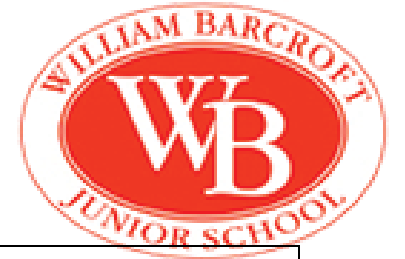


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<u>Term</u>	<u>Autumn</u> Can we solve the great mysteries of the Great Pyramids of Giza? How have the Romans influenced today's Britain?	<u>Spring</u> How important is the connection between the rainforest and life on Earth?	<u>Summer</u> What is healthy living? How can we live an organic life?
History	<p>The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization.</p>	
Geography		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links.</p>	
Science	<p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Living things and Habitats Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Animals including humans Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Animals including humans Describe the changes as humans develop to old age.</p> <p>Plants</p>

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			<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>About great artists, architects and designers in history.</p> <p><u>Autumn 1 – skills focus</u> I can draw simple 3D objects using marks and lines to produce texture and some simple shading</p> <p>I can show facial expressions and body language in my drawings</p> <p><u>Autumn 2 – artist focus and application of skills</u> I can use my sketchbook to express likes and dislikes</p> <p>I can use my sketchbook to adapt and improve original ideas</p> <p>I can explore work from other cultures</p> <p>I am able to question what the artist is trying to express</p> <p>I can experiment with the styles of the different artists I have studied</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including painting.</p> <p>About great artists, architects and designers in history.</p> <p><u>Spring 1 – skills focus</u> I can mix colours using only the primary colours</p> <p>I can create a mood in my painting</p> <p>I can use brushes to create different effects</p> <p><u>Spring 2 – artist focus and application of skills</u> I can explore work from other cultures</p> <p>I am beginning to be able to explain work from other periods of time</p> <p>I can experiment with the styles of the different artists I have studied</p> <p>I can use my sketchbook to express likes and dislikes</p> <p>I can use my sketchbook to adapt and improve my original ideas</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including sculpture.</p> <p>About great artists, architects and designers in history.</p> <p><u>Summer 1 – skills focus</u> I can create a 3D model which bears resemblance to an already existing object</p> <p>I can use different materials to create a 3D model</p> <p>I can sculpt clay or other mouldable materials</p> <p><u>Summer 2 – artist focus and application of skills</u> I can compare the work of different artists</p> <p>I can use my sketchbook to express likes and dislikes</p> <p>I can use my sketchbook to adapt and improve original ideas</p>
DT	<p><u>Mechanical Systems</u></p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-</p>	<p><u>Electrical Systems</u></p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-</p>	<p><u>Food</u></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of</p>

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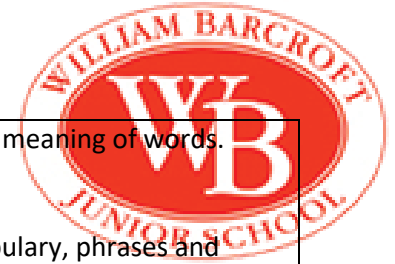
	<p>aided design. Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately . Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p>aided design. Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately . Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>ingredients are grown, reared, caught and processed.</p>
<p>PSHE</p>	<p>E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>SEAL New Beginnings Know importance of welcoming and valuing others at school and into the community; how diversity adds richness to our lives; Know what it feels like to be unwelcome Know some more ways to solve a problem. Contribute towards and understand my rights and responsibilities in the school with a charter; understand why we need to have different rules in different places, and to know what the rules are in school. Predict how I am going to feel in a new situation or meeting new people. Manage my feelings and usually find a way to calm myself down when necessary. Share one special thing about myself and learn special things about others. CHIPS Lesson 1. New beginnings: I feel good about the ways we are similar in the group and the ways I am different</p> <p>Citizenship Know I belong to a community. Know what I have to do myself safe in the classroom, school and local community.</p> <p>SEAL Getting on and falling out Explain ways to give friendship; Take on roles and contribute in a group; Discuss how group work is successful.</p>	<p>E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>SEAL Going for goals Recognise my worth as individuals, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Face new challenges positively by collecting information, looking for help, making responsible choices and taking action; Recognise the different risks in different situations and then decide how to behave responsibly; Recognise that my actions affect myself and others, to care about other people’s feelings, and to try to see things from their points of view.</p> <p>SEAL Good to be me Talk and write about my opinions, and explain my views, on issues that affect myself and society; Recognise my worth as individuals, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences; Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from my point of view; Awareness of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p>E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>SEAL Relationships Know when something is my fault and when something is not my fault; know to take responsibility for my behaviour; Know the things that hurt my feelings; understand feelings of guilt and say when I might feel guilty; Know when to tell someone; understand how I might hurt others; know how most people feel when they lose something or someone they love; Understand how I can make someone who is important to me happy; Know how to make amends; Express feelings about the important people/ animals in my life; Know and discuss some ways to celebrate the life of someone I care about.</p> <p>SEAL Changes Explain my views, on issues that affect themselves and society; Face new challenges positively by collecting information, looking for help, making responsible choices and taking action; Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences; that my actions affect myself and others, to care about other people’s feelings and to try to see things from their points of view; Aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>CHIPS Lesson 3 See things from someone else’s point of view.</p>

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	<p>Understand importance of calming down before I am overwhelmed by feelings of anger. Use problem solving to sort out difficulties.</p> <p>Say No To Bullying (13th -17th November 2017) Explain what bullying is; Know that witnesses can make the situation better or worse; Know how it feels to be a witness to and a target of bullying; Understand why witnesses sometimes join in with bullying or don't tell; Explain some ways of helping to make someone who is being bullied feel better; Know that sometimes bullying is hard to spot, and know what to do if it is going on; Use Problem solving in bullying situations</p>	<p>CHIPS Lesson 2. New beginnings: I feel good about the ways we are similar in the group and the ways I am different</p>	<p>Sex and Relationships Education wb: 11th June 2018 tbc Explore the human lifecycle Identify some basic facts about puberty Explore how puberty is linked to reproduction</p>
ICT	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
RE (Christianity, Sikhism, Hinduism, Buddhism)	<p>Explore issues of justice and freedom. Explore religious stories that identify how believers are expected to behave.</p> <p>Consider how they are expected to behave and where these rules come from.</p> <p>Explore religious rituals that show identity and belonging in different religious traditions. Explain the significance and use of symbols and artefacts in rites of passage.</p> <p>Compare the symbolism associated with rites of passage in three faiths.</p>	<p>Explore commitment as demonstrated in the lives and work of significant people of faith. Describe the effect of life-changing events on the commitment of significant people of faith.</p> <p>Share ideas as to how the lives of significant people of faith have affected the lives of others.</p> <p>Explore teachings of other significant religious people. Describe the teachings of significant religious people, identifying some similarities and differences.</p> <p>Reflect on the teachings of significant religious people and how these teachings impact on society.</p>	<p>Explore beliefs about how the universe began. Compare different faith beliefs about how the universe began.</p> <p>Express thoughts and beliefs about how the universe began.</p> <p>Recognise that the Earth is unique and consider the concept of stewardship. Give reasons why people of faith have a sense of awe and wonder about the Earth</p> <p>Explore religious teachings to see how faith members should care for the Earth.</p> <p>Investigate how faith members show care for the environment.</p> <p>Share feelings about the sense of awe and wonder in the natural world.</p> <p>Share thoughts on how and why religions treat the world with respect.</p> <p>Show understanding of stewardship and suggest actions everyone can take.</p>
MFL	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and</p>

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	<p>rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audiences*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally* and in writing.</p>	<p>rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
PE	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable</p> <p>Take part in outdoor and adventurous activity challenges both</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and</p>

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		individually and within a team.	demonstrate improvement to achieve their personal best.
Music	<p><u>Main Focus:</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>Ongoing</u></p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p><u>Main Focus:</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p> <p><u>Ongoing</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>Main Focus:</u></p> <p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>Ongoing</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>