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| Subject | Autumn 1 | Autumn 2 |
| RE | **Beginning with God**  Catholic Social Teaching Focus  Care for Creation | **Advent to Christmas**  Catholic Social Teaching Focus  Preferential Option for the Poor |
| Maths | Place Value  Recap numbers to 1,000  Recap 100s, 10s and 1s.  Round to the nearest 10, 100 and 1,000.  Partitioning  Comparing four digit numbers.  Count in 25s  Negative numbers.  Roman numerals.  Addition and subtraction  Add and subtract 1s, 10, 100s and 1,000s.  Add three and four digit numbers with and without exchange.  Efficient strategies.  Estimation. | Length and perimeter  Equivalent lengths.  Add and subtract lengths.  Measure perimeter.  Multiplication and division  Multiply and divide by 10 and 100.  3, 6, 9 and 7 timetable and division facts. |
| English | **Narrative based on an animation**   * Revision of: prepositions, conjunctions and present perfect tense. * Fronted adverbials * Determiners * Noun phrases   **Instruction texts**   * Adverbs of manor and time. * Bullet points * Sequencing * Heading and subheading | **Narrative based on a fantasy text**   * Prepositional phrases. * Expanded noun phrases * Speech punctuation * First person * Editing skills   **Non-chronological report based on a fantasy text**   * Organisation of information * Writing in present tense * Incorporating technical vocabulary. * Use of formal register |
| Science | **Group and Classify Living Things**   * Group animals * Understanding the difference between vertebrates and invertebrates * Grouping plants * Using classification keys * Data Collection | **States of matter**   * Explore solids, liquids and gases * Understanding changing states * How to use equipment * Planning, carrying out and evaluating investigations on melting and evaporation * Understanding the water cycle |
| History | **Roman Britain**  Understand the context of Roman history  Understand where the Romans and Roman Britain fits in to a continuing chronological narrative  Understand why and when Britain was invaded  Understand the achievements of the Romans and impact they had on Britain  Understand the changes and continuity between Roman housing and Celtic |  |
| Geography |  | **Megacities**  Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density;  Describe and begin to explain the distribution of megacities across the continents of the world;  Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country;  Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom;  Describe and offer reasons for the features of the city of Brasília, capital of Brazil  Explain and conclude why the Brazilian government built a new capital city in 1960  Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant  Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world. |
| Computing | **Computing systems and Networks- The Internet**  Apply knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure  Learn that the World Wide Web is part of the internet  Learn about who owns content and what can be accessed, added, and created.  Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information | |
| Art | **Drawing- Exploring through pattern**  Understand artists can work with pattern for different reasons  Understand Surface Pattern Designers work to briefs to create patterns for products  Artists work with pattern to create paintings or other works.  Key concepts: **That the act of making drawings can be mindful.****That we can use line, shape and colour to create patterns.****That we can use folding, cutting and collage to help us create pattern.****That we can create repeated patterns to apply to a range of products or outcomes.** | |
| D&T |  | **Mechanisms- levers- Moving 3D Christmas cards**  Select from and use a wider range of tools and equipment to perform practical tasks accurately  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand and use mechanical systems in their products |
| Music | **Sing up-Unit 1: This little light of mine**    Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one).  Sing in a Gospel style with expression and dynamics.  Play a bass part and rhythms ostinato along with This little light of mine.  Sing Part 1 of partner song rhythmically.  Listen and move in time to songs in a Gospel song.  Unit 2 The Pink Panther theme  Unit 3 Composing with colour | |
| P.E. | **Invasion games**  Be able to dodge and be aware of the environment  Get into position to receive a ball  Shield a ball from the opponent  Dribble with control  Communicate with fellow players | **Gymnastics-partner work- pushing and pulling**  Balance on different points and patches  Compose a sequence with a partner  Work on asymmetrical balances  Create a group sequence  Perform in unison or canon. |
| P.S.H.E. | **Ten Ten (RSE)**  Module 1:  Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.  Unit 1- Religious understanding  Religious Understanding explores the Gospel story Jairus’ daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.  Unit 2- Me, my body, my health  In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. (NOT including puberty- 2 sessions)  Unit 3- Emotional well-being  Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a ‘fake reality’ and God’s love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness. | |
| French | Name some of the major cities of France  Identify and say typical amenities to be found in French towns  Say and order multiples of ten  Ask and give a simple address in French  Locate the correct part of a bilingual dictionary to translate from French-English or vice versa. | |