The table below gives an overview of the different aspects that are covered each half term across the year within each subject area for a year group. Specific detail about the skills and knowledge for each of the aspects can be found in the long term plans for each specific subject area. In addition to the overview below, guided reading happens on a daily basis for 30 minutes and during one half term children undertake 6 Forest School sessions. Each term all classes work together on a whole school enquiry to develop skills in either the arts, sciences or humanities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Focus (1 hr per day)	**Poetry (Narrative)** **Novels by Significant author**	**Novels by Significant author** **Procedural writing**	**Myths**	**Explanation text**	**Stories from other cultures** **Poetry (exploring form)**	**Persuasive texts**
Spelling	**Homophones** **Indep. Spelling lists**	**Homophones** **Indep. Spelling lists**	**able and ible /ably and ibly** **Indep. Spelling lists**	**i sound / spell ie/ei after c** **Indep. Spelling lists**	**letter string -ough** **Indep. Spelling lists**	**'Silent' letters** **Indep. Spelling lists**
Maths Aspects (1 hr per day)	**Number: Place value** Include measurement – all contexts Reasoning and problem solving **Addition and Subtraction Decimals Statistics** Mental vs written Merge with statistics – solve comparison, sum and difference problems	**Multiplication & division** Multiplying whole numbers and decimals by 10, 100, 1,000 Converting units of measure Properties of number – sq, cubed, factors, prime, X and ÷ mentally drawing on known facts **Geometry** Properties of 2d shape Angles	**Multiplication &Division** X and ÷ formal methods 4 digit x 1 digit 2 digit x 2 digit 3 digit x 2 digit **Geometry** Area and Perimeter Volume (Measure)	**Multiplication &Division** 3 digit ÷ 1 digit 4 digit ÷ 1 digit **Fractions** Recognising mixed numbers and improper fractions Order with denominators which are all multiples of the same number **Position and Direction**	**Fractions** Add and subtract where denominators and multiples of the same number **Number: decimals** Reading and expressing as decimals Equivalents Order and compare **Addition and Subtraction** Decimal numbers	**Percentages** **Statistics and Time** Reading timetables
Arithmetic (15 minutes daily	**Addition & subtraction** (number bonds to 1000, missing number box, doubling and halving)	**Addition & subtraction** (revisit formal column) **Multiplication/Division** (revise known facts double and halve)	**Addition & subtraction** (applied to bar model and missing number Qs) **Multiplication/Division** (revisit formal method apply x facts to derive division facts /Qs)	**Super 6** (arithmetic Qs +/-/x/÷) **Fractions** (find half/quarter/eights of numbers using strategy of halving facts)	**Super 6** (arithmetic Qs +/-/x/÷) **Fractions/Decimals** (Mixed questions involving bar model and missing number Qs)	**Super 6** (arithmetic Qs +/-/x/÷) **F/D/P** (Mixed questions involving bar model and missing number Qs)

Science Area (1hr per week)	Materials and their properties (compare and group materials, describe the properties of solid/liquid/gas (inc. changing states,) reversible and irreversible changes)	Space and beyond (movement of Earth, Sun and Moon, night and day, time zones)	Animal Life cycles (similarities/differences in the life cycles of mammal, amphibian, insect, birds and amphibians)	Human life cycle/ (changes in humans as they age, puberty, gestation periods of different animals)	Plants (life process and reproduction)	Forces (gravity, air and water resistance, friction)
History Geography (2hrs per week)	British History: Anglo Saxons	Lines around the world (understanding lines of longitude and latitude – themed around Artic/Antarctic)	Local Study: How has Unsworth changed over time?	Understanding Volcanoes and Earthquakes	Ancient civilisations: Ancient Egyptians	South America
PE (2hrs per week) *(Can change dependent on coach timetabling)*	**Gymnastics** develop using hands and feet to travel, balance and spring, link movements, turn bodies whilst travelling **Dance** use rhythm, pattern, gentle and vigorous movements, create mirrored dances	**Gymnastics** perform movements in canon and unison, create simple balances, link movements, turn bodies whilst travelling **Invasion games** develop the accuracy and consistency of passing and receiving skills, use a range of attacking and defending techniques, controlling the ball when travelling	**Athletics** develop techniques for different styles of running perform running consistently and smoothly at different speeds (indoor/outdoor0 **Dance** use rhythm, pattern, gentle and vigorous movements, create and structure motifs and phrases?	**Invasion games** develop the accuracy and consistency of passing and receiving skills, use a range of attacking and defending techniques, controlling the ball when travelling **Orienteering** develop and refine orienteering skills completing a course around the school grounds	**Striking and fielding: Rounders** develop accuracy and consistency of underarm throwing and catching skills **Athletics** develop the accuracy and consistency of overarm throwing	**Striking and fielding: Quick Cricket** use a range of batting and fielding techniques **Orienteering** adapt their orienteering skills completing a course as they move from familiar to unfamiliar environments
Art (1hr per week) *(sometimes skills will be mixed)*	**Skills & Techniques for 3D Work** (Clay work) **Skills &Techniques for Drawing** (using range of media)	**Skills & Techniques for Painting** (tone & texture) **Skills & Techniques for Textiles** (D&T link - sewing)	**Skills &Techniques for Drawing** (compare and contrast work of L.S. Lowry Sarah Graham)	**Skills & Techniques for Printing** (printing tiles and screen printing)	**Skills & Techniques for 3D Work** (Mod Roc Paper Mache)	**Skills & Techniques for Collage** (Photo Montage – South American street / graffiti artists)
DT (1 making project per term and 1 food task)	**Textiles** Children will design and create a Christmas stocking		**Food** Children to design bread for a specific occasion (link to Ancient Egypt theme) Children to adapt/prepare a basic cake recipe		**Construction** Children will design and produce a moving fairground ride	

Computing (weaved throughout subjects)	E-safety – online behaviour/safe searching (revisit across all terms →) Online - **Internet research,** use learning pages and web links **Digital Literacy-** to use editing tools within different apps/software packages to create a multimedia book/film		Online - **Internet research,** use learning pages and web links **Digital Literacy-** to use editing tools within different apps/software packages to create a multimedia book/film		Online - **Internet research,** use learning pages and web links **Digital Literacy-** to use editing tools within different apps/software packages to create a multimedia book/film **Data** create a simple spreadsheet. create a graph or chart (link to science)	Online - **Internet research,** use learning pages and web links **Digital Literacy-** to use editing tools within different apps/software packages to create a multimedia book/film	Online - **Internet research,** use learning pages and web links **Digital Literacy-** to use editing tools within different apps/software packages to create a multimedia book/film **Programming** Design a 3D world use external triggers and loops plan and test out a series of commands within inputs and outputs
Music	**BRASS**	**BRASS**		**BRASS**	**BRASS**	**BRASS**	**BRASS**
RE (1 hr per week)	**(unit 3) The Origin and Composition of the Bible**	**(unit 5) The Influence of Faith on Believers** **Christmas (2 weeks)**	**(unit 6) God as Spirit**		**(unit 4) People's Perspective and Impressions of Jesus.** **Easter (2 weeks)**	**(unit 7a) Islam: Muhammad**	**(unit 7b) Islam: Qur'an**
PATHS	**Compliments** **Understanding feelings** **Consequences of our actions** **Making good choices** **Solving problems (unit 1)** **Co-operative learning**		**Making a plan/control signals** **Collaborative groups** **Problem solving (unit 2)** **Making Decisions (unit 1)** **Make/Keep friends (unit 4)**			**Making Decisions (unit 2)** **Being responsible & Caring for others (unit 5)**	