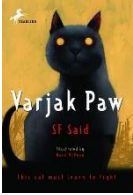
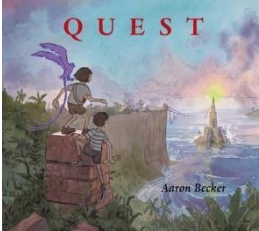


	Week 1 -	Week 2 –	Week 3 –	Week 4 –	Week 5 –	Week 6-	Week 7-
Geography Art	Rivers						
Novel	Varjak Paw 						
Writing text	Quest 						
<u>Writing</u>	See Writing MTP						
<u>Maths</u>	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division
<u>Times Tables</u>	3 and 4	3 and 4	6 and 8	6 and 8	6 and 8	Recap taught times tables	Recap taught times tables

Science- Electrical Circuits	<u>Using Electricity</u> To recognise how electrical appliances are powered. To identify if something is an electrical appliance or not. To classify an electrical appliance as mains or battery-powered. To be able to group electrical appliances based on their power supply. To record results under the correct heading in a table	<u>Building Circuits</u> To construct an electrical circuit. To explain the use of switches in a circuit. To identify components in a circuit. To build a circuit using a battery and a bulb. To explain how to test if a circuit works or not.	<u>Building Circuits: Switching on and off</u> To explain how to test if a circuit works or not. To draw symbols for the electrical components including a switch. To draw a circuit diagram. To predict whether a circuit will work by observing whether the switch is open or closed. To explain how a switch works. To explain why switches are useful.	<u>Investigating electrical conductors and insulators</u> To explain the use of materials as electrical conductors or insulators. To describe how to test whether a material is a good electrical conductor or insulator. To recall which groups of materials are good electrical conductors or insulators. To write a safe method in chronological order, using clear instructions and appropriate equipment.	<u>Investigating bulb brightness</u> To investigate what affects bulb brightness. To describe how the number of bulbs in a series circuit affects bulb brightness. To explain why bulb brightness is affected by the number of bulbs. To pose a question about bulbs in an electrical circuit. To suggest ways of answering a question. To explain why a question is testable.	<u>Electrical Safety</u> To explain how to be safe around electricity. To describe precautions for working safely with electricity. To use scientific knowledge to explain why safety rules are in place. To recall that inventing new materials or appliances may change safety advice.
Links to prior learning	New learning	New learning	New learning	New learning	New learning	New learning

Working scientifically	Identifying and Classifying Research Working scientifically: To record and classify qualitative data.	Pattern Seeking Observation Over Time Working scientifically: To draw a scientific diagram.	Pattern Seeking Observation Over Time Working scientifically: To draw a scientific diagram.	Fair Testing Working scientifically: To write a method.	Observation over time Pattern Seeking Working scientifically: To pose questions and plan ways to test them.	Research Science in action: To explore how scientific advances inform safety advice.	
Know more, remember more	How do we use electricity? How are electrical products powered?	How do we build a circuit? What components do we need?	How do we build a circuit? What components do we need to turn circuits on and off?	What is an electrical insulator and an electrical conductor?	How can we adjust the brightness of a bulb?	Why do we need to be safe around electrical devices?	
Provision	Online circuit creator on chrome books Identify electrical materials and components required for a buzzer to sound or a bulb to light. Set up their own series of enquiries that explore electrical circuits and various effects Record their findings in a simple table. See a diagram of an electrical circuit and identify what the symbols represent. Explore good/bad components using different materials. Can you make a moving object with a motor and battery?						
Geography Why are rivers important? name and locate counties and cities in the UK, 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 are rivers formed? Know that rivers start from a spring, bog, rainfall or a lake. Identify that rivers have three courses: upper, middle and lower. Know the following features of a river: source, valley, waterfall, meander,	Where are rivers found in the UK? Know that the 5 longest rivers in the UK are: Severn, Thames, Trent, Great Ouse and Wye	Where are rivers found around the world? Know that the longest river on each continent are: Nile (Africa), Amazon (South America), Mississippi (North America), Danube (Europe), Yangtze/Chiang Jiang (Asia) and Murray (Australia)	How are rivers used? Know that rivers can be used as habitats for animals and plants, are vital for the water cycle, provide food and drink, help crops grow, are vital transport routes, used for leisure activities, settlements were built alongside them, housing,	What can we find out about local rivers? River Aire at Apperley Bridge is closest to school. Fieldwork opportunities available to check how river is used at certain places. Know that the River Aire is the closest	What are the challenges of living near rivers? Know that flooding is a natural event and can be caused by: excess rain, poor drainage, breaking of dams, strong winds and overflowing rivers. Know the following flood defences: dams, barriers,	What is the Water Cycle? Identify different ways water is stored. Describe the different ways water moves. Explain how water is recycled and the process can take thousands of years. Knowledge dump

how some of these aspects have changed over time	tributary, oxbow lake, floodplain, estuary, delta and mouth		Know that Antarctica does not have a river as long as the others due to it's freezing temperatures	irrigation and an energy source.	river to school and flows through Apperley Bridge. Know that the Aire has it's upper course at Malham. Know the lower course for the Aire is into the Ouse at Airmyn.	levees, planting vegetation and protecting wetlands. Know what drought is and how the impact in the UK can be reduced. Know the impact pollution has and how we can make changes to prevent it.	
<i>Skills</i>	Use maps and atlases to locate geographical features. Recognise the physical features of a river.	Use maps and atlases to locate geographical features, specifically rivers of the UK Recognise the physical features of a river including its course.	Use maps and atlases to locate geographical features, specifically rivers of the UK. Recognise the physical features of a river including its course.	Use maps and atlases to locate geographical features. Recognise how humans utilise rivers.	Use maps and atlases to locate geographical features. Recognise the physical features of a river, specifically the Rivers Wharfe and Aire.	Use maps and atlases to locate geographical features. Recognise how humans impact on their environment.	Use maps and atlases to locate geographical features.
<i>Links to prior learning</i>	KS1-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key such as the school and central Bradford	Year 3 name and locate counties and cities in the UK, 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	KS1 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied	KS1 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied River Nile - fertile soil Year 3	KS1 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment such as mapping the school.	Year 3 name and locate counties and cities in the UK, 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	KS1 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Year 3 name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics, key

	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment such as mapping the school.	Specifically: Saltburn in Yorkshire		name and locate counties and cities in the UK, 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		Specifically: Saltburn in Yorkshire	topographical features (including hills, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time. Specifically: Saltburn in Yorkshire
<i>Provision</i>	Key texts - Journey to the River Sea, Wind in the Willows, River Boy, Rivers: An incredible journey from source to sea, Amazon River, Amazing Rivers, Once upon a Raindrop Writing opportunities - Uses of rivers, how we can protect rivers?, Journeys and adventures along rivers River fact sheets						
PSHE- Valuing Difference The Proudest Blue	I can tell you about my cultural heritage	I can tell you about ways my family and friends support me		I can tell you how I show respect to people who have different beliefs to me.		I can tell you about some of the different types of bullying (including online) and some strategies to resist this and get help	I can tell you the impact of bullying on mental well-being
Computing Unit 4.5 logo	Online Bullying: Alan the Alien	Introduction to 2Logo	Creating Letters using 2Logo	Creating Letters using 2Logo	To use the Repeat command in 2Logo to create shapes.	To use and build procedures in 2Logo.	To use and build procedures in 2Logo.

Art Painting and mixed media Light and Dark	Lesson 1: Audrey Flack	Lesson 2: Tints and shades	Lesson 3: Three dimensions	Lesson 4: Types of painting techniques	Lesson 5: Composition	Lesson 6 and 7: Still life Drawing what we see in front of us - using mixed media	
Skills:	To understand how to darken or lighten a colour when mixing paints White and black as a medium	Using tints and shades to create a 3 dimensional effect How does lighting create shadows - Link to maths 3d shapes.	To explore how paint can create very different effects - using items other than a paintbrush and comparing it with a paintbrush.	To consider proportion and composition when planning a still life painting		Adding all skills together to create a final piece showcasing all skills. colour mixing shadows Textures proportion and composition	
Links to prior learning:	Year 2 Relief Maps						
Religious Education What makes some texts sacred?	How do people communicate beliefs without words? Evaluate the importance of communication. Explain why statues, images and models were used to share beliefs. Identify the advantages and disadvantages of different communication methods.		What can we find out about scripture? Talk about the sources and origins of some religious scripture. Make links and comparisons between how different religious scripture is written.	What does it mean if scripture was revealed or remembered? Explain the difference between revealed and remembered writings. Know that there are multiple Hindu scriptures.	Why do some worldviews have more than one book of scripture? Describe how the Buddhist Canon came to be written. Explain why using a range of information is important when learning about religious texts.	How do some people demonstrate the value of scripture? Give examples of how the Guru Granth Sahib is treated to show respect. Explain why the Guru Granth Sahib is	How do sacred texts play a part in some people’s lives? Compare and make links between scripture from different worldviews. Identify the place of scripture in some people’s lives.

		Distinguish between evidenced information and beliefs about scripture.	Consider how beliefs impact the use of scripture.	Consider the relevance of the Buddhist Canon to some people today.	considered a living Guru by many Sikhs. Make connections between beliefs and practices.	Explain why scripture is important to some people Know some of the rituals and practices which demonstrate belonging to a community.	
<u>Skills</u>	Describe and make links with prior learning in RE	Describe and show understanding	Explore and describe similarities and differences - Link to the Abrahamic religions (Christianity and Islam)	Explain and give reasons Present ideas Reflect and give examples	Discover and explain ideas Express ideas and opinions Link to real life - Why might we pray? What is a special time in our own religions (Reflect) are the reasons similar across religions?		
<u>Links to prior learning</u> (Special people, special places, special stories, special books)	That sacred and holy mean something is related to God, gods or religion. Christian scripture is called the Bible. The Torah is a central part of Jewish scripture. The Qur'an is Muslim scripture. All of these are considered to be divinely inspired or the word of God	Investigate and make connections between religious teachings and everyday life.. The influence of Abraham across 3 religions.	Recap of the story of the 10 commandments What were the key teachings and why do people follow them?	Why do people have a special day in a religion? link to Christmas, Eid Making links and connections with what a holy book is. The Torah has been derived from the jewish holy book.			
<u>French</u>	Clothes- Getting dressed in French						
<u>Music</u> Changes in Pitch, tempo and dynamics	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:	Lesson 6	Lesson 7

	The Singing river	The Listening River	The Repeating River	The percussive River	The performing River	Performance	Performance
<u>Skills</u>	-Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. -Identifying common features between different genres, styles and traditions of music. -Recognising, naming and explaining the effect of the interrelated dimensions of music. -Using musical vocabulary to discuss the purpose of a piece of music. -Using musical vocabulary when discussing improvements to their own and others' work. -Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. -Singing and playing in time with peers with accuracy and awareness of their part in the group performance. -Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.						
<u>PE</u>	Dance and Hockey						