

| <b>2018-2019</b>      | <b>Autumn 1</b>  | <b>Autumn 2</b>                     | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  |
|-----------------------|--|-------------------------------------|--|--|--|--|
| English               | Historical stories<br><b>Stig of the Dump</b>                          | Instructions                        | Poetry   | Explanation  | Non-chronological Reports                                      | Stories from other cultures -fables                            |
|                       | Plays  | Recounts<br>/Journalistic writing   | Persuasion   | Discussion   |  |  |
| Maths Y3              | Place value<br>Addition and Subtraction                                | Multiplication and Division         | Multiplication and Division<br>Money<br>Statistics                             | Measure length and perimeter<br>Fractions                | Fractions<br>Time  | Geometry<br>Mass and Capacity                                  |
| Maths Y4              | Place value<br>Addition and Subtraction                                | Multiplication and Division         | Multiplication and Division<br>Area/Perimeter                                  | Fractions and decimals                                   | Decimals<br>Measurement<br>Statistics                          | Geometry   |
| Maths Y5              | Number: Place Value  | Number: Addition and Subtraction    | Statistics   | Number: Multiplication and Division                      | Perimeter and Area   | Consolidation  |
| Maths Y6              | Place value<br>Addition and Subtraction<br>Multiplication and Division | Fractions, decimals and percentages | Measurement  | Geometry   | Algebra/Ratio  | Investigations   |
| History and Geography | Stone Age to Iron Age<br><br>History                                   | Romans<br><br>History               | Natural disasters<br><br>Geography   |  | My Place in the World (Local Study- Bramhope)<br><br>Geography | Diversity/Food<br><br>Geography                                |
| Science<br><br>3/4    | Light  | Forces and magnets                  | Working Scientifically linked to topic or questions the children have created. | Plants   | Animals – skeletons  | Animals – digestive systems                                    |
| 5/6                   | Light  | Forces                              | Working Scientifically linked to topic or questions the                        | Plants (As above) (Living things classification -plants) | Animals –Circulatory system                                    | 5 – Animals and living things<br>6 – Evolution and inheritance |

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|                    |   |   | children have created.  |   |   |   |
| Computing          | Basic Skills (Powerpoint)   | Programing (Hour of Code)   | Basic Skills (Word)   | Programing/ Robotics (Microbit)   | Computer Science  | Programing (Scratch)  |
| Art/DT             | Shading using pencil.<br>Self portrait (pencil.<br>Charcoal workshop (y3/4).<br>Remembrance day artwork | Art<br>Key Artist: Andy Warhol<br>Block printing (for Calendar)<br>DT<br>Boxes and containers | Art<br>Key Artist: Pieter Breugel<br>Paintings, winter landscapes<br>DT | Art<br>Key Artist: El Anatsui<br>Group wall hanging.<br>Textiles.<br>DT<br>Textiles, 2d and 3d products | Art<br>Key Artist: Barbara Hepworth<br>Sculpture using clay plasticine and mod roc<br>DT<br>Levers, pulleys, gears. | Art<br>Key Artist: Henri Rousseau<br>Acrylic, watercolour paintings.<br><br>DT<br>Animal homes and hides. |
| PE                 | Rugby   | Hockey  | Gymnastics  | Dance   | Tennis  | Athletics   |
| Spanish            | Revise greetings, basic vocab, all about me, National Day in Spain                                      | Animals and pets, I have/don't have<br>El Día de los Muertos<br>Christmas in Spain            | Sports, likes/dislikes  | In the classroom, in my pencil case<br>Mother's Day<br>Easter in Spain                                  | Shapes and making a mini book   | Holiday vocab<br>Recap<br>Father's day  |
| Music              | Graphic score<br><br>Harvest songs  | Instrument families<br><br>Beating time<br>Christmas  | Ostinato, rhythm over steady pulse                                      | Recording in different ways, performing in parts  | Commenting on different musical periods   | Summer performances.<br>Using different instruments for effects   |
| PSHE<br>Year 3 / 4 | Identity, society and democracy   | Keeping safe, managing behaviour and risk<br><br>Playing safe                                 | Physical health and wellbeing<br><br>What is important to me?           | Drug, alcohol and tobacco education   | Sex and relationship education<br><br>Growing up and changing   |   |
| PSHE<br>Year 5 / 6 | Identity, society and democracy<br><br>Human rights   | Keeping safe and managing risk<br><br>Keeping safe - out and about                            | Mental health and emotional wellbeing<br><br>Healthy minds              | Drug, alcohol and tobacco education<br><br>Weighing up risk   | Sex and relationship education<br><br>Growing up and changing   |   |

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| RE<br>3/4 | What does it mean to be a Jew?            | What does it mean to be a Jew?         | Who can inspire us?          | How are beliefs expressed through arts? | What do Christians believe about a good life? | What do Christians believe about a good life? |
| 5/6       | Why are some journeys and places special? | How do the Five Pillars guide Muslims? | What do we know about Islam? | What do we know about Islam?            | Should we forgive others?                     | What matters the most to believers?           |