



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Place Value up to thousands</p> <p>Read and write numbers to at least 1000 in numerals and in words</p> <p>Order numbers to 1000 count on/back in ones, tens or hundreds to include negative numbers</p> <p>Count from 0 in multiples of 25 up to 1000</p> <p>Add and subtract numbers mentally, including; a three-digit number and ones, tens or thousands</p> <p>Formal column paper methods, +/- to 1000</p> <p>Multiply a 3-digit number by a single digit on paper</p> <p>Solve problems, including missing number problems, involving \times and \div</p> <p>Multiply with regrouping</p> <p>Use long division to divide</p> <p>Solve word problems that involve \times and</p>	<p>Tell and write the time from an analogue clock using 12-hour and 24-hour clocks</p> <p>Name amounts of money including coins above 100p</p> <p>Add amounts of money together using different methods; to consolidate the addition of pounds and pence separately</p> <p>Use multiple methods for subtracting amounts of money, including concrete materials and the column method</p> <p>Solve word problems involving money using bar modelling as the key strategy</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Convert between metres, centimetres and kilometres</p> <p>Draw and measure straight lines in centimetres and millimetres</p>	<p>Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines</p> <p>Identify lines of symmetry in 2D shapes presented in different orientations</p> <p>Measure perimeter of simple 2D shapes</p> <p>Determine perimeter of basic shapes; use grid paper to measure perimeter</p> <p>Recognise angles as a property of shape and associate angles with turning; introduce the terms acute and obtuse for angles greater or less than a right angle</p> <p>Interpret and present data using bar charts, pictograms and tables, & using simple scales</p> <p>Create & interpret Venn/Carroll diagrams</p> <p>Place Value of 10ths, 100ths and 1000ths and their decimal fraction representation</p> <p>Recognise and write decimal/fraction equivalents of any number of 10ths/100ths</p> <p>Recognise, find and write fractions of a</p>			

	\div Simple \div of a 2-digit number by a 1-digit number			discrete set of objects Recognise and use fractions as numbers Recognise and show equivalent fractions Add and subtract fractions with the same denominator within one whole Compare and order unit fractions and fractions with the same denominators		
Priority is given to mental arithmetic, problem solving and reasoning throughout the academic year.						
English	Holiday Memories (Personal Recounts) The Street Beneath My Feet by Charlotte Guillian & Yuval Zommer (Non-chronological reports - Inform)	Stone Age Boy by Satoshi Kitamura (Adventure Stories Entertain) Shape poems and Calligrams (Poetry – Entertain)	Pantomime playscript (Simple Playscripts) Romulus and Remus (Myths and Traditional Tales - Entertain)	Roman Diary: The Journal of Iliona of Mytilin by David Parkins (Postcards and Diaries Entertain and Inform) A Pizza with Everything on It by Kyle Scheele (Instructions)	Stories with familiar settings (Narrative Entertain) Poems on a theme	Stories by the same author (Narrative - Entertain) Informal and formal letters (Persuasion)
Comprehension skills and spelling are taught throughout the year within English lessons and guided reading sessions alongside Accelerated Reader. Spelling, punctuation and grammar skills are embedded in English lessons throughout the year. See here for further information.						
Science	Rocks & Soils Compare and group together different kinds of rocks on the basis of their appearance and simple physical	Everyday Materials – Thermal Insulators & Keeping Warm Recognise that temperature is a measure of how	Animals Including Humans – Nutrition, Skeleton & Muscles Recognise that the life processes common to humans and other animals include	Forces & Magnets Compare how things move on different surfaces. Notice that some forces need	Plants – Life Processes & Structure and Function of a Flowering Plant Recognise that the life processes	Lights (Shadows) Recognise that light travels from a source. Recognise that they need light to see things and that dark is

	<p>characteristics (texture and permeability)</p> <p>Separating solid particles of different sizes by sieving.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rock and organic matter.</p>	<p>hot or cold objects are.</p> <p>Identify some materials that are good thermal insulators and some everyday uses of these.</p> <p>Recognise that the same materials keep objects both cold/warm.</p> <p>Compare, use and read thermometers to measure temperature.</p> <p>Recognise that objects cool or warm to their surroundings.</p> <p>Recognise that metals are good thermal/electrical conductors.</p> <p>Be able to identify significant measurements of temperature (boiling/freezing</p>	<p>nutrition, movement, growth and reproduction</p> <p>Identify that animals including humans, need the right type and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat.</p> <p>Describe the need for food for activity and growth and the importance of an adequate and varied diet for health.</p> <p>Identify foods that are sources of a balanced diet.</p> <p>Identify that humans and other animals have skeletons and muscles for support, protection and movement.</p> <p>Observe and compare the movement of</p>	<p>contact between two objects, but magnetic force can act over a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles and why they are called so.</p> <p>Observe how a freely suspended bar magnet comes to rest in a north-south direction and acts as a compass.</p> <p>Predict whether</p>	<p>common to plants include growth, nutrition and reproduction.</p> <p>Explore the requirements of plants for life and growth (air, light, water, temperature, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Identify and describe the functions of different parts of flowering plants: root, stem/trunk, leaves and flowers.</p> <p>Describe the role of the leaf in producing new material for growth.</p> <p>Investigate the way in which water is transported within plants and how minerals are taken in through the root.</p>	<p>the absence of light notice that light is reflected from surfaces.</p> <p>Describe how we see things only when light from them enters our eyes.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect the eyes.</p> <p>Recognise that shadows are formed when light from a light source is blocked by a solid (opaque) Object.</p> <p>Recognise that even transparent objects block some light and form shadows.</p> <p>Describe how the sun's shadow changes over a day find patterns that determine the size of shadows.</p>
--	---	--	---	--	--	--

		point of water, temperature of a healthy human).	<p>animals both with and without skeletons.</p> <p>The role of the skeleton and joints and the principle of antagonistic muscles pairs.</p> <p>Describe observable characteristics of bones.</p> <p>Recognise that bones grow as we grow.</p>	two magnets will attract or repel each other, depending on which poles are facing.	Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation, germination and seed dispersal.	
<p>Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 						
History		<p>Stone Age to Iron Age</p> <p>To understand that we can find out about the past from written,</p>	<p>Romans & Italy (Geography & History Combined)</p> <p>To understand what it was like to live in Rome</p> <p>To understand the organisation and</p>			<p>Local Area Study (The Harris Factory, Calne)</p> <p>Gather information from first hand enquiry</p>

		<p>verbal and archaeological sources</p> <p>To use evidence to inform us about the past</p> <p>To learn about everyday life of the Early settlers</p> <p>To find out what evidence of Stone Age life is nearby</p> <p>To understand how the Bronze age moved life forward</p> <p>To learn about Celtic housing and family life</p> <p>To study the life of Boudicca</p> <p>Trip to Avebury</p>	<p>equipment of the Roman army.</p> <p>To understand the layout of Roman Britain.</p> <p>To empathise with the life of Romans.</p> <p>To compare leisure activities of the Romans to those of today.</p> <p>To compare Roman home life to that of today.</p> <p>To understand the different form of worship in Roman times.</p> <p>To understand the legacy of the Romans.</p>		<p>To learn about the history of St Margaret's</p> <p>To learn about the history of Calne</p> <p>To appreciate that Harris Bacon Factory was a significant employer in Calne</p> <p>To learn about famous historical figures in Calne (Marquis of Lansdowne, Fynamore, Priestly, Sir Edmund Rich, John Pim, Walter Goodal George, Dr Ingen-Housz</p>
Geography	<p>Earthquakes</p> <p>Locational Knowledge New Zealand Latitude and</p>			<p>How & Why is my Local Area Changing?</p> <p>Locational Knowledge</p>	

	<p>longitude Northern and Southern Hemisphere and time zones</p> <p>Human & Physical Volcanoes and earthquakes</p> <p>Skills & Fieldwork Maps, atlases, globes and digital/computer mapping Map symbols and key</p>				<p>United Kingdom</p> <p>Human & Physical Settlement and land use</p> <p>Skills & Fieldwork Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present</p>	
RE	<p>Hinduism</p> <p>Key Question:</p> <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Christmas</p> <p>Key Question:</p> <p>Has Christmas lost its true meaning?</p>	<p>Jesus' Miracles</p> <p>Key Question:</p> <p>Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Easter – Forgiveness</p> <p>Key Question:</p> <p>What is good about Good Friday?</p>	<p>Sharing & Community</p> <p>Key Question:</p> <p>Do Sikhs think it is important to share?</p>	<p>Prayer & Worship</p> <p>Key Question:</p> <p>What is the best way for a Sikh to show commitment to God?</p>
PSHE	<p>Me & My Relationships</p> <p>Link to detailed</p>	<p>Rights & Responsibilities</p> <p>Link to detailed</p>	<p>Valuing Difference</p> <p>Link to detailed scheme of work</p>	<p>Being My Best</p> <p>Link to detailed scheme of work</p>	<p>Keeping Myself Safe</p> <p>Link to detailed</p>	<p>Growing & Changing</p> <p>Link to detailed scheme of work here</p>

	scheme of work here	scheme of work here	here	here	scheme of work here	
DT	Pneumatics (Moving toy)		Cookery (Pizzas)		Design (Packaging)	
MFL	<p>Practise numbers up to 30 and tens to 60. Formal and informal greetings. Food and drinks in a French tearoom. Understand a conversation in a tearoom. Adapt and take part in a role-play in a tearoom. Place orders and ask for the bill. Reinforce and extend vocabulary for fruits and vegetables. Express simple opinions on tearoom drinks and snacks, fruits and vegetables. Say " there is / isn't". Adapt and take part in a role-play at the market. Discover some facts about the Christmas tradition in France.</p>		<p>Practise numbers up to 40 and tens to 60. Practise days, months and seasons. Understand and use "Quel temps fait-il?". Learn some weather key phrases. Understand / Take part in a weather forecast. Practise compass points. Name some of the countries sharing a border with France. Name various means of transport. Ask how people travel and respond. Give simple opinions various types of weather and means of transport. Justify their opinions. Discover some facts about and words related to the New Year traditions and Easter.</p>		<p>Practise numbers up to 50 and tens to 60. Name some parts of the body. Describe a monster using the "Il" and "Elle" forms. Understand how to form negative sentences with "ne ... pas". Ask how someone is feeling and respond. Say you are unwell or sick. Say that one part of your body hurts using "J'ai mal au/à la/à l'/ aux..." Name more specific health problems. Understand and give the duration of a health problem.</p>	
Computing	<p>Using Technology: Touch Typing -ongoing throughout year</p> <p>Using Data: Introduction to Databases Software: 2Investigate</p> <p>Ongoing: Online Safety and touch typing</p>	<p>Programming and Control: Introduction to SCRATCH/Sphero</p> <p>Animation: Creating animated volcanoes</p> <p>Ongoing: Online Safety and touch</p>	<p>Programming and Control: Further work related to SCRATCH/Sphero</p> <p>Digital Media: Green Screen/iMovie (Cross Curricular links)</p> <p>Ongoing: Online Safety and touch typing</p>	<p>Digital Media: Green Screen/iMovie (Cross Curricular links)</p> <p>Programming and Control: Using basic apps and programs</p> <p>Ongoing: Online Safety and touch</p>	<p>UsingTechnology: E-mail/Social Media Software: 2 E-Mail Detectives/Internet</p> <p>Ongoing: Online Safety and touch typing</p>	<p>Creating and Publishing: Developing images using repeated patterns</p> <p>Ongoing: Online Safety and touch typing</p>

		typing		typing		
Music	<p>Choral singing including part-singing techniques</p> <p>Explore ways of listening to music and introduce Listening Log</p> <p>Composition - exploring and using the pentatonic scale (Chinese Dragon music)</p> <p>Improvised and notated recorder work (Recorder Karate programme)</p> <p>Rhythm games, movement and patterns</p>	<p>Choral singing including part-singing techniques</p> <p>Musical Theatre skills</p> <p>Body percussion, layers and ostinato patterns</p> <p>Improvised and notated recorder work (Recorder Karate programme)</p> <p>Preparing for public performance (Production and Spring Concert)</p> <p>Links to: Romans (songs and composition); Human Body (body percussion, listening games); Forces (machine music unit)</p>			<p>Developing aural awareness through exercises</p> <p>Music history and genres – telling a story through music</p> <p>Composing music for a purpose – radio jingles</p> <p>Playing and singing musically from notation (<i>solo and ensemble</i>)</p> <p>Introduction to Samba</p> <p>Improvised and notated recorder work (Recorder Karate programme)</p>	
Art	<p>Colour & Brushwork</p> <p>General discussion, examples, art history/Q&A</p> <p>Colour Wheel</p> <p>What is colour?</p> <p>Recap primary, secondary & tertiary colours</p>	<p>Mosaics & Collage</p> <p>General discussion, examples, art history/Q&A</p> <p>What is collage? Experiment and explore with a variety of materials. Focus on <i>overlapping</i> of shapes.</p> <p>What is mosaic? Experiment and explore with small simple paper shapes. Focus on <i>spacing</i> between shapes.</p>			<p>Sculpture</p> <p>General discussion, examples, art history/Q&A</p> <p>What is sculpture? shape? scale? space? figurative or abstract?</p> <p>Sculpture in public and private spaces. Sculpture parks. Look at the work of Henry Moore & Antony Gormley (UK), Jen Stark (USA), Donatello (St George, Marble)</p>	

	<p>Recap colours of the rainbow (<i>ROY G BIV</i>)</p> <p>What are tints & shades?</p> <p>Teach warm and cool colours.</p>	<p>Look at examples of Roman mosaics (<i>cross-curricular link with History/Geography: Romans/Italy</i>).</p>	<p>Explore and experiment with simple sculpting techniques.</p>
Sport	<p><u>Girls - Hockey</u>: travelling with ball, sending, receiving, shooting, small-sided games</p> <p><u>Boys - Rugby</u>: passing, carrying, dodge and tackle, one to one and small groups.</p> <p><u>All - Cross-Country</u></p> <p><u>Dance</u>: expression, body and spatial awareness</p> <p><u>Gym</u>: travelling using small apparatus</p> <p><u>Swimming</u>: development of all 4 strokes</p> <p><u>All - Climbing</u></p>	<p><u>Girls - Netball</u>: receiving, sending the ball, footwork, simple techniques, small sided games</p> <p><u>Boys - Hockey</u>: travelling with ball, sending, receiving, shooting, small-sided games</p> <p><u>Health Related Fitness</u>: speed, stamina and jumping skills</p> <p><u>Swimming</u>: personal water safety, surface dives, underwater swim, collecting objects, sculling</p>	<p><u>Cricket</u>: catching, throwing, batting, bowling, aiming, fielding</p> <p><u>Athletics</u>: running 60m & 200m, jumping, throwing</p> <p><u>Tennis</u>: forehand, backhand, volley service, small games</p> <p><u>Swimming</u>: diving, small races, timed swims, forward rolls</p>
Matches with other schools take place throughout the year, from Year 3 upwards.			