

	Autumn Term	Spring Term	Summer Term
Question	If this is your only chance, would you take it?	What goes up must come down...mustn't it?	Are we alone?
Characteristic	Humility	Integrity	Peace
Quotation	It is giving that we receive.	Integrity is not something you show others –it's how you behave behind their back.	Hope rises like a phoenix from the ashes.
English Text	Pig Heart Boy By Malorie Blackman	London Eye Mystery By Siobhan Dowd	Phoenix By S F Said
Maths	Whole Numbers: to 10 Million, rounding to nearest 1000 Whole Numbers: x 10, 100, 1000 dividing by 10, 100, 1000 using the four operations Fractions: +/- unlike fractions, +/- mixed numbers, multiplication and division Measurement: Area of triangles	Decimals: conversion to fractions, x/divide by tens, hundredths, thousandths Percentages Ratio Angles: on a straight line, at a point, opposite Geometry: Properties of triangles and 4 sided shapes	Geometrical Construction: drawing triangles and 4 sided shapes Measurement: Converting Units Mean Measurement: Volume (cubes and cuboids)
Science	Human Body The Circulatory System -Work of William Harvey -Heart: Four chambers, aorta blood -Blood: red & white blood cells, platelets, haemoglobin, plasma, antibodies, blood vessels, arteries, veins, capillaries, blood pressure, pulse -Filtering function of liver & spleen -Fatty deposits can clog blood vessels & cause a heart attack -Blood types & transfusions. The Respiratory System -Process of taking in oxygen & getting rid of carbon dioxide -Nose, throat, voice box, trachea -Lungs, bronchi, bronchial tubes, diaphragm, ribs, alveoli -Smoking: damage to lung tissue, lung cancer Electricity -Electricity as a charge of electrons -Static electricity -Electric current -Electric circuits: battery, wire, light bulb, filament, switch, fuse, closed circuit, open circuit, short circuit -Conductors & insulators -Electromagnets -Using electricity safely Science Biographies -Tim Burners-Lee (inventor of the World Wide Web) -Dorothy Hodgkin (British chemist, confirmed the structures of penicillin and vitamin B12)	Chemistry Atoms -Atoms: protons, neutrons, electrons -The concept of electrical charge Properties of matter -Mass, volume, density, vacuum Elements -Different kinds of atoms, an element has only one kind of atom -Familiar elements: gold, copper, aluminium, oxygen, iron Solutions -Substance, solute, solvent -Concentration, saturation, crystallisation Plants Photosynthesis -Photosynthesis is an important life process that occurs in plant cells, but not animal cells (photo = light; synthesis = putting together). Plants make their own food, through the process of photosynthesis. -Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)	Astronomy -The Big Bang -The universe -Galaxies: Milky way & Andromeda -Our solar system -Planetary motion: orbit & rotation, day & night, seasons, sun rise & sun set -Asteroids, meteors, comets, Halley's Comet -Eclipses -Stars & constellations -Orienteering via North Star & Big Dipper -Space exploration: Observation through telescopes, rockets & satellites from unmanned flights, Apollo 11, space shuttle, Space station Meteorology -Water Cycle review: evaporation, condensation, precipitation -Clouds: cirrus, stratus, cumulus review -How the sun & Earth heat the atmosphere -Air movement: wind direction, wind speed, prevailing winds -How the Sun and the Earth heat the atmosphere -Air movement: wind direction and speed, prevailing winds, air pressure, low and high pressure, air masses -Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes -Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites -Weather and climate: 'weather' refers to daily changes in temperature, rainfall, sunshine, etc., while 'climate' refers to weather trends that are longer than the cycle of the season
Art & Design	Elements of Art: Style -Whistle jacket, The Scream, Rococo v Modernism, Modernism & abstract art Drawing -Select the most suitable drawing material for the type of drawing I want to produce -Use shading to add interesting effects to my drawings, using different grades of pencil -Explain ideas behind my images in my sketchbook -Use a variety of different shaped lines to indicate movement in drawings -Use shading to show shadows & reflections on 3D shapes -Demonstrate a wide variety of ways to make different marks with dry and wet media. -Identify artists who have worked in a similar way to their own work. -Develop ideas using different or mixed media, using a sketchbook. -Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Digital Art -Take digital photographs & enhance them using computer software	World Art: Art of Africa -Spiritual purpose & significance of African works of art such as masks, antelope headdresses of Mali, Ivory carvings from Ife & Benin, Bronze sculptures & panels from Benin World Art: China Silk scrolls, calligraphy, porcelain such as Ming Ware, Jade carving Painting -Experiment with different colours to create mood -Sketch lightly before painting to combine lines with colours -Paint based on observation, conveying realism or an impression of what I observe -Combine colours & create tints, tones & shades -Some of my paintings include texture gained through paint mix or brush technique -Create shades and tints using black and white. -Choose appropriate paint, paper and implements to adapt and extend their work. -Carry out preliminary studies, test media and materials and mix appropriate colours. -Work from a variety of sources, inc. those researched independently. 3D Form	Types of Art: Prints & Printmaking -Positive (relief), negative (intaglio) or stencil, mono printing, engraving, etching, screen-printing to lithography & bras rubbings -The Rhinoceros, Self-portrait (of Rubens), Industry and Idleness Plate I, Troupe de Mlle Eglantine World Art: Islamic Art & Architecture -Islamic art, domes, minarets, The Dome of the Rock, The Alhambra Palace, The Taj Mahal Printing -Use a number of colours built up in a sequence -Make precise repeating patterns by creating accurate printing blocks -Printing replicates patterns observed in either natural or man-made world & are based on observational drawings Textiles Colour Vocabulary

	<p>-Create art that communicates a meaning, idea, thought, feeling or emotion</p> <p>Colour Vocabulary</p>	<p>-Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>-Create sculpture and constructions with increasing independence.</p> <p>Colour Vocabulary</p>	
Computing	<p>Communicating</p> <p>Autumn 1- Digital Texts</p> <ul style="list-style-type: none"> -Technology allows individual and collaborative editing. -The internet enables multimodal text to be shared with a wider audience. -Create a digital text which includes a range of elements for a specific purpose -Evaluate the design and layout of digital texts and use their findings to support the planning and design in their work -Films use and other techniques to create a desired effect. <p>Autumn 2 – Can it be shared?</p> <ul style="list-style-type: none"> -Understand online identities and differences between private or public presence. - Know what acceptable online behaviour is. -Make choices when and when not to use ICT. -Select the most appropriate way to communicate ideas. <p>Possible resources: PowerPoint Audacity Photostory Windows moviemaker Puppetspals Morfo istopmotion imovie Prezi Garageband</p> <p>ESafety: Content</p> <ul style="list-style-type: none"> -Use a range of sources to evaluate information found online, consider plausibility and develop strategies to make judgements on the sources used eg cross-referencing a number of websites. -Understand the impact of an individual sending or uploading inappropriate content to a wider audience. -Understand wikis are multi-authored and can be hard to verify (eg Wikipedia). -Have an awareness of the need to check a resource has copyright or can be legally downloaded free of charge from the internet and whether it can be re-used. 	<p>Finding Out</p> <p>Spring 1 and 2- Spread Sheets</p> <ul style="list-style-type: none"> -Tables and graphs can show more than one variable allowing one to look at relationships and trends more clearly. -Information contained within databases may contain errors and that this can affect results. -A spreadsheet can be used to organise, sort and analyse data and produce graphs and reports. -Data held in a spreadsheet can be sorted and filtered using software tools -Choose when to search when to sort and when to use a graph to answer questions. -Create tables and graphs with more than one variable. -Create a database using more complex setup tools (eg Keywords) to answer specific questions. -Recognise when data is implausible by checking data for accuracy against predicted or expected outcomes. -Use the features of a spreadsheet to answer questions by producing graphs using sort and filter features. -Analyse information by transferring it into an appropriate data handling package eg Spreadsheets <p>LINK to science or maths (This does not need to be done using data loggers, they can use research they have collected by class sample or the internet. The focus will be on the analysis of the data.)</p> <ul style="list-style-type: none"> -Use software to analyse and interpret data collected locally and remotely to investigate specific questions or theories. -Build up a system that controls events in response to changing conditions. <p>Possible resources: 2count 2graph 2question Excel itunes 2investigate Web based databases eg Amazon, Argos, M&S, BBC weather, audio networks Apps – weather, commercial companies Data loggers</p> <p>ESafety: Contact</p> <ul style="list-style-type: none"> -Demonstrate safe practice when selecting images or content for uploading to an online space. -Understand some malicious adults use the internet to make contact and “groom” young children. Know how to report any suspicions (Think You Know REPORT ABUSE page). 	<p>Computing</p> <p>Summer 1 and 2- Programming and Gamins</p> <ul style="list-style-type: none"> -Digital devices need to be programmed to make them work. -Control systems have a number of distinct components that combine to work effectively eg Inputs and outputs. -Devices can be controlled through direct instructions or from sensing equipment. -Control programs can be written to respond to circumstances flexibly eg – if thisthen that. -Technology allows people to play games and access simulations on a range of devices at the same time. -Digital games and simulations are written using a programming language. -Solve a problem by decomposing into smaller parts. -Produce a program to accomplish a specific goal which includes variables and a range of inputs and outputs. -Use logical reasoning to explain how a simple algorithm works. -Evaluate games and design their own including rules -Discuss how games have evolved. -Consider how technology is used to control the environment in which we live. <p>Possible resources: 2DIY MSW logo Cargobot PowerPoint Scratch Kodu Flowol</p> <p>ESafety: Conduct</p> <ul style="list-style-type: none"> -Know when to reply to a group email using ‘reply all’ and when to ‘cc’.
Design & Technology	<p>Design – Make - Evaluate (Aspect of D&T: Food)</p> <ul style="list-style-type: none"> -Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. (Design) -Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. (Design) -Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. (Design) -Write a step-by-step recipe, including a list of ingredients, equipment and utensils (Making) -Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. (Making) -Make, decorate and present the food product appropriately for the intended user and purpose. (Making) 	<p>Design – Make – Evaluate (Aspect of D&T: Mechanical Systems)</p> <ul style="list-style-type: none"> -Generate innovative ideas by carrying out research using surveys, interviews, questionnaires. (Design) -Develop a simple design specification to guide their thinking. (Design) -Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. (Design) Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. (Making) -Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. (Making) -Compare the final product to the original design specification. (Evaluate) -Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. (Evaluate) 	<p>Design – Make – Evaluate (Aspect of D&T: Mechanical Systems)</p> <ul style="list-style-type: none"> -Generate innovative ideas by carrying out research using surveys, interviews, questionnaires. (Design) -Develop simple design specification to guide their thinking. (Design) -Develop and communicate ideas through discussion, annotated drawings, exploded drawing from different views. (Design) -Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. (Making) -Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. (Making) -Compare the final product to the original design specification. (Evaluate)

	<ul style="list-style-type: none"> -Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables, graphs, charts etc. (Evaluate) -Evaluate the final product with reference back to the design brief and specification, taking into account the views of others when identifying improvements. (Evaluate) -Understand how key chefs have influenced eating habits to promote varied and healthy diets. (Evaluate) <p>Cooking & Nutrition: Celebrating culture & seasonality</p> <ul style="list-style-type: none"> -Know how to use utensils and equipment including heat sources to prepare and cook food. -Understand about seasonality in relation to food products and the source of different food products. -Know and use relevant technical and sensory vocab. -Bread, pizza, savoury biscuits, cereal snack, soup etc. 	<ul style="list-style-type: none"> -Consider the views of others to improve their work. (Evaluate) -Investigate famous manufacturing and engineering companies relevant to the project. (Evaluate) <p>Pulleys & Gears</p> <ul style="list-style-type: none"> -Understand that mechanical and electrical systems have an input, process and an output. -Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. -Know and use technical vocab relevant to the project. -Fairground ride, Ferris wheel, controllable toy 	<ul style="list-style-type: none"> -Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. (Evaluate) -Consider the views of others to improve their work. (Evaluate) -Investigate famous manufacturing and engineering companies relevant to the project. (Evaluate) <p>Cams</p> <ul style="list-style-type: none"> -Understand that mechanical systems have an input, process and an output. -Understand how cams can be used to produce different types of movement and change the direction of movement. -Know and use technical vocab relevant to the project. -A toy with movement etc.
Geography	<p>Spatial Sense</p> <ul style="list-style-type: none"> -Relief maps -Compare aerial photos & maps -Read maps & globes using latitude, longitude, coordinates & degrees -Scale -Identify Prime Meridian, the 180 line, the Eastern & Western Hemispheres 	<p>Geography of the British Isles: London & the South East</p> <ul style="list-style-type: none"> -Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace, Thames Barrier, Dover, Chanel Tunnel, Battle of Hastings, Brighton, Southampton & Portsmouth, Titanic, M4 corridor <p>Geography of the British Isles: South West</p> <ul style="list-style-type: none"> -Stonehenge, Tintagel Castle, Glastonbury Tor, Lands' End, Great Western Railway, erosion 	<p>Globe / World Map: South America & Central America</p> <ul style="list-style-type: none"> -Countries, geographical features, music & dancing, biodiversity of animals, ancient civilisations, people
History	<p>Building a British Empire</p> <ul style="list-style-type: none"> -Global trade, 7 years war, India, Rule Britannia, Royal Navy, growth of, East India company, scramble for Africa 	<p>Plague & Fire</p> <ul style="list-style-type: none"> The Great Plague, The Great Fire of London 	
Languages	<p>Early Start French Programme 2</p> <p>Consolidation of prior learning – numbers to 30, colours, saying hello and goodbye, days of the week, months of the year, animals</p> <p>Unit 1 – Où habites-tu? - Where do you live?</p> <p>Unit 2 – En ville – Places in Town</p>	<p>Early Start French Programme 2</p> <p>Unit 3 – Toutes directions - Directions</p> <p>Unit 4 – A l'école - At school (rooms in school)</p> <p>Unit 5 – Les objets de la classe – Classroom objects</p>	<p>Early Start French Programme 2</p> <p>Unit 8 – Les nombres 40-200 – Numbers 40-200</p> <p>Unit 6 – Quelle heure est-il? - What's the time?</p> <p>Unit 7 – Quel temps fait-il? - What's the weather like?</p>
Music	<p>Vocal</p> <ul style="list-style-type: none"> -Sing in tune -Breathe well & pronounce words, change pitch & show control in my singing -Perform songs with an awareness of the meaning of words -Hold a part in a round -Perform songs in a way that reflects their meaning & the occasion <p>BBC Ten Pieces: Steve Reich – Music for 18 Musicians (excerpt)</p> <p>Elements of music</p> <ul style="list-style-type: none"> -Sing unaccompanied, accompanied & in unison -Recognise harmony, sing simple rounds & canons -Recognise verse & chorus <p>Vocal Ranges</p> <ul style="list-style-type: none"> -Recognise vocal ranges of adult female voice: high = soprano, middle = mezzo soprano, low = alto -Recognise vocal ranges of adult male voices: high = tenor, middle = baritone, low = bass <p>Songs</p> <ul style="list-style-type: none"> -Auld Lang Syne -Bear Necessities 	<p>Percussion</p> <ul style="list-style-type: none"> -Sustain a drone or melodic ostinato to accompany singing -Play an accompaniment on an instrument (e.g. glockenspiel, bass drum, cymbal) -Improvise within a group <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise a steady beat, accents, & the downbeat; Play a steady beat & a simple rhythm pattern -Discriminate between fast & slow; gradually slowing down & getting faster -Discriminate between differences in pitch: high & low -Discriminate between loud & soft; gradually increasing & decreasing in volume -Understand legato & staccato <p>Instruments: Orchestra</p> <ul style="list-style-type: none"> -Review families of instruments & specific instruments by listening to Benjamin Britten, The young person's guide to the Orchestra <p>Songs</p> <ul style="list-style-type: none"> -I wanna be like you -Loch Lomond -Skye Boat Song 	<p>Tuned Instruments</p> <p>BBC Ten Pieces: Heitor Villa-Lobos – Bachianas brasileiras No. 2, The Little Train of the Caipira (finale)</p> <p>Elements of music</p> <ul style="list-style-type: none"> -Continue work with timbre & phrasing -Recognise themes & variations & listen to Mozart variations on Ah vous dirai-je Maman (Twinkle Twinkle) -Sing or play simple melodies <p>Composers & their Music</p> <ul style="list-style-type: none"> -Create child-friendly biographical profiles of the following composers & listen to -George Frederic Handel, Hallelujah Chorus from The Messiah -Scott Joplin, Maple Leaf Rag -Franz Joseph Haydn, Symphony No. 94 <p>Songs</p> <ul style="list-style-type: none"> -Waltzing Matilda -With a little help from my friends
	<p>Listening & Applying Knowledge & Understanding</p> <ul style="list-style-type: none"> -Combine sounds expressively -Create songs with an understanding of the relationship between lyrics & melody -Know & use standard musical notation to indicate how many beats to play -Read musical stave & work our notes EGBDF & FACE -Draw a treble clef at the correct position on a stave -Use the venue & sense of occasion to create performances that are well appreciated by the audience <p>Composing</p> <ul style="list-style-type: none"> -Know how to make creative use of the way sounds can be changed, organised or controlled using ICT -Create my own songs 		

	<p>-Create rhythmic patterns with an awareness of timbre & duration -Create music, which reflects given intentions & uses notations as a support for performances -Identify where to place emphasis & accents in a song to create effects Notation: crochet, minim, semi-breve, stave, treble clef, crochet rest, minim rest, semibreve rest, bar line, quaver, time signatures, p, pp, f, ff, mp, mf, tied & dotted notes, flats, sharps</p>		
PE	Football Gymnastics	Dance Handball	Athletics Cricket
RE	What's Important – Exploring Values Making a Difference in the World Christmas	Beautiful World. Wonderful God Expressing Faith Through Art Easter	Exploring Muslim Families and Beliefs
PSHE / SRE	<p><u>Health and wellbeing.</u> What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices. Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief. Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety. *how information and data is shared and used online.</p>	<p><u>Relationships.</u> Responding to feelings in others. Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback. *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *what a stereotype is, and how stereotypes can be unfair, negative or destructive. Listening to others; raise concerns and challenge</p>	<p><u>Living in the wider world.</u> Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences. Different rights; responsibilities and duties. Managing risks and emotions associated with money; <i>Using accounts to keep money safe and to save</i> <i>Lending and borrowing</i></p>
Enrichment / Experiences	Thoresby Weston Park Museum (Ancient Egypt)	Lincoln Castle – Magna Carta	Planetarium Mayan – chocolate shop/York Chocolate Experience

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