

	Autumn Term	Spring Term	Summer Term
Question	What does it take to be a hero?	Are leaders born or made?	Should you run or have the courage to explore?
Characteristic	Tolerance	Leadership	Courage
Quotation	You doubt your value - don't run from who you are.	Never, never, never, never give up (Winston Churchill)	Before I had seen a Yeti smile I didn't know what smiling was.
English Text	My Brother Is A Superhero By David Solomons	Carrie's War By Nina Bawden	The Abominables By Iva Ibbotson
Maths	Number: Place value (numbers to 10 000) Calculations: Addition and Subtraction (exchange) Calculations: Multiplication and Division (2 by 1 digit with remainder)	Measurement: Money Perpendicular and Parallel Lines Measurement: area and perimeter Statistics: Bar Charts Fractions	Measurement: Time Mental Calculations Angles Measurement: Length, Mass and Volume
Science	Human Body Cells -All living things are made of cells, too small to be seen without a microscope -Cells make up tissues, tissues make up organs, organs work in systems Digestive System -Salivary glands, taste buds -Teeth: incisors, canines, premolars, molars -Oesophagus, stomach, liver, small intestine, large intestine Healthy Diet -Food pyramid -Vitamins & minerals Geology Geographical features of the earth's surface -The shape of the Earth, the horizon -Oceans and continents -North Pole and South Pole, Equator What's inside the earth -Inside the Earth: Layers: crust, mantle, core, High temperatures -Volcanoes and geysers -Rocks and minerals: Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary -Important minerals in the Earth (such as quartz, gold, sulphur, coal, diamond, iron ore)	Magnetism -Most magnets contain iron -Lodestones: naturally occurring magnets -Magnetic poles, magnetic field -Law of magnetic attraction -Earth behaving like a magnet -Orienteering: use of a magnetised needle in a compass Water Cycle -Most of Earth's surface is covered by water -The Water Cycle: Evaporation & condensation, water vapour in the air, humidity, clouds (cirrus, cumulus, stratus), precipitation, groundwater	Machines Simple Machines -Lever, pulley, wheel & axle (gears with teeth & notches), how gears work & familiar uses, e.g. bikes), inclined plane, wedge, screw Friction -Friction & ways to reduce friction (lubricants, rollers etc.) Forces -Gravity -Water resistance Science Biographies: -Archimedes (ancient Greek mathematician, physicist, engineer, inventor, astronomer) -Aristotle (Greek philosopher)
Art & Design	Elements of Art: Line -Horizontal, vertical, diagonal -Observe the use of line in: Klee – Was Fehlt ihm?, Picasso – Mother & Child, Hokusai – The Great Wave Off Kanagawa Elements of Art: Symmetry -Observe the use of symmetry in The Last Supper, The Avenue of Middelharnis Digital Art -Use digital cameras to take images to capture texture, colour, line, tone, shade & inspiration from the natural & manmade world Drawing -Use different grading of pencils at different angles to show different tones -Use hatching & cross hatching to show tone & texture in my drawings -Plan, refine and alter their drawings as necessary. - Use their sketchbook to collect and record visual information from different sources. -Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. -Explore comics through the 20 th & 21 st century to see how styles are used for effect Colour Vocabulary	Kinds of pictures: Landscape -Ruisdael – Landscape with Bentheim Castle, Constable – Salisbury Cathedral from the Meadows, Rousseau – Surprised! A tiger in a Tropical Storm Kinds of pictures: Still Life -Cezanne – Still life with apples, Still life with peaches & a glass Kinds of pictures: Mythological Paintings -Apollo & Daphne, The Return of Persephone to Demeter, Minotaur & his wife Painting -Mix colours using tints & tones -Use watercolour paint to produce washes for backgrounds then add detail -Experiment in creating mood & feelings with colour -Use a number of brush techniques using thin & thick brushes, to produce shapes, colour blocks, textures, washes, patterns & lines -Explore how artists have used paint & paint techniques to produce patterns, colour, texture, tone, shape, space, form & line Printing -Print using a variety of materials, objects and techniques including layering. -Talk about the processes used to produce a simple print. -To explore pattern and shape, creating designs for printing. Colour Vocabulary	Types of Art: Architecture: The art of The Parthenon, Great Stupa, St Paul's, Guggenheim Museum Elements of Art: Form -Describe form in: Stubbs-Whistle jacket, Van Gogh's Wheatfield with Cypress Trees 3D Art -Make nets of shapes to create recognisable forms -Join nets together to create abstract forms -Use the technique of adding materials to create texture, feeling, expression or movement (e.g. wrinkles on a portrait sculpture, papier mache) -Join clay adequately and work reasonably independently. -Construct a simple clay base for extending and modelling other shapes. Textiles/Collage Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. -Name the tools and materials they have used. -Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Colour Vocabulary

	Autumn Term	Spring Term	Summer Term
Computing	<p>Communicating Autumn 1- Technology and Text</p> <ul style="list-style-type: none"> -There are a range of modes of communication including text, audio, video -Digital texts may be non linear -Technology can be used to redraft more easily than traditional methods. - Electronic communication can take a variety of forms eg email / blogging / instant messaging / Skype / FaceTime -Create a digital text which includes making choices. -The internet can be used to share information via email, online comments. <p>Autumn 2- Making Music</p> <ul style="list-style-type: none"> -Interact with icons in software and apps to create musical sounds and phrases. -Arrange a musical sequence where musical phrases are represented by icons. -Digital devices may be used to create musical. sounds, and these might sound like real instruments -Create and edit music and sound tracks using music apps or software. <p>Possible resources: PowerPoint Audacity Photostory</p> <p>ESafety: Content</p> <ul style="list-style-type: none"> -Be aware of the school Acceptable use Policy and the SMART online rules: Safe/Meeting/Accepting/Reliable/Tell. -Know what to do if content is inappropriate or upsetting (school policy) eg know who to report to and talk to. -Be aware that taking text or images from some sites may be stealing other people's work. 	<p>Finding Out Spring 1and 2- Data bases</p> <ul style="list-style-type: none"> -Databases exist in a variety of forms and provide a means of storing information that can be searched. -A database is created by collecting and inputting data into a prepared structure. -When answering a specific question some graphs are more appropriate than others -Open a prepared database, and identify the main features: records, types of fields etc. -Use the search tool on a simple database to find out the answers to questions by ordering records by a key field. -Create a simple database with different types of fields and records. -Use a variety of graphs to display the information, including pie charts, and discuss which type of graph works best for different kinds of data. -Realise that information needs to be collected and entered accurately. <p>Possible resources: 2count 2graph 2question Excel</p> <p>ESafety: Contact</p> <ul style="list-style-type: none"> -Know to keep personal information and passwords private when communicating online (including email, blogging and instant messaging). -Know they can create an alias or avatar when online. 	<p>Computing Summer 1 and 2- programming and debugging</p> <ul style="list-style-type: none"> -Devices are controlled by a repeated set of instructions. -A procedure is a set of instructions which may be repeated in a program. -Digital simulations allow users to solve problems and test ideas. -Variables can be changed within a digital simulation to achieve a specific outcome. -Create a program which includes sequence, selection and repetition. -Create a program which responds to various forms of inputs and outputs. -Write a program to achieve a specific goal. -Use logical reasoning to detect and correct errors in algorithms and programs <p>Possible resources: 2go MSW logo Daisy dinosaur 2DIY</p> <p>ESafety: Conduct</p> <ul style="list-style-type: none"> -Know how to respond to unpleasant communications via mobile phone, text, IM or email, chat rooms. (Save the message and show to a trusted adult).
Design & Technology	<p>Design – Make - Evaluate (Aspect of D&T: Food)</p> <ul style="list-style-type: none"> -Generate and clarify ideas through discussion with peers and adults to develop a design criteria including appearance, taste, texture and aroma. For a particular user and purpose (Design) -Use annotated sketches and appropriate information and communication technology e.g. web-based recipes, to develop and communicate ideas (Design) -Plan the stages of a recipe, listing ingredients, utensils and equipment (Making) -Select and use appropriate utensils/equipment to prepare and combine ingredients (Making) -Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. (Making) -Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using tables, simple graphs etc. (Evaluate) -Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. (Evaluate) <p>Cooking & Nutrition: Healthy & Varied Diets</p> <ul style="list-style-type: none"> -Know how to use appropriate equipment & utensils to prepare and combine food. -Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. -Know and use relevant technical and sensory vocab appropriately. -Sandwiches, wraps, rolls, snack bars etc. 	<p>Design – Make – Evaluate (Aspect of D&T: Textiles)</p> <ul style="list-style-type: none"> -Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific users. (Design) -Produce annotated sketches, prototypes, final product sketches and pattern pieces. (Design) -Plan the main stages of making (Making) -Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing (Making) -Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. (Making) -Investigate a range of 3D textile products relevant to the project (Evaluate) -Test their product against the original design criteria and with the intender user (Evaluate) -Take into account others' views (Evaluate) -Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>2D to 3D</p> <ul style="list-style-type: none"> -Know how to strengthen, stiffen and reinforce existing fabrics. -Understand how to securely join 2 pieces of fabric together. -Understand the need for patterns and seam allowances. -Know and use the technical vocab relevant to the project. -Purse/wallet, soft toy, apron, pencil case, beach bag. 	<p>Design – Make – Evaluate (Aspect of D&T: Mechanical Systems)</p> <ul style="list-style-type: none"> -Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. (Design) -Use annotated sketches and prototypes to develop, model and communicate ideas (Design) -Order the main stages of making. (Making) -Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. (Making) -Select from and use finishing techniques suitable for the product they are creating (Making) -Investigate and analyse books, videos and products with pneumatic mechanisms (Evaluate) -Evaluate their own products and ideas against criteria and user needs, as they design and make (Evaluate) <p>Pneumatics</p> <ul style="list-style-type: none"> -Understand and use pneumatic mechanisms. -Know and use technical vocab relevant to the project. -Jack-in-the-box, moving creature, moving toy, tipper truck.
Geography	<p>Human & Physical Geography</p> <ul style="list-style-type: none"> -Volcanoes and earthquakes <p>Spatial Sense: Local Area & Community</p> <ul style="list-style-type: none"> -Region, community -Aerial / satellite photos of the area -Map of school grounds with key -8 point compass -Scale 	<p>Globe / World Map: Western Europe</p> <ul style="list-style-type: none"> -Landscape, people, culture -Mozart, Vivaldi, Beethoven -Van Gogh, Monet -European Union -Settlements -Economic Activity <p>Geography of the British Isles: Yorkshire & Humberside</p>	<p>Globe / World Map: Mountains of the World</p> <ul style="list-style-type: none"> -Alps, Himalayas, Andes & Appalachian Mountains, Atlas mountains <p>Globe / World Map: Australia, New Zealand & the South Pacific</p> <ul style="list-style-type: none"> -Aborigines, unique animals, History – James Cook, geography & climate, Maori, sports <p>Globe / World Map: Rivers & Basins</p> <ul style="list-style-type: none"> -Water Cycle -Major rivers & river basins

	<ul style="list-style-type: none"> -Types of residence -Features of natural environment e.g. coastline <p>Geography of the British Isles: Settlements & populations</p> <ul style="list-style-type: none"> -Urban, rural, conurbation, hamlet, suburban -Population density <p>Globe / World Map</p> <ul style="list-style-type: none"> -Temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language 	<ul style="list-style-type: none"> -Peak District, N Yorkshire Moors, Yorkshire Dales, River Humber, port of Hull, coal, iron, Steel Works, York <p>Geography of the British Isles: Midlands</p> <ul style="list-style-type: none"> -Birmingham, Spaghetti Junction, Grand Union Canal, Mining, Peak District, Sherwood Forest, The Trent Rolls-Royce, Leicester, Nottingham, Derby, Bourneville, Malvern Hills, farming <p>Geography of the British Isles: East England</p> <ul style="list-style-type: none"> -Flat or rolling land, climate, vegetable farming, Norfolk Broads, Cambridge, port of Felixstowe, Sutton Hoo 	<p>Globe / World Map: Geography of Asia & Early Asian Civilisations</p> <ul style="list-style-type: none"> -Asia -Himalayas -Locate China, Japan, India
History		<p>World War 2</p> <p>Local History: Coal Mining</p>	<p>Elizabethan Explorers</p> <p>The Elizabethan Era: privateering / privateer, circumnavigate (the globe), colony, tragedy, history (in theatre), comedy, Shakespeare, Royal Navy: Spanish Armada, Sir Francis Drake, Sir Walter Raleigh</p> <p>Great Explorers</p> <ul style="list-style-type: none"> -Marco Polo
Languages	<p>Early Start French Programme 1</p> <p>Unit 1 – Salut</p> <p>Unit 2 – Au revoir</p> <p>Unit 3 – Ça Va?</p>	<p>Early Start French Programme 1</p> <p>Unit 4 – Comment t’appelles-tu?</p> <p>Unit 5 – Les couleurs</p> <p>Unit 6 – Les nombres 1-12</p>	<p>Early Start French Programme 1</p> <p>Unit 7 – Quel âge as-tu?</p> <p>Unit 8 – Les mois de l’année</p> <p>Unit 9 – Les nombres 13-31</p>
Music	<p>Vocal</p> <ul style="list-style-type: none"> -Sing songs from memory with accurate pitch -Sing in tube -Maintain a simple part within a group -Understand the importance of pronouncing the words in a song well -Show control in voice when singing <p>BBC Ten Pieces: Hans Zimmer – Earth BBC Ten Pieces Commission</p> <p>Composers & their Music</p> <ul style="list-style-type: none"> -Vivaldi – The Four Seasons -Bach – Minuet in G Major -Beethoven – Symphony No.6 <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise a steady beat, accents & the downbeat; play a steady beat -Move responsively to music -Recognise short & long sounds -Discriminate between fast & slow; gradually slowing down & getting faster -Discriminate between differences in pitch: high & low -Discriminate between loud & soft; gradually increasing & decreasing volume <p>Songs</p> <ul style="list-style-type: none"> -Bobby Shaftoe -Clementine 	<p>Percussion</p> <ul style="list-style-type: none"> -Play notes on instruments with care so they sound clear -Perform with control & awareness of what others in groups are signing or playing <p>BBC Ten Pieces: Antonio Vivaldi – ‘Winter’ from ‘The Four Seasons’, Allegro non molto (1st mvt)</p> <p>Instruments: Orchestra</p> <ul style="list-style-type: none"> -Review families of instruments: strings, bass, woodwind, percussion -String family: violin, viola, cello, double bass (listen to The Swan (cello) & Elephants (double bass) from Carnival of the animals) -Percussion family: drums (timp, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine (listen to Carlos Chavez, Toccata for percussion) <p>Elements of music</p> <ul style="list-style-type: none"> -Understand that melody can move up & down -Hum the melody whilst listening to music -Echo short rhythms & melodic patterns -Play simple rhythms & melodies -Recognise like & unlike phrases -Recognise timbre (tone colour) <p>Songs</p> <ul style="list-style-type: none"> -Do-re-mi -The hippopotamus song (Mud, Mud) -We’ll meet again -White Cliffs of Dover -Boogie Bugle Boys -Run Rabbit 	<p>Tuned Instruments</p> <ul style="list-style-type: none"> -Play notes on instruments with care so they sound clear -Perform with control & awareness of what others in groups are signing or playing <p>BBC Ten Pieces: George Gershwin – Rhapsody in Blue (excerpt)</p> <p>Instruments: Keyboard instruments</p> <ul style="list-style-type: none"> -Recognise piano & keyboard as keyboard instruments -Listen to a variety of keyboard music (Mozart, Rondo Alla Turca from Piano Sonata K, Beethoven, Fur Elise, Mendelssohn, Spring song from songs without words) <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise verse & refrain -Recognise that musical notes have names -Recognise a scale as a series of notes -Sing the C major scale using ‘do re mi’ etc <p>Songs</p> <ul style="list-style-type: none"> -Oranges & Lemons -Who killed Cock Robin?
	<p>Listening & Applying Knowledge & Understanding</p> <ul style="list-style-type: none"> -Recognise how musical elements can be used together to compose music -Know the symbol for an arrest in music & use silence for effect in my music <p>Composing</p> <ul style="list-style-type: none"> -Compose & perform melodies & songs -Use sound to create abstract effects -Recognise & create repeated patterns with a range of instruments -Create accompaniments for my tunes -Use drones or melodic obstinate (based on pentatonic scales) in accompaniments -Choose, order, combine & control sounds with awareness of their combined effects <p>Notation: crochet, minim, semi-breve, stave, treble clef, crochet rest, minim rest, semibreve rest</p>		
PE	Basketball Gymnastics	Dance OAA	Athletics Rounders

RE	Amazing Men & Women in the Bible Christmas	Exciting Escapes (Joseph, Moses & Pesach) Investigating Jesus Easter	Hindu Worship Hindu Family Celebrations
PSHE / SRE	<p>Health and wellbeing. Discuss what makes a balanced diet. Opportunities to make their own choices about food. Discuss what is meant by a habit and how they can be hard to change. Recognising achievements and set personal targets for the future. Deepen understanding about a wider range of feelings, both good and not so good. The importance of school rules for health and safety. How to get help in an emergency. Learn about people who help them to stay healthy & safe. *How to ask for advice or help for themselves or others. *How to report concerns or abuse, and the vocabulary needed to do so.</p> <p style="text-align: center;"><u>BBC Bitesize - Healthy Eating</u></p>	<p>Relationships. Discuss different types of behaviour and how this can make others feel. Learn that both bodies and feelings can be hurt. *That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. The importance of listening to others and playing cooperatively. Learn about appropriate and inappropriate touch. To know that hurtful teasing and bullying is wrong and what to do if bullying is happening. *The importance of self-respect and how this links to their own happiness. *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Share views and opinions with others. Importance for respect for the differences and similarities between people / families. *That others' families sometimes look different from their family, but that they should respect those differences.</p>	<p>Living in the wider world. Discuss class rules and their importance / respecting the needs of ourselves and others. The groups and communities they belong to and the people who work in their community. *The importance of respecting others. *The conventions of courtesy and manners Looking after our local environment. How to manage money; <i>Ways to pay</i> <i>Keeping Records</i></p>
Enrichment & Experiences	Time Travelling	Perlethorpe - WW2	Magna