

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>All Living Things</u> Give reasons for classifying plants and animals based on characteristics. Identify a variety of living things. Use classification keys. Classify vertebrates into fish, amphibians, reptiles, birds and mammals. Classify invertebrates into snails and slugs, worms, spiders and insects. Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</p>	<p><u>Teeth and Digestion</u> Know how different parts of the digestive system help break down food. Know the names and functions of different kinds of teeth. Know how to care for teeth.</p>	<p><u>Sound</u> Associate sound with something vibrating. Know that sounds get fainter the further away you are from the source. Know how sound travels outwards from a source through different materials. Know about patterns between pitch and size of the sound source. Know about the relationship between volume and strength of vibrations.</p>	<p><u>Electricity</u> Identify common appliances that use mains or batteries. Construct a simple electrical circuit Explain that whether or not a bulb will light, depends on whether the circuit is complete Recognise that a switch breaks and closes a circuit Recognise some common electrical conductors and insulators</p>	<p><u>States of Matter</u> Know the differences between solids, liquids and gases. Know how to group and sort materials according to their properties. Know that some materials change state when heated and cooled. Know how to measure temperature in degrees Celsius. Know the physical processes involved in the water cycle.</p>	<p><u>Habitats and Food Chains</u> Construct and interpret a variety of food chains and food webs. Identify producers, predators and prey. Recognise that living things are interdependent. Recognise that animals and plants are suited to and adapt to their environment. Investigate living things in a considerate way.</p>
Computers	<p><u>We built this city</u> Introduce the concept of simulations and what they are used for. Identify the uses of simulators and the advantages and disadvantages of using one. Use an app build a creature. Produce an algorithm to program their creature Build own city.</p>	<p><u>Back to the future</u> Understand that technology is evolving and becoming more advanced. Research a particular invention and document findings wiki. Understand the main components of a computer. Upload their video to Edmodo profile. Understand how Google works and are able to post their findings to their blog.</p>	<p><u>Making games</u> Understand what a sprite is and create own sprites in Scratch. Explain how variables are used in games. Understand Artificial Intelligence is and why it is used in computer games. Make improvements to games.</p>	<p><u>Interface designer</u> Know what HTML is and what it stands for. Create a HTML file. Understand the difference between the different heading elements and add a heading to their HTML page. Change the background of a web page and change font styles. Search the internet. Add a photograph to their web page.</p>	<p><u>Heroes</u> Create an original hand written story using the Disney/Pixar story spine. Sequence code to perform an action. Identify different coding blocks. Create a game using coding blocks in Scratch. Code an interactive animation.</p>	<p><u>We've got the power</u> Understand how video can be used to help solve a relevant global issue. Produce a themed video. Edit and publish music videos Produce promotional materials for their videos? Promote videos.</p>
History	<p><u>Anglo Saxons (Autumn 2)</u> Place events, people and changes into correct periods of time. Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade. To know about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world. Know how to find out about the events, people and changes in Anglo Saxon times from an appropriate range of sources of information. Use dates and historical vocabulary to describe the Anglo Saxons. Communicate their knowledge and understanding of history in a variety of ways.</p>		<p><u>Vikings (Spring 1)</u> Demonstrate knowledge and understanding of why the Vikings left their homeland to invade and settle in another country. Demonstrate factual knowledge of some of the reasons for the Viking raids. Recognise that some accounts of Viking raids were Anglo-Saxon interpretations. Use pictures, written sources and reconstructions to find out about aspects of the Viking way of life. Recall, select and organise historical information about the Vikings in Britain and use terminology appropriate to the period.</p>		<p><u>Ancient Greece (Summer 1)</u> Develop an understanding of timelines Examine contrasting viewpoints Develop understanding of archaeological evidence Enrich understanding of ancient Greek culture and art Draw comparisons between ancient Greek culture and today. Gain a deeper understanding of legacy and the impact of the ancient Greeks on modern Britain. Draw comparisons and analyse trends over time.</p>	

Geography	<u>Spain/ The Continents (Autumn 1)</u> To locate the world's countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To describe and understand key aspects of physical and human geography, including: climate zones, rivers and mountains; types of settlement, land use and economic activity. To describe and understand key aspects of human geography, including: types of settlement, land use, economic activity including trade links. To understand geographical similarities and differences through the study of human and physical geography of Spain.		<u>Where on Earth (Spring 2)</u> Locate features on a world map and globe. Identify key features on different world map representations. Describe how the world has been represented on maps for different purposes at different times. Understand reasons for day and night and describe the daily pattern. Know about the prime meridian and the International Date Line. Use zone information to predict times in different places. Locate and describe key features and geographical regions of England, Wales, Scotland and Northern Ireland. Explain changes in features and regions.		<u>Global caretakers/ Local issues (Summer 2)</u> Describe and understand key aspects of human geography, including: economic activity and the distribution of natural resources including energy and water. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. 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 UK and the world. Use fieldwork to observe, measure, and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
RE	<u>The Bible</u> Know which is the Old Testament and which is the New Testament. Know what each Testament deals with. Understand the basic structure of the Bible. Know that the Bible is the basis of Christian belief. Understand that for Christians, the Bible is the main reference for teaching, guidance and worship Know how to reflect on the beliefs and values that are important to them.	<u>Shepherds & Christmas Story</u> Know and understand the concept of special journeys and their significance for believers Retell the nativity story, recognising the significance and the symbolism of the shepherds Understand that religious beliefs and ideas can be conveyed through the expressive arts.	<u>Buddhism</u> Know the key events of the life of the Buddha and understand why people follow his teaching today. Encounter the term enlightenment. Be aware of various forms of Buddhist practice, including meditation. Know that some people belong to faith groups. Recognise the characteristics of a leader. Know that faith founders are important to believers of the relevant faith.		<u>Journeys</u> Know the role & purpose of pilgrimage in the lives of some believers. Understand that pilgrimage involves a physical & spiritual journey. Reflect upon their own experiences of journeys & on life as a journey.	<u>Caring for Creation</u> Know that Christians believe in a God who created a good and beautiful world Know the creation and flood stories as told in Genesis Understand that everyone has responsibility to look after the world Know some other creation stories and the ideas and concepts behind them Know about the life of St Francis Be able to express their own ideas and values about the created world
Music	<u>This Little Light of Mine</u> Sing in a blues/gospel style with expression and dynamics. Improvise using the voice and tuned percussion on the notes of the pentatonic scale. Choreograph a performance with an improvised section. <u>Juba</u> Enhance musical expression through actions and lyrics. Gain an understanding of	<u>Plynie Statek</u> Sing songs with a call and-response structure, incorporating actions and changes of tempo. Use tuned percussion to accompany a song. Improvise using tuned percussion. <u>Young Austrian</u> Sing the harmony part of a two-part song accurately, with actions and sound effects.	<u>The Giant's Garden</u> Sing a song with musical expression and changes in dynamics and mood. Compose a piece of music using different weather sounds. Use musical terminology to describe a piece of music. <u>Fantasy Football Team</u> Sing a song with clear articulation and expression	<u>Be cool</u> Sing a song accurately with an awareness of phrasing and melodic shape. Improvise in a jazz style. Compose a short piece on the theme of global warming. <u>Janie Mama</u> Sing accurately in unison and in parts with an awareness of phrasing. Listen to and discuss some well-known	<u>I wish I knew</u> Sing the song in unison adding movement and gesture to the performance. Create new words for a song or rap about freedom and overcoming adversity. Create a backing rhythm track for a new rap or song. <u>Tongo</u> Sing a call and response in two parts.	<u>Consider Yourself</u> Sing a song accurately, with clear diction and well-tuned phrases and high notes. Compose a piece in duple metre with call and response structure. Create and perform a rap about making new friends. <u>Baião de ninar</u> Sing a round with

	phrasing, texture and song structure. Create a group performance using movement, instruments and new lyrics	Play an accompaniment to a song. Create new words to fit with an existing melody.	and add actions. Recognise simple rhythmic notation. Compose and perform a whole-class piece of music.	calypso songs. Compose and perform a short rhythmic piece.	Compose short call and response phrases on tuned instruments Create an ostinato accompaniment with ukulele chords and untuned percussion.	confidence and increasing accuracy of pitch. Arrange a song for tuned and untuned percussion instruments and body percussion. Play a phrase by ear on tuned percussion.
	Mozart →		Strauss →		Queen →	
Art	<u>Drawing/ Buildings</u> Design a building for a particular purpose. Explore and examine buildings in a range of architectural styles. Explore the architecture of Sir Christopher Wren. Explore colour and pattern in the design of St Basil's Cathedral. Explore the design features of the Taj Mahal. Examine the architecture of the Sydney Opera House.	<u>Painting</u> Explore ideas about colour and investigate a variety of painting methods and techniques. Be able to collect visual and other information and record this to inform future work. Use the work of Georgia O'Keeffe as inspiration for water colour paintings. Colour mix paints and use vocabulary associated with tone and shade.	<u>Printing/ Patterns</u> Produce monoprints and Press Print to reflect the linear aspect of traditional African designs. Make a collograph relief block, which focuses on shapes found in African designs. Use this for printing on a variety of surfaces to produce repeated pattern work.	<u>Showing Movement in Art</u> Combine lines, shapes, colours and textures to create simple patterns. Make a personal choice about shape or format of work and materials and techniques. Study the shape and lines of figures in action. Make a stencil showing movement that can be used to create different interpretations of movement. Experiment with pattern and a range of medium to show movement	<u>3-D Movement in Art</u> Use basic art vocabulary to explain ideas and work. Make a personal choice about the shape or format of their work and materials and techniques. Compare how ideas and experiences have been represented by others adapt and improve their work. To collect visual and other information to help them develop their ideas, including using a sketchbook Make figures using clay.	<u>3-D</u> Explore ideas about shoe collect visual and other information to develop their ideas Use sketchbooks and relevant information for their work Experiment with materials and techniques Comment on ideas, methods and approaches used in their own and others' work and adapt and improve their work.
D/T	<u>Money Container</u> Have sufficient understanding and skills in working with textiles to design and make a money container that meets their design criteria. Evaluate existing products, testing fabrics to choose an appropriate one. Apply decorative techniques appropriately.		<u>Torches</u> To produce torch that will light up and switch off when needed. Know that plans for a new product can be made using drawings with labels. To test their design to see if it works and then improve upon or make changes to their design if needed. To check their product is safe. To evaluate their work both during and at the end of the assignment.			
Foreign Language- French	<u>My Home</u> Recognise some familiar words and phrases in a spoken story or a song. Use numbers and colours in descriptions. Say and write from memory several sentences about where they live and their daily routine.	<u>My Town</u> Give simple directions to town buildings. Write from memory a few sentences about where they live. Recognise some French prices. Play French word games including completing and reordering sentences correctly.	<u>Describing People</u> Recognise and use singular subject pronouns and the present tense singular forms of some common verbs. Grasp the concept that some sentence structures differ in French. Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation. Use the correct articles with plural nouns when prompted. Write some simple French sentences to give a summary of a character from a story.		<u>The Body</u> Identify the gender of a noun from its article when listening and reading. Use the correct article with some common nouns when speaking and writing. Recite a simple French rhyme from memory. Describe things using simple adjectives.	<u>Sport</u> Say or write a few sentences about sports that they can do or like playing and ask others about what they like to play. Follow a model to write sentences in the first person using common verbs.

<p>PE</p>	<p><u>Hockey</u></p> <p>Use the hockey stick to control the ball. Pass the ball with a push rather than hitting the ball. Have the ball close and under control at all times. Understand fair play and create rules that are fair. Create a game as a group and keep the game going. Start to play hockey using some of the rules.</p> <p><u>Basketball</u></p> <p>Perform skills with accuracy, confidence and control. Know the difference between attacking skills and defending skills. Choose positions in their teams and know how to help when attacking. Use a variety of tactics to keep the ball, eg changing speed and direction. Know and find ways to get the ball towards their opponents' goal. Recognise exercises and activities that help strength, speed and stamina.</p> <p><u>Swimming</u></p> <p>Learn to use a range of strokes effectively; front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.</p>	<p><u>Gym</u></p> <p>Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe own and others' work, making simple judgements about the quality of performances</p> <p><u>Dance</u></p> <p>Think about character and narrative ideas created by the stimulus and respond through movement. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group use different compositional ideas to create motifs incorporating unison, canon, action and reaction. Remember, practice and combine longer, more complex dance phrases.</p>	<p><u>Gym</u></p> <p>Perform a range of actions and agilities with consistency, fluency and clarity of movement. Make similar or contrasting shapes on the floor and apparatus, working with a partner. Combine actions to make sequences with changes of speed, level and direction, and clarity of shape Increase the length of sequences. Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p><u>Dance</u></p> <p>Communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others. Describe and interpret dance movements using appropriate vocabulary Suggest how dances and performances can be improved, so that they communicate more effectively.</p>	<p><u>Volleyball</u></p> <p>Know the difference between attacking skills and defending skills. Respond consistently in the games they play, choosing and using skills which meet the needs of the situation. Find and use space to help their team. Use a variety of tactics to keep the ball away from their opposition. To practice the serve and use it in a game. To begin to learn the rules of volleyball and apply tactics.</p> <p><u>Cricket</u></p> <p>Strike a ball with intent and throw it accurately when bowling and/or fielding. Intercept and stop the ball with consistency, and sometimes catch the ball. Return the ball quickly and accurately. Choose and use batting or throwing skills to make the game hard for their opponents. Judge how far they can run to score points. Work well as a team to make it hard for the batter.</p>	<p><u>Multiskills</u></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements. To play and make up small sided invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending Improve their ability to choose and use simple tactics and strategies Play and make up small sided invasion games.</p> <p><u>Athletics</u></p> <p>Run consistently and smoothly at different speeds. Demonstrate different combinations of jumps, showing control, coordination and consistency. Throw a range of implements into a target area with consistency and accuracy. Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.</p>	<p><u>Rounders</u></p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding. Intercept and stop the ball with consistency, and Sometimes catch the ball return the ball quickly and accurately. Choose and use batting or throwing skills to make the game hard for their opponents. Choose where to stand as a fielder to make it hard for the batter. Be familiar with and use the rules of rounders.</p> <p><u>Outdoor and Adventurous</u></p> <p>Use skills with control in problem-solving activities. Meet the challenges effectively in teams. Orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses. Choose sensible skills and approaches for the challenges set.</p>
------------------	--	---	--	--	--	---