

Class 1 – Cycle A			
Subjects	Autumn	Spring	Summer
Experiences	Learning about others, how are their lives different?	Imaginations are sparked, have dragons and dinosaurs arrived in class?	Taking a virtual trip around London, what can we see, smell and do?
Books	- The Hundred Decker Bus by Mike Smith - The Magic Bed by John Burningham. - Toys in Space by Mini Grey.	- Yet and the Bird by Nadeen Shireen - Rabbit and Bear – Rabbit's bad habits by Julian Gough - Dinosaurs and at that rubbish by Michael Foreman - The Dragon Machine by Helen Ward	- Dragon Post by Emma Yarlett - After the Fall by Dan Santat - A Walk in London by Lynn Sear - Lizzy and the cloud by Alex Francis
Reading Focus	Skills taught and revisited; Make Links, Vocabulary (words), Retrieval, Inference, Discuss and Predict, Clarify, Sequence.		
Writing	- Setting description, additional scene, description of magical piece of furniture, lists - Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions - Sequencing and Storytelling: map, order events and retell	- List of rules, letters, postcards, character descriptions - Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters - Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role	- Letter asking for help, note of advice, instructions, menu, speech bubble, journey map, thought bubble - Discussing a sequence of events - Becoming increasingly familiar and retelling a wider range of stories. - Persuasive poster, setting descriptions, postcards, adverts.
Spelling Focus	Phonics		

Class 1 – Cycle A			
Subjects	Autumn	Spring	Summer
Maths	Using White Rose/ Primary Stars following curriculum objectives.		
Science	- Animals including humans - Human body - Offspring - Basic needs for survival - Nutrition - Exercise and hygiene - Seasonal changes - Observe changes across the four seasons	- Everyday materials - Objects and their materials and characteristics - Animals including animals - Identify, describe and compare common animals. - Habitats - Food chains	- Animals including humans - Carnivores, herbivores and omnivores - Plants and animals in their habitats - Plants - Identify and describe common wild and garden plants including trees - Observe seeds and bulbs - Looking after plants
Religious Education	- Harvest - Harvest service - Creation - Christingle service - Christmas - Nativity service	- Jesus - Easter - Easter service	- Why are buildings of faith so important? - My World / Jesus' world

Class 1 – Cycle A

Subjects	Autumn	Spring	Summer
Geography / History	History – • All about me. • The history of me and my family. • Local history to my family. • Coal mining and how children’s lives have changed. Geography – • Geographical skills and fieldwork, united Kingdom and features of maps.	History • Events beyond living memory that are significant • Canada Day • Indian National Day • Chinese New Year • American Independence Day • Geography - • Locational Knowledge • Oceans and Continents • Physical Geography • What is an ocean?	• Geographical skills and fieldwork • World maps, atlases and globes • Use simple compass directions and directional language • Place knowledge • Studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country
PSHE	• Relationships • Feelings and Emotions	• Fire Safety	• Our World • Computer safety

Class 1 – Cycle A			
Subjects	Autumn	Spring	Summer
Physical Education	Using planning from Lancashire County Council PE Scheme of Work		
Art and Design Technology	- Using drawing to develop and share ideas, experiences and imagination - Explore and make mechanisms linked to toys	- Using painting to develop and share ideas, experiences and imagination - Design appealing products for themselves and others.	- Develop a wide range of art and design techniques using colour and pattern - Learn about a famous artist and their techniques used to create art.
Computing	Using a camera	- Algorithms - Creating an e book	- Creating our own music - Organising data
Music	- Listen and respond - Explore and create - Singing, share and perform.	- Music from around the world - Action songs	- Listen and appraise - Playing an instrument

Class 1 – Cycle B			
Subjects	Autumn	Spring	Summer
Experiences	Space, exploring other worlds.	Ahoy! Pirate role play, imaging the lives of others.	STEM excitement, architecture and engineering brought to life.
Books	- Billy and the Beast by Nadia Shireen - Wolves by Emily Gravett - Look Up! By Nathan Bryon - Astro Girl by Ken Wilson-Max	- The Magic Paintbrush by Julia Donaldson - Little Red by Lynn Roberts - The night pirates by Peter Harris and Lost and Found by Oliver Jeffers	- Izzy Gizmo by Pip Jones - Iggy Peck by Andrea Beaty and David Roberts - Bringing the Rain to Kapiti Plain By Verna Aardema - Anansi the Spider by By Gerald McDermott
Reading Focus	Skills taught and revisited; Make Links, Vocabulary (words), Retrieval, Inference, Discuss and Predict, Clarify, Sequence.		
Writing	- Creating own versions of characters, providing advice , recipes and own versions of the stories. - Creating signs and labels, thought bubbles, flyers, letters of advice.	- Writing thought bubbles, labels, notes of advice, adverts and thank you letters - Orally retelling stories and parts of stories, exploring alternative characters - Writing in role, letters and captions, creating character descriptions and instructions.	- Simple explanations, lists, labels, character descriptions and comparisons. - Labels and captions, call-and-response poems, descriptive posters, simple explanations and labels and captions, re-tellings, simple explanations.
Spelling Focus	Phonics		

Class 1 – Cycle B			
Subjects	Autumn	Spring	Summer
Maths	Using White Rose/ Primary Stars following curriculum objectives.		
Science	- Humans – parts of our body and senses. - Seasons and the weather.	- Testing materials - Plants and trees.	- Animals including humans - Diets, classification
Religious Education	- Harvest in the UK around the world and what happens if a Harvest fails. - Why was the birth of Jesus such good news?	- Jesus. What makes Jesus special? - Easter and new life.	- How do people welcome babies? - Joseph

Class 1 – Cycle B

Subjects	Autumn	Spring	Summer
Geography		Oceans and continents and countries in the UK.	Fieldwork and mapping skills
History	- Our families and how families lived in the past. - The lives of significant individuals – Neil Armstrong and Tim Peake.	The Great Fire of London – historically significant events.	KS1 Significant historical events, people and places in their own locality / changes within living memory – travel and transport
PSHE	- Being responsible - Keeping and staying safe	- Keeping and staying safe - Hazard watch	- Hazard watch - Our world

Class 1 – Cycle B				
Subjects	Autumn		Spring	Summer
Physical Education	Using planning from Lancashire County Council PE Scheme of Work			
Art and Design Technology	• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Develop a wide range of art and design techniques in using colour, pattern, texture, • line, shape, form and space.	• Use a range of materials creatively to design and make products. • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Make - select from and use a range of tools and equipment to perform practical tasks; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Computing	• Uses of ICT in the home. • We are game testers, algorithms	• We are photographers • Using a digital camera and its features • We are safe researchers • Searching safely on the internet	• Create an animation using characters, backgrounds • Create a comic strip	
Music	• Listen and respond • Explore and create • Singing, share and perform.	• Music from around the world • Action songs	• Listen and appraise	

Class 2 – Cycle A			
Subjects	Autumn	Spring	Summer
Experiences	• Visit to Ribchester Museum • Christmas Production	• Visit to Samlesbury Hall	• Visit to Showtown Museum, Blackpool
Books	• The Girl Who Could Do Anything – Peter Johnson • Escape from Pompeii by Christina Balit	• The Devil and His Boy by Anthony Horowitz • The Tempest by William Shakespeare	• Oliver and the Seawigs by Phillip Reeve
Reading Focus	Skills taught and revisited; Make Links, Vocabulary and Language, Retrieval, Inference, Discuss and Predict, Clarify, Summarise and Sequence		
Writing	• Short narrative • Instructions • Descriptive Poetry	• Character and Setting Descriptions • Diary writing • Letters	• Narrative with speech • Information Text • Recount
Spelling Focus	• Rule 1 – Double s, f, l, z, k • Rule 2 – Syllable division • Rule 3 – tch • Rule 4 – s, es • Rule 5 – Split digraph	• Rule 6 – ee spelt y • Rule 7 – oy, oi • Rule 8 – ed suffix • Rule 9 – er, est suffix • Rule 10 – ing suffix	• Rule 11 – j ending • Rule 12 – ll ending • Rule 13 – Contractions • Rule 14 – suffixes after a ‘y’ • Rule 15 – less, ment, ful, ness suffixes
Grammar Focus	• Simple sentences • Word class • Compound sentences	• Types of sentences • Complex sentences – subordinating clauses	• Complex sentences – adverbial phrases

Class 2 – Cycle A				
Subjects	Autumn		Spring	Summer
Maths	Using White Rose planning following curriculum objectives			
Science	• Plants (y3) - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - investigate the way in which water is transported within plants. - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• Rocks (y3) - 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 when things that have lived are trapped within rock. - recognise that soils are made from rocks and organic matter. • States of Matter (y4) - compare and group materials together, according to whether they are solids, liquids or gases. - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• Light (y3) - recognise that they need light in order to see things and that dark is the absence of light. - notice that light is reflected from surfaces. - recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - recognise that shadows are formed when the light from a light source is blocked by an opaque object. - find patterns in the way that the size of shadows change. • Electricity (y4) - identify common appliances that run on electricity. - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - recognise some common conductors and insulators, and associate metals with being good conductors.	
	With opportunities to work scientifically.			
Religious Education	• S5: Christian Art • Harvest Service • S14: Diwali • Christingle Service	• S2: The Lord’s Prayer • S6: Easter around the World • Easter Service	• 4.1 David and the Psalms • S13: Stories with Meaning from World Faiths	

Class 2 – Cycle A

Subjects	Autumn	Spring	Summer
Geography	• Place Knowledge – Italy - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <u>a region in a European country</u>, and a region within North or South America. • Physical Geography – Volcanoes describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <u>volcanoes</u> and earthquakes, and the water cycle.	• Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Place Knowledge – Blackpool - understand geographical similarities and differences through the study of human and physical geography of <u>a region of the United Kingdom</u>, a region in a European country, and a region within North or South America. • Physical Geography – The Water Cycle describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and <u>the water cycle</u>.
History	• The Roman Empire and its impact on Britain - Julius Caesar’s attempted invasion in 55-54 BC. - the Roman Empire by AD 42 and the power of its army. - successful invasion by Claudius and conquest, including Hadrian’s Wall. - British resistance, for example, Boudica. - ‘Romanisation’ of Britain: the impact of technology, culture and beliefs, including early Christianity.	• Tudors a study of an aspect or theme in British history - the changing power of monarchs – War of the Roses to Elizabeth I. - a significant turning point in British history – the Church of England.	• Blackpool a local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
PSHE using One Decision	• Building Confidence • Goal Setting • What is a Growth Mind set?	• Computer Safety • The Working World	• Growing and Changing • Keeping Safe

Class 2 – Cycle A

Subjects	Autumn	Spring	Summer
Physical Education	• OAA • Invasion Games	• Dance • Gymnastics	• Swimming • Athletics
Art and Design Technology	• Pencil control • Sketching	• Using Paint	• Crafting • Food Technology
Computing	• 3.4 We are who we are • 4.5 We are artists	• 4.2 We are makers • 3.3 We are presenters	• 3.5 We are co-authors • 4.6 We are meteorologists
Music	• Singing, share and perform • Christmas production	• Ukuleles	• Ukuleles
French	• All about me • All around town	• Friends and Family • Going shopping	• Holidays and hobbies • Time

Class 2 – Cycle B

Subjects	Autumn	Spring	Summer
Experiences	• Visit to Imperial War Museum: North • Christmas Production	• Clay animation	• American Food tasting
Books	• We Are Home – Kevin Dobbs • Warhorse by Michael Morpurgo • Story of the First World War for Children by John Malam	• Bog : The Ogre in the Cellar – Peter A Johnson • The Stolen Spear by Saviour Pirotta	• Rescuing Titanic by Flora Delargy • The Wolves of Currumpaw by William Grill
Reading Focus	Skills taught and revisited; Make Links, Vocabulary and Language, Retrieval, Inference, Discuss and Predict, Clarify, Summarise and Sequence		
Writing	• Descriptive writing • Information Text • Letters	• Short narrative • Poem • Information text	• Descriptive writing • Newspaper • Biography • Instructions
Spelling Focus	• Rule 1 – Double s, f, l, z, k • Rule 2 – Syllable division • Rule 3 – tch • Rule 4 – s, es • Rule 5 – Split digraph	• Rule 6 – ee spelt y • Rule 7 – oy, oi • Rule 8 – ed suffix • Rule 9 – er, est suffix • Rule 10 – ing suffix	• Rule 11 – j ending • Rule 12 – ll ending • Rule 13 – Contractions • Rule 14 – suffixes after a ‘y’ • Rule 15 – less, ment, ful, ness suffixes
Grammar Focus	• Simple sentences • Word class • Compound sentences	• Types of sentences • Complex sentences – subordinating clauses	• Complex sentences – adverbial phrases

Class 2 – Cycle B			
Subjects	Autumn	Spring	Summer
Maths	Using White Rose planning following curriculum objectives		
Science	• Animals including humans (y4) - describe the simple functions of the basic parts of the digestive system in humans. - identify the different types of teeth in humans and their simple functions. - construct and interpret a variety of food chains, identifying producers, predators and prey.	• Sound (y4) - identify how sounds are made, associating some of them with something vibrating. - recognise that vibrations from sounds travel through a medium to the ear. - find patterns between the pitch of a sound and features of the object that produced it. - find patterns between the volume of a sound and the strength of the vibrations that produced it. - recognise that sounds get fainter as the distance from the sound source increases. • Living things and their habitats (y4) - recognise that living things can be grouped in a variety of ways. - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - recognise that environments can change and that this can sometimes pose dangers to living things.	• Forces and magnets (y3) - compare how things move on different surfaces. - notice that some forces need contact between two objects, but magnetic forces can act at a distance. - observe how magnets attract or repel each other and attract some materials and not others. - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. - describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. • Animals including humans (y3) - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - identify that humans and some other animals have skeletons and muscles for support, protection and movement.
	With opportunities to work scientifically.		
Religious Education	• 3.1 Called by God • Harvest Service • 3.2 Christmas • Christingle Service	• 3.3 Jesus • 3.4 Easter • Easter Service	• 4.5 The Church • 4.6 Prayer

Class 2 – Cycle B

Subjects	Autumn	Spring	Summer
Geography	• Locational knowledge – Europe over the years - locate the world's countries, <u>using maps to focus on Europe (including the location of Russia)</u> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	• Human Geography – Early Settlements describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	• Place Knowledge – North America - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and <u>a region within North or South America</u>.
History	• World War One a study of an aspect or theme in British history - a significant turning point in British history – going to war. - a study of aspect of history that is significant in the locality – Accrington Pals.	• Changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. - Bronze Age religion, technology and travel, for example, Stonehenge. - Iron Age hill forts: tribal kingdoms, farming, art and culture.	• Titanic a study of an aspect or theme in British history - a significant turning point in British history – Titanic. • Mayan civilization a non-European society that provides contrasts with British history.
PSHE using One Decision	• Being Responsible • Feelings and Emotions	• Computer Safety • The Working World	• Our World • Keeping Healthy

Class 2 – Cycle B

Subjects	Autumn	Spring	Summer
Physical Education	- Swimming - Invasion Games - Gymnastics	- Dance - Dodgeball	- Athletics - Striking and fielding
Art and Design Technology	- Pencil control - Sketching	- Using Paint - Clay animation models - Design a settlement	- Crafting - Food Technology
Computing	3.1 We are programmers 3.6 We are opinion pollsters	3.2 We are bug fixers 4.3 We are musicians	4.1 We are software developers 4.4 We are bloggers
Music	- Singing, share and perform - Christmas production	Ukuleles	Ukuleles
French	- Getting to know you - All about me	- Food, glorious food - On the move	- Where in the world - Holidays and hobbies

Class 3 – Cycle A			
Subjects	Autumn	Spring	Summer
Experiences	Visit to Eden Camp	Visit to Blackpool Zoo	- Invite and write a letter to a local MP - Residential - Greek food tasting
Books	Goodnight Mister Tom by Michelle Magorian	Survivors by David Long	Who let the Gods out? by Maz Evans
Reading Focus	Skills taught and revisited; Make Links, Vocabulary and Language, Retrieval, Inference, Discuss and Predict, Clarify, Summarise and Sequence		
Writing	- Narrative - Letters - Poems with figurative language - Play scripts	- Persuasive - Magazine hybrid - Narrative flashbacks - Non-Chronological reports	- Letters - Information booklet - Narrative - Discussions for debate
Spelling Focus	- Rule 16 – ly suffix - Rule 17 – tion, sion - Rule 18 – prefixes - Rule 19 – sure, ture - Rule 20 – ous, ious	- Rule 21 – vowel suffixes 1 - Rule 22 – cian, ssion - Rule 23 – cial, tial - Rule 24 – able, ible, ably, ibly - Rule 25 – cious, tious	- Rule 26 – ant, ent, ancy, ency - Rule 27 – vowel suffixes 2 - Rule 28 – ei or ie - Rule 29 – hyphens - Rule 30 – Silent letters
Grammar Focus	- Simple sentences - Compound sentences - Complex sentences	- Relative clauses (including embedded) - Passive and active	Application

Class 3 – Cycle A				
Subjects	Autumn		Spring	Summer
Maths	Using White Rose planning following curriculum objectives			
Science	• Properties of Materials (y5) - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - demonstrate that dissolving, mixing and changes of state are reversible changes. - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	• Animals including humans (y5) - describe the changes as humans develop to old age. • Living Things and Habitats (y6) - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. - give reasons for classifying plants and animals based on specific characteristics.	• Earth and Space (y5) - describe the movement of the Earth, and other planets, relative to the Sun in the solar system. - describe the movement of the Moon relative to the Earth. - describe the Sun, Earth and Moon as approximately spherical bodies. - use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. • Electricity (y6) - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. - use recognised symbols when representing a simple circuit in a diagram.	
	With opportunities to work scientifically.			
Religious Education using Questful Resources	• 6.4 Who was Jesus? Who is Jesus? • 6.1 Life is a Journey	• 6.3 How and Why do Christians celebrate the Eucharist? • 6.3A Why was the Exodus such a significant event in Jewish and Christian history?	• 6.5 Pentecost – What happened next? • 6.6 What Is The Nature and Character of God?	

Class 3 – Cycle A

Subjects	Autumn	Spring	Summer
Geography	• Geographical skills and fieldwork – Navigation - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• Physical Geography – Natural Disasters describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>mountains</u>, <u>volcanoes</u> and <u>earthquakes</u>, and the water cycle.	• Place Knowledge – Greece - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <u>a region in a European country</u>, and a region within North or South America.
History	• World War Two a study of an aspect or theme in British history - a significant turning point in British history – going to war.	• Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion. - resistance by Alfred the Great and Athelstan, first king of England. - further Viking invasions and Danegeld. - Anglo-Saxon laws and justice. - Edward the Confessor and his death in 1066	• Ancient Greece a study of Greek life and achievements and their influence on the western world.
PSHE using One Decision	• Building Confidence • Goal Setting • What is a Growth Mind set?	• Computer Safety • Keeping/Staying safe	• Being Responsible • The Working World

Class 3 – Cycle A

Subjects	Autumn	Spring	Summer
Physical Education	- Swimming - Invasion Games	- Gymnastics - Dance - Net Games	- Athletics - Orienteering - Tennis
Art and Design Technology	- Sketches and photographs - Remembrance paintings - Designing and making D-Day landing crafts	- Collages, layers and textures - Tie Dye	- Using paint - Architect studies of London buildings - Savoury food – potatoes and spices
Computing	5.3 We are architects 6.1 We are toy makers	5.4 We are web developers 6.5 We are advertisers	5.2 We are cryptographers 6.2 We are computational thinkers
Music	- Singing, share and perform - Christmas production	Ukuleles	Ukuleles
French	- Family and Friends - Let's Go Shopping	- School Life - All in a Day	- Time Travelling - More to Explore

Class 3 – Cycle B

Subjects	Autumn	Spring	Summer
Experiences	- French Day - Local walk in Accrington	A visit to Townley Hall	- Residential - Leaver's Assembly
Books	The Explorer by Katherine Rundell	Secrets of a Sun King by Emma Carroll	The boy at the back of the class by Onjali Rauf
Reading Focus	Skills taught and revisited; Make Links, Vocabulary and Language, Retrieval, Inference, Discuss and Predict, Clarify, Summarise and Sequence		
Writing	- Narrative - Play script - Newspaper report	- Narrative - Poetry - Non-chronological report	- Narrative (adventure) - Persuasive brochure - Recount
Spelling Focus	- Rule 16 – ly suffix - Rule 17 – tion, sion - Rule 18 – prefixes - Rule 19 – sure, ture - Rule 20 – ous, ious	- Rule 21 – vowel suffixes 1 - Rule 22 – cian, ssion - Rule 23 – cial, tial - Rule 24 – able, ible, ably, ibly - Rule 25 – cious, tious	- Rule 26 – ant, ent, ancy, ency - Rule 27 – vowel suffixes 2 - Rule 28 – ei or ie - Rule 29 – hyphens - Rule 30 – Silent letters
Grammar Focus	- Simple sentences - Compound sentences - Complex sentences	- Relative clauses (including embedded) - Passive and active	Application

Class 3 – Cycle B			
Subjects	Autumn	Spring	Summer
Maths	Using White Rose planning following curriculum objectives		
Science	• Living things and their habitats (y5) - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - describe the life process of reproduction in some plants and animals.	• Light (y6) - recognise that light appears to travel in straight lines. - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. • Animals including humans (y6) - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - describe the ways in which nutrients and water are transported within animals, including humans	• Evolution and Inheritance (y6) - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Forces (y5) - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - identify the effects of air resistance, water resistance and friction, that act between moving surfaces. - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Religious Education using Questful Resources	• Harvest Service • 5.1 Why are Sacred Texts/Holy Books So Important to People of Faith? • 6.2 How do Christians prepare for Christmas? • Christingle Service	• 5.3 Why Do Christians Believe Jesus was a Great Teacher? • 5.4 Why Do Christians Believe that Easter is a Celebration of Victory?	• The Creation Story • 6.7 How does having faith impact peoples lives?

Class 3 – Cycle B

Subjects	Autumn	Spring	Summer
Geography	• Place Knowledge – South America - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and <u>a region</u> within North or <u>South America</u>. • Physical Geography – Mountains - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>mountains</u>, volcanoes and earthquakes, and the water cycle. • Locational Knowledge – Time zones - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	• Physical Geography – River Nile - describe and understand key aspects of: - physical geography, including: <u>climate zones</u>, <u>biomes and vegetation belts</u>, <u>rivers</u>, mountains, volcanoes and earthquakes, and the water cycle.	• Place Knowledge – London - understand geographical similarities and differences through the study of human and physical geography of <u>a region of the United Kingdom</u>, a region in a European country, and a region within North or South America.
History	• Britain's settlement by Anglo-Saxons and Scots - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne	• Ancient Egypt - the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared.	• Industrial Revolution - a study of an aspect or theme in Britain history - the changing power of monarchs - Victoria - a significant turning point in British history – Industrial Revolution. - a study of aspect of history that is significant in the locality – Accrington industries.
PSHE using One Decision	• Keeping/Staying Healthy • Feelings and Emotions	• Computer Safety • A World Without Judgement	• Growing and Changing • First Aid

Class 3 – Cycle B

Subjects	Autumn	Spring	Summer
Physical Education	- Swimming - Netball - Gymnastics	- Handball - Yoga	- Orienteering - Athletics
Art and Design Technology	6 week drawing programme - How to make a natural disaster survival kit	Easter cards	The seaside – drawing, weaving, printing and making.
Computing	5.1 We are game developers 6.4 We are connected	6.3 We are publishers 5.6 We are VR designers	6.6 We are AI developers 5.5 We are adventure gamers
Music	- Singing, share and perform - Christmas production	Ukuleles	Ukuleles
French	- Pleased to meet you - Let's Visit a French Town	- That's tasty! - This is France	- All about ourselves - Our Precious Planet