to	will use to create	sized sprite. This
	and switches. Finally,	online content to decide	media, exploring how they	produce a podcast,	their own programs,	unit also introduces
	learners will discover	how honest, accurate, or	can create stop-frame	which will include	featuring	programming
	the benefits of	reliable it is, and	animations. Following this	editing their work,	sequences. The final	extensions,
	connecting devices in	understand the	unit, learners will further	adding multiple tracks,	project is to make a	through the use of
	a network.	consequences of false	develop their video editing	and opening and	representation of a	Pen blocks.
		information.	skills in UKS2.	saving the audio files.	piano. The unit is	Learners are given
	This unit progresses			Finally, learners will	paced to focus on	the opportunity to
	learners' knowledge	This unit progresses		evaluate their work	all aspects of	draw lines with
	and understanding of	students' knowledge and		and give feedback to	sequences, and	sprites and change the size and colour
	technology by focusing on digital	understanding of networks		their peers.	make sure that	of lines. The unit
		from that developed		•		

PE PSHE	Hockey SCARF – Me and My Relationships (Y4)	Basketball and Netball SCARF – Valuing Differences (Y4)	Futsal, Handball and winter sports Swimming SCARF – Keeping Safe (Y4)	Tag rugby SCARF – Rights and Respect (Y4)	Striking, fielding and rackets May pole dancing SCARF – Being my Best (Y4)	Athletics/ sports day SCARF – Growing and Changing (Y4)
Music	and non-digital devices, from KS1 units exploring technology and IT systems around us. It introduces the concept of computers connected together as a network. Following this unit, learners will explore the internet as a network of networks.	earlier in the term. In UKS2, they will continue to develop their knowledge and understanding of computing systems and understand how search engines work via the internet and the world wide web.	Recorders	This unit progresses students' knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast. Following this unit, learners will explore combining audio with video in the 'Video editing' unit in UKS2.	knowledge is built in a structured manner. Learners also apply stages of program design through this unit. This unit builds on prior experience of programming, including floor robots, Scratch and ScratchJr.	concludes with learners designing and coding their own maze-tracing program. This unit builds on prior experience of programming, including floor robots, sequencing, Scratch and ScratchJr. Recorders