

| Subject | LKS2 Cycle A | | | | | | LKS2 Cycle B | | | | | |
|-----------------|--|--|--|--|--|--|--|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History | Trailblazers | What have the Romans ever done for us? | | | | 1066 - A Year of Change | | | The Invaders - Settling England | | How did the Ancient Egyptians leave their mark? | |
| Geography | | | Where in the world is Wiltshire? | Where in the world is Trowbridge? | | | Active Planet | Raging Rivers | | | | |
| Reading Spine | Weslandia | The Lion, the Witch and the Wardrobe - C.S. Lewis | The Abominables - Eva Ibbotson | The Land of Roar - Jenny McLachlan & Ben Mantle | The Creakers - Tom Fletcher | Anglo-Saxon Boy | The Iron Man - Ted Hughes | Armstrong: The Adventurous Journey of a Mouse to the Moon - Torben Kuhlmann | The Queen's Nose - Dick KingSmith | The Girl Who Stole an Elephant - Nizrana Farook | Charlie and the Chocolate Factory - Roald Dahl | Varjak Paw |
| English Writing | To Entertain Setting Description | To Entertain Adventure Story | To Entertain Observational Poetry | To Entertain Wishing Story | To Entertain Portal Story | To Entertain Fables | To Entertain Setting Description | To Entertain Adventure Story | To Entertain Observational Poetry | To Entertain Wishing Story | To Entertain Portal Story | To Entertain Fables |
| | To Inform Explanation | To Persuade Advertisement | To Inform Recount | To Inform Biography | To Inform Non-Chronological Report | To Persuade Persuasive Letter | To Inform Explanation | To Persuade Advertisement | To Inform Recount | To Inform Biography | To Inform Non-Chronological Report | To Persuade Persuasive Letter |
| Maths | Place Value/Addition and Subtraction (Y4) | Area/Multiplication and Division (Y4) | Multiplication and Division/Length and Perimeter (Y4) | Fractions/Decimals (Y4) | Decimals/Measure (Money+Time) (Y4) | Geometry (Y4) | Place Value/Addition and Subtraction (Y4) | Area/Multiplication and Division (Y4) | Multiplication and Division/Length and Perimeter (Y4) | Fractions/Decimals (Y4) | Decimals/Measure (Money+Time) (Y4) | Geometry (Y4) |
| | Place Value/ Addition and Subtraction (Y3) | Multiplication and Division (Y3) | Multiplication and Division/ Length and Perimeter (Y3) | Fractions/Mass and Capacity (Y3) | Fractions/Measure (Money + Time) (Y3) | Geometry/ Statistics (Y3) | Place Value/ Addition and Subtraction (Y3) | Multiplication and Division (Y3) | Multiplication and Division/ Length and Perimeter (Y3) | Fractions/Mass and Capacity (Y3) | Fractions/Measure (Money + Time) (Y3) | Geometry/ Statistics (Y3) |
| Science | Living Things and Their Habitats (Y4) - Classification | Animals, including humans (Y3) - nutrition and food chains | Forces and Magnets (Y3) | Electricity (Y4) | Plants (Y3) | Sound (Y4) | Animals including Humans (Y4) - digestive system | States of Matter (Y4) | Living Things and Their Habitats (Y4) - Habitat change | Animals, including humans (Y4) - teeth | Light (Y3) | Rocks (Y3) |
| PSHE | Me and My Relationships | Valuing Differences | Keeping Safe | Rights and Respect | Being My Best | Growing and Changing | Me and My Relationships | Valuing Differences | Keeping Safe | Rights and Respect | Being My Best | Growing and Changing |
| Art | Abstract Shape and Space (Sculpture and 3D) | | Growing artists (Drawing) | | | | Light and Dark (Painting and Mixed Media) | | Craft and Design: Fabric of Nature | | Craft and Design: Ancient Egyptian Scrolls | |
| DT | | Digital World: Wearable Technology | | Cooking and Nutrition: Eating Seasonally | | Castles (Structures) | | Structures: Pavillions | | Slingshot Cars (Mechanisms) | | Electrical Systems: Torches |
| PE | Personal | Social | Cognitive | Creative | Physical | Health and Fitness | Personal | Social | Cognitive | Creative | Physical | Health and Fitness |
| | Basketball | Dance | Gymnastics | Football | Cricket | Athletics | Dance | Gymnastics | Netball | Football | Rounders | Athletics |
| RE | How does a Christian follow Jesus? | What are the deeper meanings of festivals? | Why do believers see life as a journey - what significant experiences mark this? | Christianity: What matters to Christians about Easter? | All religions: Caring for others and the World | All religions: What do different people believe God is like? | What are the deeper meanings of festivals? | Who was Muhammed/Guru Nanak? Why and how do people follow these leaders? | Who has made a difference to the world because of their faith? How and why? | what makes books sacred, how are they used and why do they matter to believers? | Where, how and why do people worship? | |
| MFL | I'm Learning French | Animals | I Can | Fruits | Presenting Myself | At the Café | Shapes | Musical Instruments | Vegetables | Ancient Britain | In Class | Habitats |

| | | | | | | | | | | | | |
|-----------|---|---|--|--|---|---|-------------------------------------|---|---|-------------------------------------|--------------------------------------|--|
| Computing | Connecting Computers (Y3.1) | Stop-frame animation (Y3.2) | Sequencing Sounds (Y3.3) | Branching databases (Y3.4) | Desktop Publishing (Y3.5) | Events and Actions in Programs (Y3.6) | The Internet (Y4.1) | Audio Production (Y4.2) | Repetition in shapes (Y4.3) | Data logging (Y4.4) | Photo Editing (Y4.5) | Repetition in games (Y4.6) |
| Music | Environment (Y3) | Poetry (Y3) | In the past (Y3) | Food and Drink (Y3) | Building (Y3) | Singing French (Y3) | Communication (Y3) | Time (Y3) | China (Y3) | Sounds (Y3) | Human Body (Y3) | Ancient Worlds (Y3) |
| | Sounds (Y4) | Communication (Y4) | Time (Y4) | Around the World (Y4) | Ancient Worlds (Y4) | Recycling (Y4) | Poetry (Y4) | Environment (Y4) | Singing Spanish (Y4) | In the Past (Y4) | Buildings (Y4) | Food and Drink (Y4) |