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Maths	<p><u>Place Value</u> The children will read, write and compare numbers up to 1000. They will count in multiples of 50 and 100 and find 10 or 100 more or less than a given number.</p>	<p><u>Multiplication and division</u> The children will count in multiples of 4, 8, 50 and 100. They will recall multiplication and division facts for 3-, 4- and 8-times table. They will estimate answers and use inverse to check. They will halve 2- and 3-digit numbers</p>	<p><u>Multiplication and division</u> The children will count in multiples of 4, 8, 50 and 100. They will recall multiplication and division facts for 3-, 4- and 8-times table. They will estimate answers and use inverse to check. They will halve 2- and 3-digit numbers</p>	<p><u>Statistics</u> The children will interpret and present data. They will solve 2 step problems involving bar charts, pictograms and tables.</p> <p><u>Measure and Length</u></p>	<p><u>Fractions and decimals</u> Children will count up and down in tenths, recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators and recognise that tenths arise from dividing an object</p>	<p><u>Geometry: Shapes</u> The children will learn to measure the perimeter of 2d shapes.</p> <p><u>Measurement: Mass & Capacity</u> The children will measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).</p>

	<p><u>Addition and subtraction</u> The children will use their number bond knowledge and apply it to 3-digit numbers. They will add and subtract mentally a 3-digit number and ones, 3 digit number and tens, 3 digit number and hundreds.</p>	mentally. They will solve problems with missing numbers.	mentally. They will solve problems with missing numbers.	The children will measure, compare, add and subtract: lengths (m/cm/mm).	into 10 equal parts and in dividing one-digit numbers or quantities by 10.	
			<p><u>Money</u> The children will add and subtract amounts of money to give change using £ and p. They will estimate and compare measures including £ and p.</p>	<p><u>Fractions</u> The children will be introduced to tenths. They will show equivalent fractions using diagrams. They will order unit fractions and fractions with the same denominator. They will learn to add and subtract fractions with the same denominators.</p>	<p><u>Time</u> They will use vocabulary such as a.m./p.m, afternoon, noon and midnight. They will tell the time using analogue clocks including those with Roman numerals, they will be using 12 and 24 hour clocks. They will learn the number of seconds in a minute, number of days in a month, year and leap year.</p>	
Science	<p><u>Rocks</u> 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. Recognise that soils are made from rocks and organic matter.</p>		<p><u>Forces and magnets</u> The children will explore how things move on different surfaces. The children will learn about magnets and how they attract and repel each other. They will sort magnetic and non-magnetic materials.</p>	<p><u>Light</u> The children will learn that we need light to see. They will learn about reflections and shadows being formed by opaque objects. They will explore and find patterns in the way a shadow's size can be changed.</p>	<p><u>Animals including humans</u> The children will identify the nutrients humans and animals need and where they get it from. They will learn that some animals have a skeleton and muscles for support, protection and movement.</p>	<p><u>Plants</u> The children will describe the function of different parts of a plant, they will know that flowers play a key role in the lifecycle of plants. They will learn how water is transported within plants.</p>
History	<p><u>Stone Age</u> The children will investigate how people lived during the Stone Age using a range of sources and artefacts. They will consider elements of daily life such as diet, travelling and farming. The children will use chronology to understand developments made in the Palaeolithic, Mesolithic and Neolithic eras. Children will research Stonehenge. The children can place the time being studied and information relating to it on a timeline</p>		<p><u>Ancient Greece</u> The children will learn about the chronology of Ancient Greece. They will research the daily lives of Spartans and Athenians; including education, myths, gods and temples. The children will learn about the importance of the ancient Olympics and compare them to the modern Olympics. The children can place the time being studied and information relating to it on a timeline and identify key features of the time</p>		<p><u>Clacton-on-sea</u> The children will find tourist attractions around the UK and compare them to Clacton today. They will learn how places in Clacton have changed over time. Children will consider how Clacton changed during the time Butlins was in the town. Children will research changes in Clacton's history in living memory. The children can place the time being studied and information relating to it on a timeline and identify key features</p>	

	and identify key features of the time being studied. They will compare life then and life today. They can identify different ways in which the past is represented and begin to evaluate the usefulness of different sources. The children will be able to use historical vocabulary such as BC and AD.		being studied. They will compare life then and life today. They can identify different ways in which the past is represented and begin to evaluate the usefulness of different sources. The children will be able to use historical vocabulary such as BC and AD.		of the time being studied. They will compare life then and life today. They can identify different ways in which the past is represented and begin to evaluate the usefulness of different sources. The children will be able to use historical vocabulary such as BC and AD.	
Geography		<u>North and South America</u> Pupils will name the human and physical features of a region. They will talk about similarities and difference between where they live and regions of North or South America . They will find countries in North and South America on a map.		<u>Mountains, Volcanoes and Earthquakes</u> The children will learn to locate mountains within the UK, they will how the land is used near them. They will be able to locate the Northern and Southern hemispheres and the Arctic and Antarctic circles and understand why these are significant places. The children will learn about the causes of earthquakes. They will be able to name and locate key mountain rages and volcanoes around the world and identify areas in which earthquakes occur. The children will learn why settlements were formed where they did and make comparisons between them considering how they have changed over time identifying some economic factors.		<u>Skills and Fieldwork</u> The children will begin to use charts, graphs and tables to record information and use Ordnance Survey maps understanding the symbols on them. They will develop their own enquiry skills when undertaking fieldwork.
Art	<u>Drawing</u> The children will sketch lines and shapes from first hand observations.	<u>Printing</u> The children will learn to design and make a block print. They will be printing using two colours.	<u>Clay, sculpture, paper & paste</u> The children will consider how to design a model that can be seen from all		<u>Painting</u> The children will learn how to use a wash of paint. They will experiment with	

			sides. They will be learning bandaging techniques to make 3D models.		and explore different brush stroke techniques.	
D.T.	<p><u>Food & Construction</u> The children will select appropriate joining techniques and resources. They will mark out and measure to the nearest centimetre. The children will design a savoury dish and check it is balanced using the Eat-Well plate. They will use different heat sources to cook food.</p>			<p><u>Construction</u> The children will select appropriate joining techniques and resources. They will mark out and measure to the nearest centimetre.</p>	<p><u>Food</u> The children will design a savoury dish and check it is balanced using the Eat-Well plate. They will use different heat sources to cook food.</p>	<p><u>Textiles</u> The children will understand the need for a seam allowance. They will join and decorate textiles with appropriate stitching.</p>
Music	<p><u>Listening</u> When listening to music the children will recognise how different parts fit together to form an overall effect. They will identify different timbre of 'Stomp' inspired instruments. They will know that a rest is a beat of silence. They will recognise a song in a minor key. The children will listen and identify the structure of a call and response song.</p>	<p><u>Creating</u> The children will create call and response phrases. They will learn to suggest appropriate sounds and instruments to achieve an effect. They will compose, notate and perform a minimalist composition and suggest appropriate sounds and instruments to perform it.</p>	<p><u>Notating/Notation</u> The children will read a score to help them perform. They can notate their compositions using crotchet/quarter notes and rests. They will be able to play other groups composition reading their notations.</p>	<p><u>Singing</u> The children will maintain accurate intonation and sing with expression as part of a group or on their own.</p>		<p><u>Performing</u> The children will learn to keep a regular pulse when playing rhythms including rests. They will change the dynamics of music by playing louder and softer. The children will perform with a sense of ensemble and maintain an independent musical line within a two-part song.</p>
ICT	<p><u>Purple Mash Online safety</u> Children understand how to choose an appropriate password. They also learn how some information sources on the internet are not reliable. They discuss keeping safe on the internet and what to do if they are feeling bullied.</p> <p><u>Coding</u></p>	<p><u>Purple Mash Spreadsheets</u> Children will learn to create a pie chart from a spreadsheet. They will be able to describe a cell location.</p>	<p><u>Purple Mash Typing</u> Children will learn to develop touch typing skill in both hands.</p>	<p><u>Purple Mash Email</u> Children will read and respond to a series of email communications and be able to attach files appropriately and use email communication to explore ideas.</p> <p><u>Branching database</u> Children will be able to sort objects using yes or no questions. Then they</p>	<p><u>Purple Mash Simulation</u> Children will explore and evaluate simulations by giving advantages and disadvantages of simulations.</p>	<p><u>Purple Mash Graphs</u> Children will learn to solve an investigation and present the results in graphic form, i.e. a graph.</p>

	Children learn how to create a program with an object that repeats actions.			will create a branching database.		
P.E. (plus Real P.E.)	<p>Football (Invasion games) The children will send and control the ball using varied speeds, direction with accuracy whilst moving. They will develop tactics when playing a game keeping within the rules. They will record their personal best and challenge themselves to improve on it while reviewing their achievements with a partner. The children will learn the importance of warmups and cool down routines.</p> <p>Real PE The children will learn to strike and pass a ball with alternate feet. Use small touches when dribbling with alternate feet maintaining good control and develop control when changing directions.</p>	<p>Basketball and netball (Invasion games) The children will send and catch the ball with accuracy whilst moving. They will begin to develop tactics in an opposed game whilst following the rules.</p> <p>Real PE The children will learn to throw the ball over and under arm with direction and control. They will perform a chest pass to a partner.</p>	<p>Rugby (Invasion games) The children will send and control the ball using varied speeds, direction with accuracy whilst moving. They will develop tactics when playing a game keeping within the rules. They will record their personal best and challenge themselves to improve on it while reviewing their achievements with a partner. The children will learn the importance of warm ups and cool down routines.</p> <p>Real PE- Gym The children will perform a variety of movements and skills with good body tension and control. They will be able to describe what good body tension means. Their compositional ideas will include appropriate actions.</p> <p>Swimming Learning how to swim within stages based on children's needs.</p>	<p>Cricket (Invasion games) The children will send and control the ball using varied speeds, direction with accuracy whilst moving. They will develop tactics when playing a game keeping within the rules. They will record their personal best and challenge themselves to improve on it while reviewing their achievements with a partner. The children will learn the importance of warm ups and cool down routines.</p> <p>Real PE The children will learn to change direction when moving whilst balancing a small ball on their racket. They will stand on alternate legs while balancing a ball on a racket.</p>	<p>Hockey (Invasion games) The children will send and control the ball using varied speeds, direction with accuracy whilst moving. They will develop tactics when playing a game keeping within the rules. They will record their personal best and challenge themselves to improve on it while reviewing their achievements with a partner. The children will learn the importance of warm ups and cool down routines.</p> <p>Real PE- Gym The children will perform a variety of movements and skills with good body tension and control. They will be able to describe what good body tension means. Their compositional ideas will include appropriate actions.</p>	<p>Athletics The children will challenge themselves to achieve a PB when skipping. They will develop stamina when running short distances. The children will perform exercises with balance and control and varied speed.</p> <p>Dance The children will be able to improvise movements on their own or with a partner. They will develop and adapt movements and motifs to create a simple dance. They will evaluate and improve the compositional features of their dance and improve the dance with a partner or a group.</p>
R.E.	<p>Judaism The children will describe the key features of a synagogue. They will study the festival of Pasdar and the Seder Meal. They will find out about Hanukkah and the beliefs and practises relating to them.</p>	<p>Christianity The children will learn the Bibles importance to Christians and how it offers them guidance. They will know that the Bible comes in two parts and how the New Testament speaks of God's love. They will study the life of Jesus as human and divine. They will read the story 'The Rich Fool', 'The Sower and The Seeds' and</p>		<p>Islam The children will find out about the Muslim pilgrimage to Mecca. They will find out about the Prophet Mohammed, The Quran, the Kaaba and the Five Pillars of Islam.</p>		

		'The Good Samaritan' and consider the importance and meaning of each.				
PSHE	<p><u>Living in the wider world</u> Children will explain why and how rules and laws protect us. They will know what is meant by human rights, universal rights, and children's rights. They will explore different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment. They will think about the role money plays in their own and others' lives, including how to manage money.</p>		<p><u>Health and well-being</u> Children learn how make choices about how to develop a healthy lifestyle. They learn about bacteria and viruses, and the implications they have on people's health. They learn about how the body changes with puberty. They also recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health.</p>	<p><u>Relationships (including Diversity)</u> Children will talk about what it means to be part of a community, and the range of national, regional, religious and ethnic identities in the UK. They explain why and how rules and laws protect them. They also explain how their actions have consequences for themselves and others. Children will express their views confidently and listen to and show respect for the views of others. They will identify different types of relationship (for example marriage or friendships). and understand that there are different types of family structure.</p>		
ReflectED	<p><u>Learning a new skill</u> Children begin to say how practice can help them learn. They can say different feelings they have at different times when they are learning. They can start to identify what they found hard and changes they can make and practice.</p>	<p><u>Growth mindset</u> Children are starting to understand how the brain can change. They will start to set achievable targets for themselves.</p>	<p><u>What a successful learner looks like</u> Children will say what characteristics make them a successful learner. They are starting to say what they did well in a piece of work and what they need to improve. Children start to recognise strategies and use them to overcome challenges. They will begin to understand what might motivate them to learn. Children will recognise the difference between feedback and compliments.</p>	<p><u>Questioning, summarising and visualisation skills</u> Children will recognise how some questions are more useful than others. They will understand what summarising is and will start to summarise short paragraphs. They will start to know how visualising helps them understand.</p>	<p><u>Review knowledge of Growth Mind set</u> Children will learn to listen to and use coaching tips to help others. They will understand how to gather ideas by working as a team. Children will start to use body language and tone of voice to persuade.</p>	<p><u>Deliberate practice, coaching and feedback Co-operative learning and teamwork</u> Children will understand the use deliberate practice and start to give coaching tips.</p>
MFL	<p><u>Core vocabulary and I'm Learning French</u> Children will find French on a world map and begin to name the capital city and other cities in France. They will learn to say their name, count to 10 and name four colours in French.</p>	<p><u>Ancient Britain</u> Children will name three key periods, three key types of people, three key hunting tools and three types of dwellings in Ancient Britain.</p>	<p><u>Les Animaux</u> Children will name and begin to spell names of animals in French.</p>	<p><u>Musical Instruments</u> Children will name and begin to spell names of instruments in French.</p>	<p><u>Les Fruit</u> Children will name some fruits in French. They will begin to say what they do and do not like, plus ask someone else what they like in French.</p>	<p><u>I can...</u> Children will name and spell French verbs.</p>
RSE	<p><u>Families and relationships</u> Learning: how to resolve relationship problems; effective listening skills</p>	<p><u>Health and wellbeing</u> Understanding that a healthy lifestyle includes physical activity, a</p>	<p><u>Safety and the changing body</u> Learning how to: call the emergency services;</p>	<p><u>Safety and the changing body</u> Learning how to: call the emergency services;</p>	<p><u>Citizenship</u> Learning about children's rights; exploring why we have rules and the roles of</p>	<p><u>Economic wellbeing</u> Introduction to creating a budget and learning about: the different ways</p>

	and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	local community groups, charities and recycling and an introduction to local democracy.	of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.
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