Year Overview / Long Term Plan 2026-2027 **Phase 2**

	Topic name	English	Maths	Science	PSHE	Computing	PE	History	Geography	R&W	Art	DT	Music	MFL	Other things to note
Term 1 (Aspirational)	Where the wild things are	Where the Wild Things Are by Maurice Sendak Fiction Unit: Narrative retell including what happens next Grammar: 1. Write sentences with a subject and a verb including the taught conjunctions. Secure main clause/subordinate clause. Clauses must have a subject and a verb. 2. Use commas to list adjectives in a noun phrase 3. Use full stops, capital letters (inc proper nouns), question marks exclamation marks Faction: Write to inform: diary Grammar: 1. Write sentences with a subject and a verb including the taught conjunctions Secure main clause/subordinate clause. Clauses must have a subject	Year 3: Unit 1 – Place value within 1000 Unit 2 – Addition and Subtraction 1 Unit 3 – Addition and Subtraction 2 Year 4: Unit 1 – Place value 1 Unit 2 – Place value 2 Unit 3 – Addition and Subtraction	Light	Drug Education	Information Technology Computer systems and networks 4.1 The internet AND Data and information 4.4 Data logging	Invasion Games			**EP - How does a Muslim show their submission and obedience to Allah** Theme: Views on the Existence of and Nature of God Focus skill(s): Believing & Thinking Primary Religion: Islam	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. **Curriculum Links** **Music & Drama:** Listen to music to influence marks and movement while children do the "Dancing with Charcoal". Artist Focus: Degas Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. Curriculum Links Music & Drama: Listen to music to influence marks and movement while children do the "Dancing with Charcoal". Artist Focus: Degas		Samba First Access	Phonics Lesson 2 (X) Presenting Myself (I)	Reading Project

		and a verb. 2. Use adverbs of time, manner and place													
Term 2 Persevering		**Film – Spy Fox (on LitShed)** <u>Fiction Unit: Narrative alternative animal/villain</u> Grammar: 1.Use inverted commas for dialogue with additional punctuation 2. Use fronted adverbials for manner with commas 3. Use progressive verb form <u>Faction: Instructions – How to catch a villain</u> Grammar: 1. Use when/if for subordination 2. Use fronted adverbials for time with commas	Year 3: Unit 3 – Addition and Subtraction 2 Unit 4 – Multiplication and Division 1 Unit 5 – Multiplication and Division 2 Year 4: Unit 3 – Addition and Subtraction Unit 4 – Area Unit 5 – Multiplication and Division 1	Forces and Magnets			Invasion Games (Striking and Fielding)		**<u>Shattering Earth – Earthquakes</u>** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: typ	**EP - Why are good stewardship and generous giving important for every Christian?** Theme: Origins of the Universe and Responsibility for the Environment Focus skill(s): Believing & Thinking		**<u>Mechanisms</u>** **Disassembly:** Explore everyday mechanical systems; investigate pneumatic or elastic potential energy**;** understand mechanisms as systems of parts that create motion; explore frames (e.g., chassis) and how mechanisms fit inside; learn about engineers and development of designs over time. **Develop Design:** Understand design brief vs design criteria; develop design criteria	Samba First Access	Presenting Myself (I)	

									es of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			from a brief; generate ideas using thumbnail sketches or exploded diagrams; create detailed, annotated designs; understand nets and tabs; draw nets to create structures; finalise ideas against design criteria. **Make and Evaluate:** Build a secure frame or chassis; measure, mark and cut materials accurately; assemble mechanisms correctly; create a functional and appealing product with desired motion; include tabs for secure			

												assembly; test and evaluate the finished product; identify improvements to enhance function and design.			
Term 3 Collaborative		**The Secret of Black Rock by Joe Todd-<u>Stanton</u>** <u>Fiction Unit: Retell 1st person narrative</u> Grammar: 1. Use fronted adverbials for place with commas (prepositional phrases) 2. Use inverted commas for dialogue with additional punctuation 3. Use noun phrases expanded with prepositions <u>Faction : Write a letter to persuade</u> Grammar: 1. Use although/even though in a subordinate clause at the start of the sentence with a comma (complex sentence). Clauses must	Year 3: Unit 6 – Multiplication and Division 3 Unit 7 – Length and Perimeter Year 4: Unit 6 – Multiplication and Division 2 Unit 7 – Length and Perimeter Unit 8 – Fractions 1	Animals including humans (Year A)	Online Safety		Gymnastics	**<u>Changes in Britain from the Stone Age to the Iron Age</u>** How did Britain change during the **<u>Stone Age</u>**? (technology, continuity and change, migration) How did Britain change during the Bronze Age? (**<u>Bronze Age</u>** Britain) (change to agricultural society, improved technology, migration (Amesbury Archer) How did Britain change during the **<u>Iron Age</u>**? (settlements,		**EP - How does the story of Rama and Sita inspire Hindus to follow their dharma?** Theme: The Nature of Humanity Focus skill(s): Believing & Living Primary Religion: Sanatana Dharma			Samba First Access	My Family (I)	

		have a subject and a verb. 2. Use noun phrases expanded with modifying adverbs						population growth, hill forts, tribes and leaders, conflict, end of prehistory) Trowbridge museum trip							
Term 4 Creative		**Stone Age Boy (link to Ages History in the previous term)** <u>Fiction Unit: Narrative alternative ending</u> Grammar: 1. Use apostrophes for singular possession 2. Use inverted commas for dialogue with additional punctuation 3 Use variety of pronouns as a cohesive device within a paragraph <u>Faction: NCR Life in the Stone Age</u> Grammar: 1. Use whilst/while in a subordinate clause at the start of the sentence with a comma (complex sentence). Clauses must have a subject and a verb 2. Use apostrophes for contractions	Year 3: Unit 8 – Fractions 1 Unit 9 – Mass Unit 10 – Capacity Year 4: Unit 8 – Fractions 1 Unit 9 – Fractions 2 Unit 10 – Decimals 1	Sound		Information Technology Creating media 4.2 Audio production	Dance				**<u>Exploring Still Life</u>** Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. **Curriculum Links** **History:** Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school. **Maths:** 2D and 3D shapes, Pattern (on object). **Science:** Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement). Artist Focus: Cezanne		Samba First Access		

Term 5 Curious		**A River by Mark Martin (Geography link)** <u>Fiction Unit: Journey</u> <u>Narrative: Third person</u> Grammar: 1. Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb. 2. Use present perfect tense (in dialogue) e.g "I have been to look but …" "there has been no sight of …" 3. Use a subordinating conjunction to write a complex sentence Use whilst/while as a subordinating conjunction <u>Faction: NCR Our River</u> Grammar: 1. Use perfect tense 2. Use variety of pronouns as a cohesive device within a paragraph	Year 3: Unit 11 – Fractions 2 Unit 12 – Money Unit 13 – Time Year 4: Unit 11 – Decimals 2 Unit 12 – Money Unit 13 - Time	Plants	Financial Education	<u>Computer Science</u> Programming A ***<u>4.3 Repetition in shapes</u>***	Athletics		**<u>Water, Water, Water – UK focus</u>** Name and locate countries and cities of the United Kingdom, 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. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	**EP - Is the cross a symbol of love, sacrifice or commitment for Christians?** **OA - Holy Week: what do the stories say and what is their meaning?** Theme: The Journey of Life Focus skill(s): Believing & Thinking Primary Religion(s): Christianity		**<u>Electrical Systems</u>** **Disassembly:** Research existing electrical products; identify components such as bulbs, batteries, wires, switches; understand how circuits work; learn about conductors, insulators, and stored electricity; investigate designers of ground-breaking electrical products; explore target markets and user needs. **Develop Design:** Develop a design brief and criteria from research; factor in target market and user requirements; sketch	Samba First Access		

									Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork			initial ideas and develop them into a final design; select materials and components; plan circuits and product structure to ensure stability and usability; annotate designs with explanations of function and purpose. **Make and Evaluate:** Assemble the product incorporating a simple circuit with a switch; mount and reinforce the design to improve strength; test electrical functionality and safety; evaluate against design criteria; assess effectivenes			

									to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.			s and functionality; respond to peer feedback; suggest improvements to design and circuit performance.			
Term 6 Kind		**The Barnabus Project by The Fan Brothers** <u>Fiction Unit: Alter plot – imagine the escape doesn't work</u> Grammar: 1. Use conjunctions, prepositions or adverbs to add detail to a sentence. Clauses must have a subject and a verb. 2. Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb. 3. Use dialogue to build character (with correct punctuation)	Year 3: Unit 13 – Time Unit 14 – Angles and Properties of Shapes Unit 15 – Statistics Recap/consolidation Year 4: Unit 14 – Angles and 2D Shapes Unit 15 – Statistics Unit 16 – Position and Direction Recap/consolidation	Recaps	RSHE		Revisiting Skills	Ancient Egypt		**EP - Why do Humanists use the golden rule as a basis for morality** Resources » Understanding Humanism Theme: Global Issues Focus skill(s): Believing & Living Primary Worldview: Humanism			Samba First Access	At the Café (I)	

		<u>Faction: Write to inform: a diary or a recount of a real school trip</u> Grammar: 1. Use fronted adverbials (manner) 2. Use perfect tense Use perfect tense													