

Year group/class overview map: Torberry class overview (cycle A – 9.19)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Flintstones (Stone age and Iron age)	Asterix and friends (The Romans)	Out of Africa (inc Sierra Leone)		Who do you think you are? (Hugo Cabaret and Alice in Wonderland)	
Art	Drawing (Stone Age Art) (Edward Ardizzone Stig of the Dump)	Pattern (mosaics)	Printing (natural materials and African fruit and vegetables)		DT	DT
Computing	Multi-media PowerPoint (linked to Stone-Age) Online research		Branching databases (linked to African animals/plants)		Programming (Scratch)	
DT	mechanisms		textiles		Cooking and nutrition	
English (specific genre/texts)	Narrative: Stig of the Dump Non-fiction: How to Wash a Woolly Mammoth/How to Live like a Stone Age Hunter (instructions)	Narrative: Escape From Pompeii (recount/story writing) Firework poetry Roman dictionary	African Fables African animal non-chronological /explanation writing (linked to Science)	Persuasive writing (water) Poetry Narrative: The Butterfly Lion - HK	Hugo Cabret (Adventure story writing/history of autometer/non-fiction explanation)	Alice in Wonderland (play scripts, imaginative settings/ news reports) Poetry: Where my wellies take me South Harting Leaflets (Welly walk)

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Geography	Locational and place knowledge		Locational, human, physical/place knowledge		Geographical skills and field work	
History	Changes in Britain (chronology, historical terms, historical enquiry, similarities and differences)	Roman Empire and its impact on Britain (chronology, historical terms, historical enquiry, interpreting history, continuity and change, causes and consequences, significance)				
Modern Foreign Language	Months, seasons colours and weather		Animals		Body parts	Naming and ordering food
Music	Key to music (violin)					
PE	Dance (stone-age linked. Hunters and gatherers)	Gymnastics (stretching, curling and arching)	Dance (African Dance - circle of life)	Gymnastics (pathways and travelling)	Strike and field - rounders	Rounders and swimming

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PSE (incl SRE)	Listen and respond respectfully to a wide range of people (feelings and physical contact)	When is it appropriate to keep/share a secret? How can we work collaboratively?	Consider how people live with different values and customs (including religious)	What role does money play in their own and in the lives of others?	Making informed choices about a 'balanced lifestyle' including diet and images in the media	Reflect on achievements and goal setting for future successes Deepen understanding of feelings/emotions and how to deal with these
RE	Why do Muslims call Muhammed the Seal of the Prophets?	PEOPLE OF GOD: 2a.2 What is it like to follow God?	CREATION: 2a.1 What do Christians learn from the Creation story? Picture card 2	SALVATION: 1.5 Why does Easter matter to Christians? Picture card 16	INCARNATION: 2a.3 What is the Trinity? (greater depth) Picture card 1	How do Muslims show their submission and obedience
Science	Y3 Rocks and soils (compare, test and group. Fossils)	Y4 Sound (vibrations, pitch and volume)	Y4 living things (classification keys and environmental dangers)	Y4 States of Matter (solid, liquid, gas and changing states)	Y3 Animals incl humans (<u>skeleton and muscles</u> , nutrition/diet)	Y4 Animals incl humans (<u>digestive system, teeth</u> , food chains)