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| Robins<br>Cycle A<br>25-26<br>LP-H       | Autumn term  |  | Spring term - swimming - Thursdays<br>10.30-11am and x checks for year 4s |   | Summer term - Trip to Cambridge<br>zoological museum June 2nd<br>Tuesday - skeleton workshop |  |
|  | Autumn 1 - The Power of Imagination                                      |  | Spring 1 - Leaders and followers  |   | Summer 1 - Making memories   |  |
| Writing                                  | The Dragon Machine<br>Own version dragon<br>stories                      | The Bear under<br>the Stairs<br>Information<br>texts                         | Wolves<br>Non-chronological<br>leaflets                                   | The pied piper of<br>Hamelin<br>Myths and legends | Grandad's<br>camper<br>Sequel<br>narratives  | The first drawing<br>Own historical<br>narratives <b>OR</b><br>Flotsam |
| Reading -<br>F.R format<br>and<br>VIPERS | The Proudest Blue -<br>Ibthaj Muhammad                                   | Catherine and<br>the Lion - Clare<br>Jarrett<br>The Queen's Nose             | Shackleton's<br>journey -William<br>Grill                                 | Storyland - Amy<br>Jeffs                          | The rhythm<br>of the rain<br>M,Baker<br>Smith  | Mrs Noah's<br>pockets  |
|  | Autumn 2- Creation and conservation                                      |  | Spring 2 - Acceptance and appreciation                                    |   | Summer 2- Dreams and curiosity   |  |
| writing                                  | The journey home<br>Persuasive letters<br>15 sessions, 3 weeks           | The Tin forest<br>Persuasive<br>information<br>leaflets<br>15 sessions, 3wks | If all the world<br>were<br>Non-narrative<br>poems                        | Our Tower   | The Tear<br>Thief<br>Letters of<br>explanation   | The BFG<br>Own version<br>fantasy narratives                           |
| Reading -<br>F.R format<br>and<br>VIPERS | Continue The Queen's Nose<br>There's a Rang-Tan in my<br>bedroom 2 weeks | Lost species   | Moving - Michael<br>Rosen   | Grandad's Island,<br>Benji Davis                  | Here we are<br>- Oliver<br>Jeffers   | The BFG  |

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| maths   | Place value x 4 weeks<br>Addition and subtraction x 4 weeks<br>Multiplication and division A x 3 weeks<br>Area x 1 week |   | Multiplication and division B x 3 weeks<br>Length and perimeter x 2 weeks<br>Fractions A<br>Mass and capacity<br>Fractions B |                                | Time<br>decimals<br>Money<br>Shape, position and direction<br>statistics |                               |
| Spellings -<br>Bridge to<br>spelling<br>programme | Phase 5 review - 5 weeks<br>5 weeks of bridge to spelling   |   | 20 weeks of spelling units   |                                |  |                               |
| Science   | Nutrition and diet<br>Sustainability food waste<br>= 4 weeks - link to DT<br><br>Plants A x 6wks                        | Soils x 3wks<br><br>Plants B x 2wks<br>incl. Biodiversity<br>unit | Forces x 2wks<br>Magnets x 2wks<br><br>physics   | Rocks x 3wks<br>Fossils x 2wks | Skeletons<br>and<br>movement - 4<br>weeks biology                        | Light - physics - 5<br>weeks  |
| Geography   | Would you prefer to live in a hot or cold<br>place? 2   |   | Who lives in Antarctica? 3   |                                | What are rivers and how are they<br>used? 4                              |                               |
| History   | How was school different in the past? 2   |   | What did the Ancient Egyptians believe?<br>3   |                                | How have children's lives changed?<br>4                                  |                               |
| PE  | Jumping<br>Hands 2  | Running 1<br>Linking  | swimming   |                                | Body parts<br>Rackets, bats<br>and balls                                 | Water - dance<br>teambuilding |
| Art   | Unit 1 - drawing - Tell a<br>story 2  | Unit 2 - drawing<br>- growing artists<br>3                        | Unit 3 - drawing - power prints 4  |                                | Unit 4 - craft and design - fabric<br>of nature 4                        |                               |

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| DT  | Balanced diet - 6 lessons<br>2  | Fairground wheel<br>2   | Pneumatic toys 3  | Structures -<br>pavilions 4   | Electrical<br>systems -<br>torches 4   | Celebrate<br>achievements in<br>DT  |
| RE<br>Year A                                    | BQ 1 - Do beliefs make any difference to someone's life?  |   |   | BQ2 - What beliefs drive people to make a difference<br>in the world?                           |  |   |
|   | Christians - How do<br>Christians show that<br><u>reconciliation</u> with God<br>and others is important? | Muslim - How<br>does a Muslim<br>show their<br><u>submission</u> and<br><u>obedience</u> to<br>Allah? | Hindu - Why do<br>Hindus want to<br>collect good <u>karma</u> ? | Christian - What<br>do Christians mean<br>when they talk<br>about the <u>Kingdom</u><br>of God? | Humanist -<br>Why do<br>Humanists<br>use the<br>golden rule as<br>a basis for<br><u>morality</u> ? | Christians - Is the<br>cross a symbol of<br>love, sacrifice or<br>commitment for<br>Christians? |
| PSHE  | Families and relationships  | Health and<br>well-being  | Safety and the<br>changing body                                 | Citizenship   | Economic<br>well being   | transition  |
| French  | Stage 1 - unit 1  | Unit 3  | Unit 5  | Stage 2 - unit 2  | Unit 4   | Unit 6  |
| Computing<br>Key chain<br>education -<br>year 3 | Computer systems and<br>networks  | Creating media -<br>animation   | Programming A   | Creating media -<br>desktop publishing  | Branching<br>databases   | Programming B   |
| Music   | First notes to first band - learning how to<br>play an instrument - recorder                              |   | The Gospel Train - from the 'sing' section<br>on Charanga       |   | Freestyle section - Samba Course   |   |

