

## Wagtails - Year A: Overview

	<b>GEOGRAPHY NATURAL DISASTERS</b>	<b>HISTORY INVADERS - THE ROMANS</b>	<b>GEOG/HIST STONE AGE TO IRON AGE</b>	<b>MUSIC/DT STONE AGE TO IRON AGE</b>	<b>GEOGRAPHY/DT MOUNTAINS</b>	<b>GEOGRAPHY WATER CYCLE</b>
<b>MATHS</b>	Y3/4 Plans - extension and development to Y5 or Y2 accordingly Changes termly - including number and calculation/problem solving Mental maths and times tables					
<b>CROSS CURRICULAR MATHS</b>						
<b>ENGLISH</b>	Explanation Text Letters	Newspapers Non-Chronological reports	Recounts - Historical setting/trip Poetry - narrative	Dialogue and Plays Issues/Dilemmas	Poetry - shape Imaginary worlds	Instructions Persuasive Texts
<b>SCIENCE</b>	Animals & Humans (Y3)	Animals & Humans (Y4)	Rocks	Sound	Electricity	States of Matter
<b>ICT</b>	We are Communicators (Y3)	We are Co-Authors (Y4)	We are Meteorologists (Y4)	We are Musicians (Y4)	We are Opinion Pollsters (Y3)	We are Toy Designers (Y3)
<b>HISTORY</b>	Timeline of a volcano that is currently erupting - in the news - if appropriate.	The Roman Empire and its impact on Britain.	Changes in Britain from the Stone Age to the Iron Age. A local history study (Gloucestershire)	A local history study (Gloucestershire) - if need to carry over.		
<b>GEOGRAPHY</b>	Describe and understand key aspects of volcanoes and earthquakes	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - <b>Roman invasions</b>	Human geography, including: types of settlement and land use.	Name and locate counties and cities of the United Kingdom.	Describe and understand key aspects of mountains Use fieldwork 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	Geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Describe and understand key aspects of the water cycle
<b>MUSIC</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and			Use and understand staff and other musical notations (Wider Opportunities) Listen with attention to detail and recall sounds with increasing aural		Improvise and compose music for a range of purposes using the inter- related dimensions of music (water cycle)

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	expression (Harvest Service)			memory		
RE	What was the 'Trinity' and why was it important?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
PE	Perform dances using a range of movement patterns Natural Disasters	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Gymnastics (Apparatus)	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Gymnastics (Floor)	Perform dances using a range of movement patterns. (Superstars)	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Athletics (track)
GAMES	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations	Play competitive games, modified where appropriate Invasion Games (hockey)	Play competitive games, modified where appropriate Invasion Games (netball)	Play competitive games, modified where appropriate (Cricket)	Play competitive games, modified where appropriate (Tennis)	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Athletics (field)
ART	Know about great artists in History. To improve their mastery of art and design techniques, including painting.	To improve their mastery of art and design techniques, including sculpture.  Roman Mosaics	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,		to create sketch books to record their observations and use them to review and revisit ideas Drawing/Sketching: mountains	

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	Warhol & Munch		pencil, charcoal, paint, clay] Structures: Stonehenge/buildings			
DT	Cooking (Fishcakes - Waitrose)	Cooking (Roman bread) Roman		Building tools - attaching things together. Cooking (Iron age: oatcakes)	Electrical Systems: games based on mountains	Design and make a bridge.
PSHCE - CORAM	Rules, Rights and Responsibilities	Living in the Wider World - Money  Valuing difference	Caring for the environment  Healthy Lifestyles	Keeping Safe	Growing and Changing  Feelings and Emotions	RSE
MFL	Numbers. Greeting and ages. Parts of the body.	Colours. Numbers to 20, The Nativity	Days of the week & Months. Numbers to 30. Verbs, adverbs and adjectives.	Families. Animals. Easter traditions and celebrations.	Weather. Sentence building. French traditions - flags and saints.	Masculine and feminine nouns. Vegetables & salads.
TRIPS	Literature Festival Waitrose - Cooking	RE trip	Stone Age Trip - Bristol		Sugar Loaf	