



Savage Stone Age

To begin this exciting year the children will be taken back in time to The Stone Age, the earliest known period of human culture. It is here that the children will start their journey when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC. They will learn the meaning of the word 'pre-history' and study the immense change in human development that spanned from the early hunter-gatherers to the more sophisticated and organised groups of the late Iron Age. Children will immerse themselves in what life was like in this time, studying and researching magnificent discoveries such as Skara Brae, the best-preserved Neolithic settlement in Western Europe and create a brochure about this fascinating place. Our main text to support writing will be 'Stone Age Boy,' by Satoshi Kitamura.. Travelling into the past, we will discover what life was like as a caveman through this picture book by a prodigiously talented artist. In art we will study and explore different media to create pictures inspired by cave paintings.

Let our journey through The Stone Age begin.

H2O

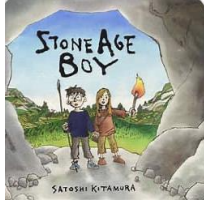

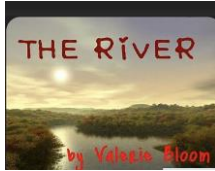
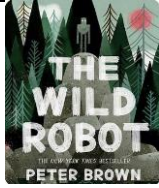
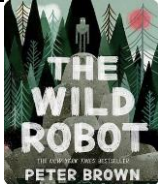
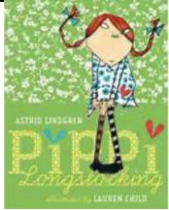



In the spring term we will be learning all about H₂O; we will start off by finding out about coastlines, particularly different types of coastal features relating to erosion and deposition, such as stacks, stumps, headlands dunes and beaches. The children will also consider why they are popular with tourists. After Easter, we will focus our learning on rivers and the water cycle. We will identify the upper, middle and lower course of rivers and what may be found in each section. We will also study some rivers in the UK, such as the River Severn and will visit the Rowing and River Museum in Henley.

In DT we will investigate different textiles and learn to join fabrics using a range of stitches, following a basic pattern and adding decoration to enhance our products. We will write poems based on the poem The River by Valerie Bloom and our topic work on rivers, as well as instruction writing. The topics of Animals Including Humans, Sound and Living things and their Habitats will be covered in Science.

Awesome Egyptians

In the summer term we will be learning all about the Ancient Egyptians. We will explore their civilisation and religion through art, writing, objects and buildings. We will immerse ourselves in their life, culture, society and beliefs. Linking to our geography learning about the features and course of a river, we will study the River Nile and its enormous significance for Ancient Egyptians.

The pupils will look at the religion of Ancient Egypt, investigating how they worshipped their gods and comparing this to the beliefs and rituals of the Christian Church, with particular emphasis on beliefs about the After-Life. In our Art lessons, we will make canopic jars from clay and in DT, the pupils will design, make and evaluate a shaduf. In English, we will study narrative writing based on a traditional tale, diary writing linked to The Diary of the Sun King by Emma Carroll. PE will include Tennis and Rounders and in Year 4, the children will have the opportunity to learn from the experts at Garsington Opera and will visit the Opera to watch a performance. Later in the term, we will enjoy a residential trip to Woodrow House, where the children will be able to take part in

					orienteeing, camp building and a range of water-based activities.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visit	Aylesbury Museum			Henley River and Rowing Museum	Garsington Opera (Year 4)	Woodrow House
History/ Geography	History – Stone Age	History- Bronze Age to Iron Age Geography – UK Human and Physical	Geography – World Human and Physical	Geography	Geography - Rivers	History – Ancient Egypt
English	Historical Narrative Non-Fiction Holiday Brochure 	Persuasive Leaflet Adventure Narrative 	Information text Adventure Narrative Setting/character description	Poetry – The River Instructions 	Newspaper Reports Narrative	Diary Writing Playscript Narrative
Class Book						
Maths Year 3	Number and Place Value, Addition and Subtraction	Addition and Subtraction, Multiplication and Division	Multiplication and Division, Money, Statistics	Measurement – Length and Perimeter, Fractions	Fractions Measurement – Time	Geometry, Measurement – Capacity and Mass
Maths Year 4	Number and Place Value, Addition and Subtraction Area	Multiplication and Division	Multiplication and Division, Fractions	Fractions Decimals	Decimals Money, Time	Statistics, Geometry, Properties of Shape and Position and Direction
Science Year 3	Rocks and Fossils	Forces	Light	Plants	Animals including humans	RSE

	Identify, investigate and describe the three types of rocks and their properties; describe how fossils are formed and recognise that soils are made from rocks and organic matter.	Identify, describe and investigate the forces acting upon objects and compare how things move on different surfaces. Recognise the difference between contact and non-contact forces and observe how magnets attract and repel.	Investigate and make predictions about reflection, explain why light from the sun can be dangerous and explain how shadows are formed Link to English writing – persuasive advert for sun protection product	Identify and describe the functions of the parts of a flowering plant and explore the requirements for life and growth. Investigate how water is transported within plants and explore the part played by the flower in the life cycle of a plant including pollination, seed formation and seed dispersal.	Understand that humans need nutritious food to survive and grow. Investigate and identify the role played by the skeleton, bones and muscles in our body.	Describe the differences between male and female animals and understand that making a new life needs a male and a female.
Science Year 4	Electricity Know and name appliances that require electricity to function and construct a series circuit. Know the names of the components in a series circuit (including cells, wires, bulbs, switches and buzzers). Know how to predict and test whether a lamp will light within a circuit and know the function of a switch in a circuit. Know the difference between a conductor and insulator, giving examples of each.	States of Matter Know how to group materials based on their states of matter (liquid, solid, gas). Know about and explore how some materials can change state and know the temperatures of when this happens. Know the part played by evaporation and condensation in the water cycle.	Sound Know how sound is made associating some of them with vibrating. Know how sound travels from a source to our ears. Know the correlation between pitch and the object producing the sound. Know the correlation between the strength of sound and the vibrations that produced it. Know what happens to a sound as it travels away from its source.	Living Things and their Habitats Know how to use classification keys to group, identify and name living things. Know how changes to an environment could endanger living things.	Animals including Humans – the Digestive System Know, identify and name the parts of the digestive system in humans. Know the function of the organs in the human digestive system. Know the different types of teeth that humans have and their functions. Know how to use and construct food chains to identify producers, predators and prey.	RSE Describe the life process of reproduction in some plants and animals Describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age
Computing Year 3	Computing Systems and Networks	Programming Scratch	Computing Systems Emailing	Computing Systems Journey inside a computer	Creating media Video Trailers	Data Handling
Computing Year 4	Online Safety	Programming 1: Scratch	Data Handling	Computing Systems and Networks	Programming 2: Computational thinking	Creating Media
Art	Painting		Print making		Sculpture – canopic jars	

DT		Cooking		Textiles		Mechanisms: Levers and Linkages - shaduf
RE Year 3	How do Hindus express their beliefs about God (part1)	How do Hindus express their beliefs about God (part 2)	How and why do people worship?	What do our celebrations show about what we think is important in life? (Easter)	How does what we believe influence the way we should treat the world?	How did Islam begin?
RE Year 4	Islam: What holds Muslim communities together?	Christianity: Why do Christians celebrate important moments in their lives?	Hinduism: Why is pilgrimage important to Hindus? (What is pilgrimage and why do people choose to go on pilgrimage?)	Hinduism: Why is pilgrimage important to Hindus? (How might pilgrims be different after having completed their pilgrimage)	Christianity: Why do Christians celebrate important moments in their lives?	Christianity: Are places of worship really needed?

By the end of lower key stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition and reproducing sounds from aural memory. Pupils should be taught to: Play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Develop an understanding and appreciation of a range of composers and the history of music.

Music Year 3	Sparkyard	The Nutcracker – Ten Pieces	Sparkyard - Exploring call and response	Kapow – Story telling through music	Kapow – The River	Firebird – Ten Pieces
Music Year 4		The Nutcracker – Ten Pieces	John Adams – Short Ride on a Fast Car – Ten Pieces	Kapow - Samba	Kapow – The River	Firebird – Ten Pieces
French Year 3	J'apprends le francais	Les saisons	Days of the week La chenille qui fait des trous	La chenille qui fait des trous	Les saisons	Le petit chaperon rouge

Count to 10, read and write these numbers; be familiar with days of the week; use simple greetings; ask and answer simple questions about name and age; understand and communicate some familiar nouns (animals, family, sports); use simple adjectives (colours, size); use some simple verbs in the first person (Je suis/ J'ai/ Je peux; begin to understand the sounds of individual letters and groups of letters and speak them aloud.

French Year 4	Je me presente	Quel temps fait-il?	Quelle est la date aujourd'hui?	En famille	En classe	Les vetements
---------------	----------------	---------------------	---------------------------------	------------	-----------	---------------

By the end of year 4: Understand numbers to 100 in multiples of 10; write today's date and the date of your birthday; understand and say the days of the week and months of the year; use a wider range of questions and answers in the classroom (ask for help, ask the time); use a wider range of familiar nouns (weather, animals, sports, hobbies) including the correct article; use adjectives to describe people and places; Use verbs in the first person (Je joue, J'aime, Je prefere, Je fais); write longer phrases and short sentences using a verb in the first person.

PE Year 3	Tag Rugby Swimming	Gym Swimming	Basketball Dance – Wild animals	Handball Problem Solving	Tennis Cricket	Athletics Rounders
PE Year 4	Tag Rugby Dance - Cats	Football Gym	Basketball Dance	Handball OAA	Tennis Cricket	Athletics Rounders
PSHE Year 3	Recognising emotions My special pet Friends are special Looking after special people Finding a solution to a problem Helping people who feel different	Recognising emotions What is integrity? Celebrating difference Family and Friends To be welcoming	Growth mindset Keeping myself safe Recognising risks	I am fantastic! Top talents Growth mindset Looking after my brain How can difference effect someone? Valuing difference	None of your business! Raisin challenge Emotional literacy	Being my best Growing and Changing My changing body Healthy Eating
PSHE Year 4	Me and my relationships Ok or not Ok When feelings change Under pressure Taking responsibility for actions Recognising other's feelings. Dealing with conflict	Valuing Difference Islands, Friend or Acquaintance That is such a stereotype Stonewall resources: Issues with using the word gay Why do people get married? - King and King Valuing difference Listening to views of others	Keeping myself safe Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label	Rights and responsibilities Who helps us keep healthy and safe? To know when to be assertive- Dogs don't do ballet Recognising their actions have consequences	Being my best What makes me! To be who you want to be – Red, a Crayons Story Growth mindset Thinking, Feeling, Doing	Growing and Changing My feelings are all over the place! All change! Period positive Secret or surprise Together To ask questions- The Flower Human life cycle Puberty Reproduction Body Parts