
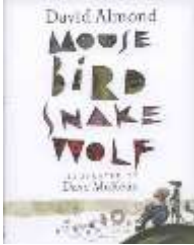
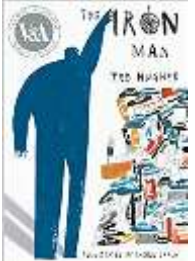


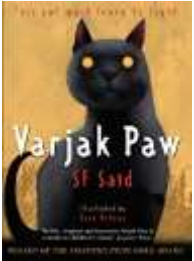



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Jade Year B						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 wks	5 wks	8 wks	5 wks	6 wks	6 wks	8 wks
Whole School Project	Bronze age to Iron Age	The World	Railways	Settlements/ Land Use	Egyptians	Feast of flowers, fruits and seeds 2024: Mapping our world
In Our Hands 	Mouse, Bird, Snake, Wolf 	The Iron Man 	Libba 	The Little Island 	Varjak Paw 	Quill Soup 
Enrichment opportunities	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 Museum/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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		List poem using expanded noun phrase and synonyms Newspaper report	Poetry or lyric writing Persuasive writing – letter of advice Debate	Devise a rescue plan Design a bridge to specification and persuade the board of animals that it is the most suitable Compose a national anthem		
Reading	Explore kennings Understand vocabulary Form opinions Diary entry key features Summarise the story	Understand vocabulary Consider how language is used for effect Summarise chapters Newspapers layout and features Letters of advice – layout and features Poetry – If I were in charge of the world – Judith Viorst	The abolition of slavery The biography of Harriet Tubman featured in Fantastically Great Women Who Made History, Kate Pankhurst The biography of Frederick Douglass featured in Little Leaders: Exceptional Men in Black History, Vashti Harrison The biography of Olaudah Equiano featured in The People Awards, Lily Murray and Ana Albero Segregation after the abolition of slavery Little People, Big Dreams – Rosa Parks Her Story: 50 Women and Girls Who Shook The World, Katherine Halligan and Sarah Walsh Information texts layout and features	We Are All Born Free, Amnesty International (Frances Lincoln) Foxes: fact files and non-chronological report The Tricky Fox Instructions and explanation: Wallace and Gromit Great Contraptions Neil Gaiman Instructions Diary entry layout and features Bridge features and designs	The Egyptian Cinderella You won't want to be Tutankhamun Eye witness Ancient Egypt	Trickster Tales Understand play script layout and features Other versions of Stone Soup African Tales – A Barefoot Collection – Gcina Mhlophe

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			<p>Biographies layout and features</p> <p>Adverts in catalogues and online – layout and features</p> <p>Comprehension through song</p> <p>Poetry - Skimbleshanks the Railway Cat – TS Elliot</p>	<p>Little People, Big Dreams: Zaha Hadid</p>		
Spelling	<p>To revise grapheme to phoneme correspondents in line with the Y3/4 words</p> <p>To revise the understanding of adding suffixes</p> <p>To revise the understanding of creating plurals</p>		<p>To identify, understand and use prefixes</p> <p>To consolidate the use of the apostrophe</p> <p>To investigate word endings</p>		<p>To identify and use further prefixes and suffixes</p> <p>To revise the spelling of words which begin with silent letters</p> <p>To begin to explore homophones</p>	
Grammar	<p>Paragraphs</p> <p>Adverbs</p> <p>Prepositions</p> <p>Present perfect</p> <p><i>Past progressive</i></p> <p>Expanded noun phrases for description</p>	<p>Paragraphs</p> <p>Adverbs</p> <p>Present perfect</p> <p><i>Past progressive</i></p> <p>Headings and subheadings</p> <p><i>Full range of punctuation</i></p>	<p>Paragraphs</p> <p>Adverbs</p> <p>Conjunctions</p> <p>Present perfect</p> <p><i>Past progressive</i></p> <p>Headings and subheadings</p>	<p>Paragraphs</p> <p>Adverbs</p> <p>Conjunctions</p> <p>Present perfect</p> <p><i>Past progressive</i></p>	<p>Paragraphs</p> <p>Adverbs</p> <p>Present perfect</p> <p><i>Past progressive</i></p> <p>Headings and subheadings</p>	<p>Paragraphs</p> <p>Adverbs</p> <p>Present perfect</p> <p><i>Past progressive</i></p> <p>Headings and subheadings</p> <p><i>Full range of punctuation</i></p>

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

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		<i>and across paragraphs</i>				
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 fractions 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

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		<p>world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</p> <p>Rationale: This unit builds on KS1 units in which children have identified countries around the world and the North and South Poles. It serves as an introduction to deeper investigation of 'Our Earth' in UKS2.</p>		<p>the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.</p> <p>Rationale: This unit complements the Settlement unit in Year A of LSK2. It feeds into more precise map work in the Summer term's 'Geography Skills' topic.</p> <p>This unit's land use specific focus also feeds into work in UKS2 around food and</p>		<p>KS2 geography curriculum. We use the local environment of our school to develop geographical skills and knowledge specified in the National Curriculum.</p> <p>Rationale: Geography Skills is used as an overall introduction to the subject in Years 3 and 4. It complements our other geography focused topics for UKS2, for example comparing our local area with Greece or South America.</p>
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				farming.		
History	Bronze age to Iron age		Railways		Egyptians	
Art	Pastel creatures Christmas cards	Iron man collages	Kandinsky Guitars by Pablo Picasso, Georges Braque, Juan Gris	Architecture: Famous Buildings and Architects	Investigating Patterns and Art of Africa	
D&T	Creating bronze Build Stonehenge	Magnetic Game	Pitched instruments			Cooking - soup
RE	Gospel (UC) What Kind of World did Jesus want?	Christmas (DRE) Has Christmas lost its true meaning?	Hinduism (DRE) Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Easter (DRE) Forgiveness What is 'good' about Good Friday?	Hinduism (DRE) How can Brahman be everywhere and in everything?	People of God (UC) What is it like to follow God?
MFL German	Greetings Feelings Animals and their characters	Colours Nikolaus-Tag Christmas in Germany	Fruit and expressing likes/ dislikes Clothes	Food and drink Body parts	Numbers and birthdays Asking questions	Weather The yearly cycle

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<p>Computing</p>	<p>Computer Systems – connecting computers</p> <p>Rationale: Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>This unit progresses learners' knowledge and understanding of technology by focusing on digital</p>	<p>Computer systems and networks – the internet</p> <p>Rationale: Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>This unit progresses students' knowledge and understanding of networks from that developed</p>	<p>(ICT: Online safety) Safer Internet Day</p> <p>Animation – Stop frame animation</p> <p>Rationale: Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p>This unit progresses students' knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, learners will further develop their video editing skills in UKS2.</p>	<p>Creating media – Audio production</p> <p>Rationale: Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>	<p>Programming – Sequencing sounds</p> <p>Rationale: This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that</p>	<p>Programming - events and actions in programs</p> <p>Rationale: This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit</p>
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	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.		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.
Music	Recorders	Recorders	Recorders Ukulele	Recorders	Recorders	Recorders African
PE	Hockey	Basketball and Netball	Futsal, Handball and winter sports Swimming	Tag rugby	Striking, fielding and rackets May pole dancing	Athletics/ sports day
PSHE	SCARF – Me and My Relationships (Y4)	SCARF – Valuing Differences (Y4)	SCARF – Keeping Safe (Y4)	SCARF – Rights and Respect (Y4)	SCARF – Being my Best (Y4)	SCARF – Growing and Changing (Y4)