		AUTUMN		SPRING		SUMMER	
	THEME	**Title of Learning Theme** **Richmond Park: Deer, Walls and Kings**		**Title of Learning Theme** **Prehistory: The Stone Age and Beyond**		**Title of Learning Theme** **Romans/Holy Books**	
CORE CURRICULUM	**ENGLISH**	**Texts studied:** • **Mufaro's Beautiful Daughters** John Steptoe • **The Children of Lir** Sheila MacGill-Callahan **Writing outcomes:** Newspaper article Letter	**Texts studied:** • **The Happy Prince** Oscar Wilde • **Christmas poetry** **Writing outcomes:** Description Narrative Poetry performance	**Texts studied:** • **The Shrinking of Treehorn** Florence Parry Heide • **The Pied Pier** Michael Morpurgo **Writing outcomes:** Diary entry Narrative Play script	**Texts studied:** • **The Porcupine** Roald Dahl • **How to Live Forever** Colin Thompson • **The Princess's Blanket** Carol Ann Duffy **Writing outcomes:** Narrative Diary Entry Description Notes of advice	**Texts studied:** • **The Tale of Despereaux** Kate DiCamillo • **Queen of the Falls** Chris Van Allsburg **Writing outcomes:** Description Narrative	**Texts studied:** • **To be confirmed (new units to be planned this year)** **Writing outcomes:**

MATHS	Number	Addition and subtraction	Multiplication	Division	Measure (Time)	Review
	- count from 0 in multiples of 4, 8, 50 and 100 - find 10 or 100 more or less than a given number - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - compare and order numbers up to 1000 - identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words - solve number problems and practical problems involving these ideas - use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16) **Times Tables Tests**	- add and subtract numbers mentally, including: a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **Measure** - understand different types of measure (capacity, mass, time, length etc.) - discuss why accurate measuring is important - mass (kg/g) and volume/capacity (l/ml) **Times Tables Tests**	- double and halving - multiply by 10 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - reading, making and drawing arrays - understand multiplication as repeated addition - develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) - multiply numbers by factors of 10 - understand worded multiplication questions - write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods - answer correspondence problems (for example, 3 hats and 4 coats, how many different outfits?) **Measure** - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - understand scaling (increasing size by a multiple) **Times Tables Tests**	- understand the link between multiplication and division -division as repeated subtraction on a number line - write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods -divide by 10 **Fractions** - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions with the same denominator within one whole [for example, - compare and order unit fractions, and fractions with the same denominators - they continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. **Measure** - measure length - converting between mm, cm and m **Times Tables Tests**	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events [for example to calculate the time taken by particular events or tasks]. **Statistics** - interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. **Geometry** - draw and recognise 2D and 3D shapes - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that 2 right angles make a half-turn, 3 make 3/4 of a turn and 4 a complete turn - identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - measure perimeter of 2D shapes **Addition** - learn expanded formal method of addition **Money** - add and subtract amounts of money to give change, using both £ and p in practical contexts **Times Tables Tests**	- week of reviewing everything we have learnt over the year. - assessment week **Multiplication and Division** -formal written method of multiplication and division **Problem Solving** Using all four operations and mathematical understanding to solve problems **Times Tables Tests** - work on fluency and speed

SCIENCE	**Topic:** Living things and their habitats (linked with theme) **Key learning points:** what organisms require from a habitat; identifying and classifying common plants (British trees); identifying organisms by using branching databases; food chains.	**Topic:** Plants **Key learning points:** identifying the parts of plants and their functions; understanding how water is transported through plants; investigating factors which affect plant growth	**Topic:** Rocks and Fossils (linked with theme) **Key learning points:** observation of rocks; comparing of features; understanding how soil is made; investigating and classifying soils; investigating the hardness of different rocks; understanding how fossils are made.		**Topic:** Forces and magnets **Key learning points:** investigating magnetic/non magnetic materials; understanding the concept of 'poles'; observing and understanding how magnets attract and repel; investigating the strength of magnets	**Topic:** Light **Key learning points:** investigation of light using data logger; investigating and understanding how shadows are formed; investigating how shadows change throughout the day; understanding that light is reflected from surfaces

COMPUT**ING**	**Topic:** e-safety (use of avatars for online safety); - To show an initial understanding of computers: their hardware and software - To Understand how to stay safe online with images **Topic:** Programming and games design - To use coding to create an initial design for a 2 player chase game. **Key skills developed:** understanding of computer science concepts including algorithms, debugging and sequencing.

Topic: e-safety (dangers surrounding accepting messages); Dinosaur fossil animation programming

Key skills developed: understanding of computer science concepts including algorithms, debugging and sequencing.

Topic:

Key skills developed: understanding that the internet is a network of networks; effective searching; creation of mini web page/blog post; responding to online content by communicating clearly and responsibly.

Topic: e-safety (dangers surrounding talking and meeting people online); Creating an IBook using Book Creator to create a 'How to…' manual for mathematics

Key skills developed: use technology purposefully to create, organise, store, manipulate and retrieve digital content; use logical reasoning to predict the behaviour of simple programs; insert pictures, sound recordings, video and text; take photographs using the Ipads and learn to

Topic: create a self-portrait using SerifDraw

Key skills developed: using layers to create artwork; choosing and using images; resizing and cropping images.

FOUNDATION SUBJECT / LEARNING THEME	**HISTORY**	**Learning theme:** Deer, Walls and Parks **History focus:** research and order the history of Richmond Park from Charles I through to 2012.	**Learning theme:** Prehistory **Enquiry questions:** • Is it true to say that Stone Age people were simple hunter-gatherers only interested in food and shelter? • What was new about the New Stone Age? **Content:** significant changes from the Palaeolithic through to the Iron Age (including the Mesolithic, Neolithic and Bronze Ages). Focus upon changes in technology and the impact upon lifestyle. **Key skills developed:** asking questions about the past, ordering both BC and AD dates; drawing conclusions from interpreting primary sources; understanding concepts of continuity and change.	**Learning theme:** Romans/Holy Books **Content:** the expansion of the Roman Empire; reasons for the Roman invasion of Britain; Roman technology and lifestyle; how Romans cooked and dined. **Key skills developed:** asking questions about the past, ordering both BC and AD dates; drawing conclusions from interpreting primary sources.

	GEOGRAPHY	**Learning theme:** Deer, Walls and Parks **Enquiry question:** Why did walls keep a King happy? **Content:** use of GIS such as google earth/maps; significant map work; fieldwork on two trips **Key skills developed:** Look at our local environment (the school) and how keys can be used in different ways; locate geographic features on maps of different scales; compare and similar locations and contrast their major differences (the royal parks of London); use fieldwork skills to carry out a geographic enquiry; use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	'The Country We Live In' – Geography Day Coastal processes **Content:** To name and locate a geographical region and its identifying physical characteristic, key topographical features (coasts) and to understand how these aspects have changed over time. To understand the process of coastal erosion (how caves, arches, stacks and stumps are formed) **Key skills developed:** use maps, globes to locate places and describe features studied; use the eight points of a compass to build their knowledge of the United Kingdom	**Learning theme:** Romans **Content:** the expansion of the Roman Empire; reasons for the Roman invasion of Britain **Key Skills developed:** atlas skills (locating countries within Europe; understanding the difference between settlements, counties and countries); understanding distribution of some natural resources;
	DESIGN TECHNOLOGY	**Content:** make an apron which is personalised and contains an organisation pocket **Key skills developed:** To design and make a purposeful, functional and appealing product based on a design criteria; understanding a design brief; solving a problem; to explore and evaluate existing products; creating a prototype; sewing and cutting skills; to evaluate their ideas and products against a design criteria		**Content:** design and create a salad using ingredients which Romans introduced to Britain. **Key Skills developed:** understanding a design brief; writing criteria for finished product; knife skills and safety; planning and carrying out tasks; sampling and evaluating finished product.
	ART	**Focus:** Use natural object to create prints of a geography walk. **Key skills:** observational drawing; printing using natural objects **Ongoing:** • Creative tasks in guided reading (developing drawing skills) • Over the course of the year, each child will have six group sessions with the school's artist in residence	Arts week – content is dependent upon whole school focus for the particular year. **Ongoing:** • Creative tasks in guided reading (developing drawing skills) • Over the course of the year, each child will have six group sessions with the school's artist in residence	**Focus:** self-portrait using SerifDraw **Key skills:** using layers to create artwork; choosing and using images; resizing and cropping images. **Ongoing:** • Creative tasks in guided reading (developing drawing skills) • Over the course of the year, each child will have six group sessions with the school's artist in residence
	PHYSICAL EDUCATION	**Focus:** Gymnastics	**Focus:** Dance and table tennis	**Focus:** Outdoor Games
	PERSONAL, HEALTH, CITIZENSHIP & SOCIAL EDUCATION (PHCSE)	**Focus:**	**Focus:**	**Focus:**
	RELIGIOUS EDUCATION	**Focus:** Christmas poetry learning and reciting Christmas poetry; discussion of the Christmas story and the 'true meaning' of Christmas; leading a Christmas celebration on behalf of the school.	**Focus: Judaism – What does it mean to be part of the Jewish Faith?** Children to investigate: where Judaism was founded and who founded the Jewish faith, the key beliefs held by Jews, the key features in a Jew's place of worship , name and explain	**Focus:** Holy Books Establishing basic understanding of Judaism and Christianity; developing accuracy in key vocabulary; research, comparing and contrasting two significant holy books (the Bible and the Torah); communication of findings in a hand-made book.

			the key Jewish festivals, what the Jewish holy book is and how it is used and recognise the main symbol associated with Islam.	