

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>Nutrition</u></p> <p>Know about the importance of exercise. Know about the need to eat the right amounts of different types of food. Learn that animals cannot make their own food. Know that some animals only eat other animals, some only plants and others eat both. Learn how nutrients and water are transported around animals.</p>	<p><u>Skeleton, muscles and movement</u></p> <p>Suggest which body parts we use for common movements. Understand how the skeleton, muscles and joints work and that most animals have similar structures. Know that animals, including humans, grow into adults.</p>	<p><u>Rocks</u></p> <p>Compare and group together different types of rocks on the basis of their physical properties. Relate the simple physical properties of some rocks to their formation. Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Know that there are different types of soil.</p>	<p><u>Forces and Magnets</u></p> <p>Know that objects need forces to make them move. Recognise different types of forces including pushes, pulls and twists. Investigate force direction. Learn about different types of movement including rolling and sliding. Know how different surfaces effect movement. Know how to test magnets.</p>	<p><u>Plants</u></p> <p>Know about the functions of different parts of plants, including the roots, stem/trunk, leaves and flowers. Recognise the requirements of different plants for life and growth and how this varies from plant to plant. Know how water is transported within plants. Understand the role of flowers in the life cycle of flowering plants.</p>	<p><u>Light</u></p> <p>Understand that dark is the absence of light. Understand how surfaces reflect light. Recognise that a mirror appears to reverse an image. Identify some parts of the eye. Identify opaque, translucent and transparent objects. Know how shadows change size.</p>
Computers	<p><u>Get Blogging</u></p> <p>Have a basic understanding of how the internet works and how they can access it. create a mind map of how they can communicate on the internet. Create a basic wiki Explain what blogging is Understand what a web-blog is. Publish their blogs and evaluate them</p>	<p><u>We are Publishers</u></p> <p>Become aware of how illustrations are used in books. Produce digital art Recreate their own version of a popular illustrated book. Create own books.</p>	<p><u>Class Democracy</u></p> <p>Apply knowledge of democracy in class vote. Apply concepts to develop a bill using mind-map. Produce a poster to promote proposed changes. Create an animation to promote movie using 'Photospeak' or Chatterpix. Use internet to promote video and poster Share animations on class area on the school website.</p>	<p><u>We Love Games</u></p> <p>Identify what an algorithm is. Apply an algorithm to a real life situation Decompose an algorithm Decompose a game into smaller parts. Understand what an input is and how it can trigger events and what role it plays in an algorithm. Use a range of inputs and selection within an algorithm. Create basic game using Hopscotch.</p>	<p><u>Big Robots</u></p> <p>Break down tasks into a sequence of steps and understand the importance of the order of the sequence. Use a basic flow diagram tool (Oval for start and finish, rectangle for actions, diamond for decisions). Use a collage app to document elements of a game. Create basic game using Hopscotch.</p>	<p><u>My First Program</u></p> <p>Create own sprites in Scratch. Create own background image for the stage. Explain how loops and random numbers are used. Explain how conditional statements are used. Explain how operators are used.</p>
History	<p><u>Stone Age to Iron Age</u></p> <p>Understand what humans needed for survival in the Stone Age. Evaluate what was found at Skara Brae and why it is important. Understand what copper mining meant to people of the Bronze Age.</p>				<p><u>The Romans</u></p> <p>Learn about the legend of the founding of Rome. Recall key facts about the invasion of Britain. Explain the spread of the Roman Empire. Describe who Emperor Hadrian was. Say when, how and why he built a wall. Act in role as a character from Roman Britain and show how that person would have felt and behaved.</p>	

	Know how evidence about Stonehenge can give us different answers about the past.					
Geography		<u>Where does my food come from?</u> Know where some foods originate from and locate them on a map. Know and understand why food is transported by different methods. Begin to understand what food miles are. Understand the environmental impact of transporting food over large distances.	<u>Local Area</u> Use fieldwork to observe, measure and record and present the human features in the local area. Identify important landmarks in the locality. Compare informal and OS symbols. Create own OS map symbols. Draw simple sketch maps to show buildings and technology in the local area. Annotate a map to show landmarks.	<u>Extreme Earth</u> Describe and understand key aspects of physical geography in the context of what is underneath the Earth's surface, volcanoes, tornados earthquakes and tsunamis.		
RE	<u>Responsibility</u> Learn about the of rules of the Ten Commandments. Be familiar with the story of the Good Samaritan. Understand the importance of responsibility and recognise the responsibilities of individuals.	<u>Care & Concern</u> Identify people who dedicate their lives to caring for others. Identify an historical figure who dedicated their lives to caring for others. Show understanding of Jesus' care and concern for others. Listen to and discuss a story from the Bible.	<u>Special People</u> Name a number of key biblical figures; Abraham, Moses, Davis and Goliath. Give details about the life of at least two characters from the Bible. Discuss the messages or morals in Bible stories. Recognise the dedication of biblical figures to God and know how they served God.	<u>Easter</u> Be familiar with the Easter story. Understand the origins of Palm Sunday, Good Friday and Easter Sunday. Be familiar with the term 'resurrection.' Discuss some symbols related to Easter.	<u>Sikhism</u> Compare aspects of Sikhism to aspects of religions that they are more familiar with. Name the Sikh place of worship and their holy book. Recognise objects which Sikhs wear as symbols of their beliefs. Recognise the five Ks of Sikhism. Join in discussions concerning aspects of religion and belief. Discuss other people's traditions and beliefs appropriately and with respect.	
Music	<u>I've been to Harlem</u> Sing with an awareness of the shape of the melody. Compose and play a pentatonic ostinato. Create and perform melodic and rhythmic accompaniments to a son. <u>Mexican Wave</u> Recognise and sing sequences of echoed phrases accurately. Play rhythmic ostinatos to accompany singing. Create a performance with percussion and coordinated	<u>Make that sound</u> Sing in a relaxed jazz style, pitching 'blues' notes accurately. Improvise instrumental and percussion accompaniments. Choreograph actions reminiscent of swing-band performances. <u>Tell me a story, shining star</u> Sing in two parts, breathing at the ends of phrases. Play a two-chord accompaniment on tuned	<u>My dog</u> Sing in a gospel style with accurate pitching. Insert extra syllables while keeping in time. Create a stylish performance using suitable actions. <u>Step back baby</u> Sing a traditional call-and response song as a soloist or as part of a solo group. Perform actions while singing and accompany with tuned percussion. Create a performance	<u>Chilled-out clap rap</u> Chant accurately and rhythmically with marked dynamic contrasts. Create clapped rhythmic ostinati and transfer to untuned percussion. Confidently adopt different roles when performing a layered piece. <u>The bare necessities</u> Sing a song from a film musical in an appropriate style.	<u>Sunshine in my heart</u> Sing and sign a unison song, conveying the uplifting mood. Maintain a harmony part and manage scat vocals. Play percussion accompaniments and make up new verses from given rhymes. <u>Senwa dedenda</u> Maintain accurate pitching in a descending stepping-note melody. Sing one part of	<u>Four white horses</u> Sing a traditional clapping game song in four-time. Extend the clapping game to include more challenging cross-rhythms. Create and perform new clapping patterns based on other numbers. <u>Barbecue blues</u> Sing a syncopated melody with rhythmic accuracy.

	actions. Beethoven (Classical)	percussion. Improvise around two chords in 4/4 time.	using new rhyming lines to extend the lyrics. Chopin (Romantic)	Use clear diction to manage fast-moving lyrics and word-play. Create a performance with sound effects and movement and adopt different roles.	a two-part round. Pick out a song melody on tuned percussion. Mark Thomas Composer of Shaun the Sheep (Modern British)	Create a performance using the song's call-and response structure, adding actions and props. Compose and perform a rhythmic piece with a call and-response structure and produce a score.
Art		<u>Portraying Relationships</u> Explore paintings and photographs portraying different relationships. Investigate the content, ideas and subjects in relationship portraits. Collect visual information to help develop ideas. Sketch a relationship portrait. Use a variety of painting techniques Evaluate work and suggest ways in which it could be developed.		<u>Clarice Cliff</u> State a few simple facts about the artist Clarice Cliff. Understand the terms 'sketch' and 'shade.' Design a plate in the style of Clarice Cliff. Shape clay using suitable tools. Paint a design with some accuracy. Explain what the net of a shape is. Use tools to cut out and make a gift box.		<u>Roman mosaics</u> Practice printing individual small squares using a printing stick. Carry our research into the different types of Roman mosaic and what they depicted. Study the borders of mosaics and design a repeating pattern border for own mosaic. Design a Roman-style mosaic and use printing techniques practised earlier to complete own design.
D/T	<u>The Iron Man</u> Use craft materials to make a robot model. Design own robot and communicate ideas through talking and drawing. Use pipe cleaners to make a 'mock up' of the robot. Use Modroc to build a model based on original design and drawings. Select and use tools safely. Evaluate how to make it more stable. Select medium to decorate and finish the model.		<u>Sandwich Snacks</u> Understand that food can be divided into different groups and that sandwiches can form part of a healthy diet. Taste a variety of breads and different sandwiches to examine flavours and textures. Design and make a healthy sandwich and a presentation box.		<u>Roman shields</u> Be familiar with patterns and designs used on Celtic and Roman shields. Understand that the properties of different materials have an effect on what a produce is made from. Use their knowledge of shape, material and pattern to design a shield. Consider the tools and materials needed to create a model of a shield design. Transfer a pattern from a design onto a model. Evaluate their designs and models.	

<p>Foreign Language - French</p>	<p><u>Core unit 1</u> Greet each other confidently and introduce themselves and their family. Understand the numbers 1-10 and use them to say how old they are.</p>	<p><u>Core unit 2</u> Recognise the days of the week. Name a variety of colours. Understand numbers up to 20, including out of sequence. Be able to express simple likes and dislikes using the first person.</p>	<p><u>Core unit 3</u> Sing and do the actions to a French song with little help. Understand several parts of the body when they're spoken. Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately. Respond to a simple question by saying what month their birthday is in.</p>	<p><u>Animals</u> Recognise some basic French adjectives when heard and be able to use them in simple spoken sentences. Write short, simple sentences in response to written and spoken questions. Read along with a rhyme with the class.</p>	<p><u>Food</u> Ask and answer questions, including asking for and giving opinions. Say what they would like, using a common verb in the first person. Prepare and recite a few sentences using vocabulary from the unit. Write some vocabulary from memory.</p>	<p><u>At school</u> Confidently use number vocabulary from previous lessons to say what time it is. Ask simple questions learnt in the unit. Pronounce vocabulary accurately. Write some singular nouns with their article.</p>
<p>PE</p>	<p><u>Invasion games</u> Choose and use simple tactics and strategies. Play and make up small sided invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p>	<p><u>Gymnastics</u> Explore balances on 2 points. Explore: <ul style="list-style-type: none"> ways of linking spinning and travelling actions on the floor and on apparatus ways of travelling with turning on the floor and apparatus jump for length from two feet to two feet Select and link actions and travelling on own and with a partner. Teach sequences to others. Use criteria to assess own and others work.</p>	<p><u>Tag Rugby</u> Catch a ball consistently. Pass the ball accurately and with speed. Attack as individuals, 2's and 3's. Dodge a defender when running towards the goal. Recognise which activities help speed, strength and stamina. Recognise when speed, strength and stamina are important in games.</p> <p><u>Gymnastics</u> Turn on the spot (on a vertical axis) Explore ways of travelling with turning on the floor and apparatus. Use different pathways in their sequences. Travel on different pathways whilst travelling towards and away from a partner Explore ways of matching a partner's shape whilst performing the same or a different action. Work with a partner to link travelling actions on curved pathways with matching shapes.</p>	<p><u>Dance</u> Co-ordinate and execute turning actions effectively. Demonstrate control, particularly at the start and finish of the movement. Link a combination of turns, jumps and travelling actions in a movement phrase ability to select and combine a number of different actions together. Remember and repeat a sequence. Demonstrate clarity of shape in stillness and when moving. Discuss what they liked and disliked about a sequence using the correct terminology.</p> <p><u>Swimming</u> 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>Netball</u> Handle a ball with flexibility and support. Catch using flexed hands and support from the elbows. Throw using a chest pass and bounce pass, accurate to reach a target mark and shadow a partner or opponent. Play small 3 aside games.</p>	<p><u>Athletics</u> Use a range of equipment and targets when throwing. Recognise there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation. Explore take-offs and landings, adding a three-step run-up and combining a series of jumps. Experience different speeds and rhythms of running. Demonstrate different combinations of jumps. Throw a range of implements consistently and accurately.</p> <p><u>Rounders</u> Throw and catch a tennis ball accurately. Field the ball and return it. Hit the ball with some degree of accuracy and consistency. Develop fielding into a mini game. Develop knowledge of rules and scoring.</p>