
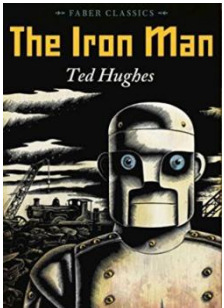
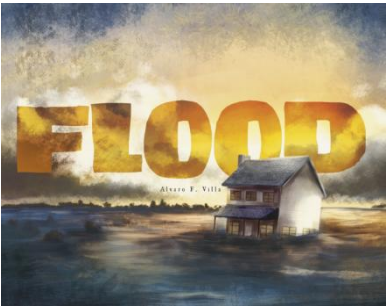
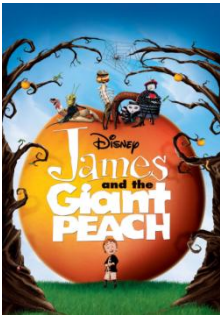
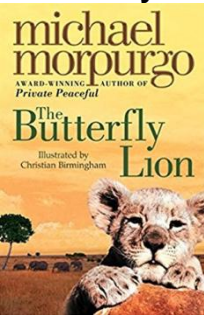
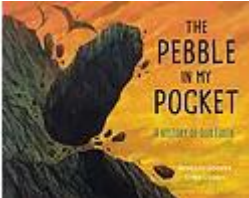
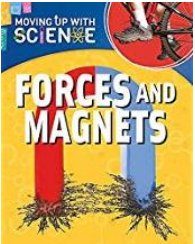

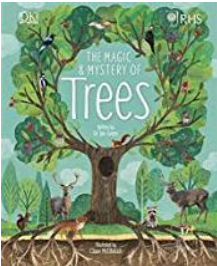
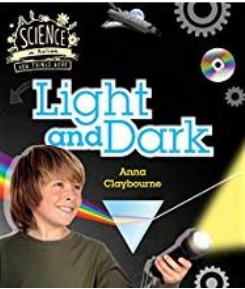
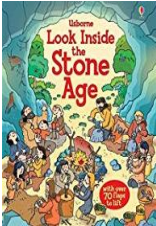
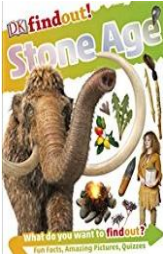

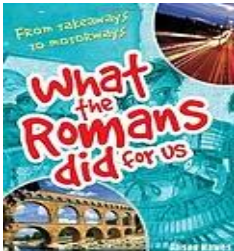




Our Four Curriculum Drivers						
Life skills		Applying Maths and English Skills		Raising Aspirations		Experiences
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	What was life like 10,000 years ago?		Is invasion a good thing?		What do plants and animals need to survive?	Is the sun safe?
Trip / Visitors	Nell Bank/ Herd Farm – Early people and settlements Black History Month		York/Ribchester – Roman Museum World Book Day		Forest School	Literature Festival Local Area Visit – Heritage Healthy Schools Week
English – Talk 4 Writing  Spelling - Headstart  PSHE Linked to English text	<b>Wizard of Oz</b> 	<b>The Iron Man</b> 	<b>Lion, the witch and the wardrobe</b> 	<b>PSHE – Flood</b> 	<b>James and the Giant Peach</b> 	<b>The Butterfly Lion</b> 
Maths	Numbers to 1000 Addition and subtraction within 1000	Multiplication and division	Length Mass Volume	Time Money	Picture graphs Bar graphs Fractions	Angles, lines and shapes Perimeter
Science	Working Scientifically runs through all science topics					
	<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>    Famous Scientist: Mary Anning	<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. Compare how things move on different surfaces, notice that some forces need contact between two objects</i>    Famous Scientist: Nicholas Faraday		<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>    Famous Scientist: Marie Curie (X-Rays)	<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>    Famous Scientist: David Attenborough	<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>    Famous Scientist: Thomas Edison
History	<b>Changes in Britain from the Stone Age to the Iron Age</b>  		<b>The Roman Empire and its impact on Britain</b>    Britain's settlement by Anglo-Saxons and Scots			

						
<b>Geography</b>	<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>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>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>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>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> <p><b>Heritage</b> <i>Use local maps and photographs (modern and historical) to indicate change</i> <i>Geographical skills &amp; fieldwork</i></p> <p><i>Key Question – How has our area changed from Victorian times?</i></p>
<b>Computing</b>	<b>Computer Science - Programming</b>			<b>Information Literacy</b>		<b>Data Handling</b>
<b>R.E</b>	<b>What do people believe about God?</b> Christianity, Islam and Sikhism		<b>How do faith communities demonstrate what is sacred?</b> Christianity, Islam and Sikhism		<b>How do believers use symbolism to show their beliefs?</b> Christianity, Islam and Sikhism	
<b>P.E</b>	<b>Invasion Games</b>	<b>Gymnastics</b>	<b>Striking &amp; Fielding</b>	<b>Net &amp; Wall</b>	<b>Invasion Games</b>	<b>Athletics</b>
<b>D&amp;T</b>		<b>Design and make robots with mechanical systems</b> <i>Design, make, evaluate</i>			<b>Design a bird box using a range of materials</b> <i>Design, make, evaluate</i>	<b>Cooking – Create savoury dishes using seasonal ingredients and relating to a balanced diet</b>
<b>Art</b>	<b>Cave Art</b> <i>Observational drawings and improve mastery of art and design techniques.</i>		<b>Historical Roman Art</b> <i>Explore mosaic, sculpture and architecture from Rome. Use images/ authentic artefacts from the Roman Period.</i>			
<b>MFL - French</b>	<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>					
	<b>Unit 1 – Greetings &amp; Numbers 1-30</b>		<b>Unit 2 - Celebrations</b>		<b>Unit 4 Parts of the Body / Colours</b>	
<b>Music – Charanga</b> 	<b>Let Your Spirit Fly</b>	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing Us Together</b>	<b>Reflect, Rewind and Replay</b>