
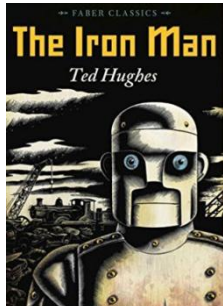
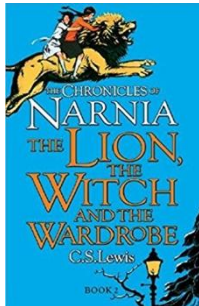
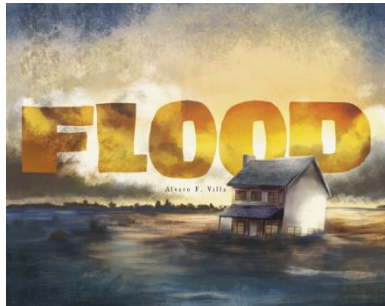

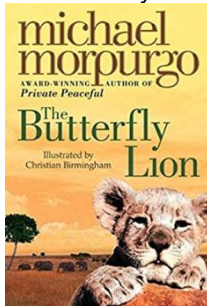
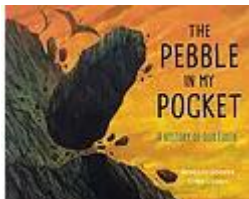
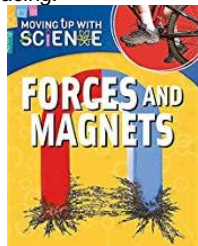
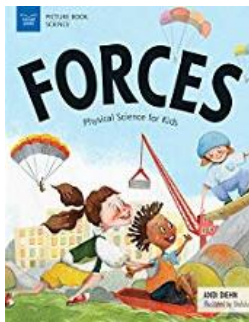
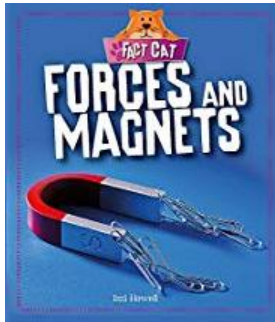
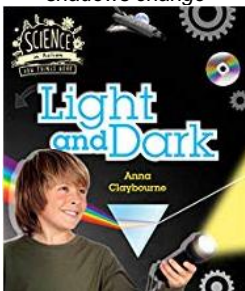

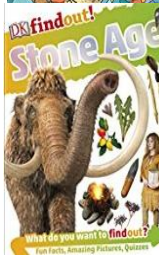

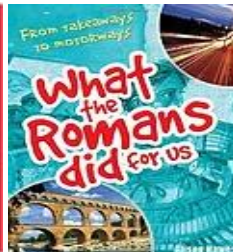
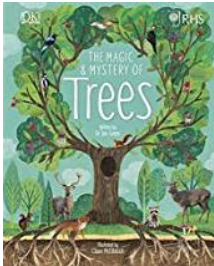
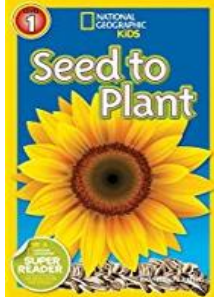




Our Four Curriculum Drivers						
Life skills		Applying Maths and English Skills		Raising Aspirations		Experiences
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	What was life like 10,000 years ago?	Could robots take over the world?	Is invasion a good thing?		What do plants and animals need to survive?	Is the sun safe?
Trip / Visitors	Nell Bank – Early people and settlements	Robot Workshop	York/Ribchester – Roman Museum		Forest School	
English – Talk 4 Writing	Wizard of Oz 	The Iron Man 	Lion, the witch and the wardrobe 	PSHE – Flood 	James and the Giant Peach 	The Butterfly Lion 
Maths	Maths No Problem					
	Working Scientifically runs through all science topics					
Science	<b>Rocks</b> <i>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 are have lived are trapped within rock, Recognise that soils are made from rocks and organic matter</i> 	<b>Forces and Magnets</b> <i>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 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.</i> 	<b>Forces and Magnets</b> <i>Compare how things move on different surfaces, notice that some forces need contact between two objects</i>  	<b>Plants</b> <i>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 transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</i> <b>Animals, including humans</b> <i>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</i>	<b>Light</b> <i>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, Recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by a solid object, find patterns in the way that the size of shadows change</i> 	
History	<i>Changes in Britain from the Stone Age to the Iron Age</i>  		<b>The Roman Empire and its impact on Britain</b>   Britain's settlement by Anglo-Saxons and Scots	 		

						
Geography			<p><b>Locational Knowledge</b> <i>Locate the world's countries, using maps to focus on Europe, name and locate counties and cities of the UK, geographical regions,</i></p> <p><b>Human and Physical</b> <i>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links,</i></p> <p><b>Geographical Skills and Fieldwork</b> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>		<p><b>Human and Physical</b> <i>Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources</i></p>	<p><b>Locational knowledge</b> <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></p>
Computing	Media – Life Skills	Data Handling	Information Literacy	Media	Computer Science - Programming	
R.E	What do people believe about God? Christianity, Islam and Sikhism		How do faith communities demonstrate what is sacred? Christianity, Islam and Sikhism		How do believers use symbolism to show their beliefs? Christianity, Islam and Sikhism	
PSHE	Being Me	Understanding and managing our feelings (includes Anti-bullying week)	Rights and Responsibilities	Working Together	Healthy Lifestyles	Keeping Safe
P.E	Invasion Games	Gymnastics	Striking & Fielding	Net & Wall	Invasion Games	Athletics
D&T		Design and make their robots with mechanical systems Design, make, evaluate			Design a hot house for seedlings Design, make, evaluate	
Cooking			Cook like a Roman			Make an ice - cream / ice lollies
Art	Observational drawings and working with clay and cave art charcoal		Make a shield or a helmet			
MFL - French	<a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3</a>					
	Unit 1 - Greetings		Unit 2 - Celebrations	Unit 3 - Games & Songs	Unit 4 Parts of the Body / Colours	
Music – Charanga	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
						
Enterprise		Make decorations to sell at the Christmas fair				Make ice cream / ice lollies to sell at the Summer fair