

TOPIC: INCREDIBLE EDIBLES

MATHS Mrs Long/ Ms Osborne	WHITE ROSE MATHS JL-NUMBER FRACTIONS LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS JL-NUMBER FRACTIONS LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS JL-NUMBER FRACTIONS LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS JL-NUMBER FRACTIONS LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS JL-NUMBER FRACTIONS AND DECIMALS LO-MEASUREMENT LENGTH AND PERIMETER	WHITE ROSE MATHS JL-NUMBER FRACTIONS AND DECIMALS LO-MEASUREMENT LENGTH AND PERIMETER
MUSIC Mrs Long	RECORDER LESSONS	RECORDER LESSONS	RECORDER LESSONS	RECORDER LESSONS	RECORDER LESSONS	RECORDER LESSONS
COMPUTING Mrs Long	NCC Scheme of work Unit 3.5 Programming A Sequence in music Introduction to Scratch	NCC Scheme of work Unit 3.5 Programming A Sequence in music Programming Sprites	NCC Scheme of work Unit 3.5 Programming A Sequence in music Sequences	NCC Scheme of work Unit 3.5 Programming A Sequence in music Ordering commands	NCC Scheme of work Unit 3.5 Programming A Sequence in music Looking good	NCC Scheme of work Unit 3.5 Programming A Sequence in music Making an instrument
SCIENCE Mrs Carney	STATES OF MATTER Lesson 1 – How can we compare and group materials together? What are their differences?	STATES OF MATTER Lesson 2 - How can we compare and group materials together? Identifying solids, liquids and gases.	STATES OF MATTER Lesson 3 – What happens to certain materials when they are heated or cooled?	STATES OF MATTER Lesson 4 – What effect does temperature have on changing state?	STATES OF MATTER Lesson 5 – What causes freezing and melting?	STATES OF MATTER Lesson 6 - What are evaporation and condensation? What part do they play in the Water Cycle?

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ART Ms Osborne	Making clay tiles Inspired by fruit Communal drawing and still life	Making clay tiles Inspired by fruit Communal drawing and still life	Making clay tiles Inspired by fruit Communal drawing and still life			
DT Ms Osborne				Making Healthy sweets	Making Healthy sweets	Making Healthy sweets
RE Mrs Wilkinson	SALVATION (UC) Why do Christians call the day Jesus died Good Friday?	SALVATION (UC) Why do Christians call the day Jesus died Good Friday?	SALVATION (UC) Why do Christians call the day Jesus died Good Friday?	SALVATION (UC) Why do Christians call the day Jesus died Good Friday?	SALVATION (UC) Why do Christians call the day Jesus died Good Friday?	SALVATION (UC) Why do Christians call the day Jesus died Good Friday?
FRENCH Mrs Wilkinson	ilanguages: Numbers 1-10 French maths: addition and subtraction <i>J'ai</i> (I have) Age Easter					
PE Mrs Alderslade	SWIMMING FOOTBALL	SWIMMING FOOTBALL	SWIMMING FOOTBALL	SWIMMING FOOTBALL	SWIMMING FOOTBALL	SWIMMING FOOTBALL
GEORGRAPHY Mrs Long	Hamilton Trust SOUTH AMERICA AND THE AMAZON RAINFOREST	Hamilton Trust SOUTH AMERICA AND THE AMAZON RAINFOREST	Hamilton Trust SOUTH AMERICA AND THE AMAZON RAINFOREST	Hamilton Trust SOUTH AMERICA AND THE AMAZON RAINFOREST	Hamilton Trust SOUTH AMERICA AND THE AMAZON RAINFOREST	Hamilton Trust SOUTH AMERICA AND THE AMAZON RAINFOREST

APPENDIX 2

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>

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Year 3: Detail of content to be introduced (statutory requirement)**Terminology
for pupils**

preposition, conjunction
word family, prefix
clause, subordinate clause
direct speech
consonant, consonant letter vowel, vowel letter
inverted commas (or 'speech marks')

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Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <u>Later that day</u> , <i>I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial