

	Autumn	Spring	Summer
English Core Text Writing	<p>Pig Heart Boy – Malorie Blackman</p> <p>Diary entry; Instruction leaflet; News bulletin; Newspaper report; Role-play script; First person narrative; Video diary; Debate</p>	<p>Phoenix - S.F.Said</p> <p>Character description; Blog; Incident report; Website page; Narrative, Advert; Instruction manual</p>	<p>Escape to the River Sea – Emma Carroll Jungle Book – Rudyard Kipling</p> <p>Narrative; Travel brochure & podcast; Non-chronological report (historical and animal based); Poetry; Balanced argument;</p>
Maths	<p>Number and Place Value Four Operations</p>	<p>Measurement – area and perimeter Fractions, decimals, percentages</p>	<p>Geometry – properties of shapes; position and direction Measurement – converting units, volume and capacity</p>
Science	<p>Biology: Animals including humans Human development What changes happen as humans develop to old age? What are the key stages of a mammal's life cycle? What happens during each stage of a life cycle? What is gestation? Why do some mammals have extreme gestation periods? What are the key stages of pregnancy? How is children's growth measured? What changes take place during puberty? What are the key signs of ageing in humans? Why do humans age differently? How can I stay healthy in old age?</p> <p>Biology: Animals including humans Circulatory system What are the main parts of the human circulatory system? What are the names of the main parts of the heart? What does the heart do? How does the blood move around the heart? What do blood vessels do? What is blood composed of? Why is there oxygenated blood and deoxygenated blood? What do the cells in my blood do? What can happen if my arteries becoming restricted? How are water and nutrients transported around my body? What is osmosis and diffusion? How do I measure my pulse? How can my lifestyle choices affect my health? How can drugs and alcohol impact my health? Which drugs can support my circulatory system? How?</p>	<p>Physics: Earth science Earth and space What are the key characteristics of a planet? What is the order of the planets from the sun? What shape is the sun, earth and moon? What are the differences between a heliocentric and geocentric model of the solar system? How have ideas about the solar system developed over time? Who were Ptolemy, Alhazen, Copernicus? Why was their work important to our understanding of the solar system? How does the Earth move in space? How does the sun transition across the sky? How does night and day happen? Why is it different times in different parts of the world? How can time be recorded with a 'solar clock'? How does the Earth move relative to the sun? How does the moon move relative to the Earth?</p> <p>Physics: Forces Forces Who was Isaac Newton? Why is his work important? Who was Galileo Galilei? Why is his work important in understanding gravity? Why is gravity important? What is the relationship between mass and gravity? How does air resistance act on objects? How does water resistance act on objects? What forces are acting on an object floating in water? What are the similarities and differences between air and water resistance? How does friction act on an object? How do we use a Newton meter to measure force? How can we change the size of a frictional force? How do levers / gears / pulleys work?</p>	<p>Biology: Living things and their habitats Lifecycles and reproduction in plants and animals What do plants need to grow strong and healthy? How do plants reproduce? How do we know that plants are living things? What is a life cycle? What are the three types of mammal? How do their life cycles differ? What is the life cycle of an amphibian/ insect? What is the same and different about the process of metamorphosis in amphibians and insects? What is the structure of an egg? What are the differences between a mammal and a bird or reptile life cycle? What is the life cycle of a bird / reptile? Why is it important to document living things and their decline in the world? What is important about the work of David Attenborough and Jane Goodall? Why is it important that we study living organisms? How can we support the conservation of living things?</p> <p>Chemistry: Materials Properties and changes of materials What happens to some materials when they are added to liquids? How can we recover a substance from a solution? What are the 3 states of matter? What are their properties? How can we separate mixtures? How can we reverse a physical change? How does this method to reverse a physical change work? What is the difference between melting and dissolving? What are some irreversible changes? Why is this change irreversible? What new products have been made? What type of change is rusting? Why is it a problem? How can we prevent it? What does a fire need to burn? What is the fire triangle? How can we extinguish fires? How do chemists create new materials? E.g. Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p>
History	<p>Ancient Civilisations: Ancient Egypt To know about the Ancient Egyptian Gods. To understand about education in Ancient Egypt. To know about Ancient Egyptian science. To know about the importance of Ancient Egyptian architecture and its characteristics To know about mummification and the afterlife. To know about the Rulers of Ancient Egypt. To understand about Cleopatra and her reign.</p>	<p>Invaders and Settlers: Vikings To know about the Viking invasion of Britain & Scotland. To know how Vikings travelled and traded. To know about Viking armour & weapons. To know about Viking houses and way of living. To know about the different Viking gods, how they were related and how they were worshiped. To understand how Vikings were educated. To understand about Viking government & decision-making.</p>	<p>Local History: Pilgrim Fathers and The Mayflower To understand Henry VIII, Puritans & Separatists. To know about the Separatist Leader William Brewster & his connection to Scrooby. To know about The Mayflower and the importance of the voyage of the Mayflower to the New World. To know about the impact on Native Americans (Wampanoag Tribe). To know about Thanksgiving tradition;</p>

<p>Geography</p>	<p>Local study – How does a river form and why are they so important to us? -To recall the main stages of the water cycle. -To know what a river is. -To locate countries and major cities that rivers flow through using an atlas and digital mapping. -To know some local rivers. - To know the main stages of a river. -To locate local rivers using digital mapping. -To know how rivers in the UK are used. -To know how the land use changes from the source to the mouth of local river. - To know what is erosion and deposition are and how they change the shape of a river.</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: How are dams and flooding affecting people’s lives in India? -To know how climate change and pollution affect The Ganges. -To know how human activity affects rivers. -To know how flooding affects communities. -To know the positive and negative points for damns. -To know that many countries use water as a source of natural energy – damns and wave power</p>	<p>Amazon Rainforest – Brazil - Why should the rainforests be important to us? -To know where rainforests are -To identify different biomes -To understand what makes each biome different, considering temperatures, climate etc. -To understand the 4 layers of the rainforest -To understand the vocabulary related to each layer (emergent, canopy, understory, forest floor) - To identify and understand the significance of the Equator, hemispheres and tropics and know how these all link to the rainforests - To understand the climate zone of a rainforest -To locate and explore the Amazon Rainforest – its location on a map/ continent country and surrounding oceans. -To explain how land is used in the Amazon Rainforest – agriculture, soil fertility, cultivation, native people -To give examples as to why rainforests are under threat- deforestation</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: What is deforestation and what are the effects? -To know what deforestation is. -To know what the effects of deforestation are – habitat loss, changes to settlements, cultural impact (indigenous people), climate change, soil erosion (can’t grow crops), increased flooding, release of tropical diseases. -To use distribution maps and maps at different scales to illustrate the issue of deforestation in the Amazon.</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: What are the reasons for deforestation? -To know some of the reasons for deforestation.</p>	<p>London Study/ Lines of Longitude and Time Zones - What can we find out about our capital city? -To know some of the UK’s and the world’s major cities. -To be able to locate the UK’s major cities. -To know why a city is considered a ‘major city’ -To know how London grown as a settlement. -To know what impact The River Thames has had on London’s development currently and in the past. -To locate the River Thames on an OS map of London using the line tool. -To know what a distribution map is. -To use historical and modern day maps and aerial views to find out about how a place has grown and changed over time. -To read and compare map scales using the scale bar. -To interpret digital distribution maps using population overlays. -To know what a 6-figure grid reference is and what the 6 figures represent. -To use 6 figure grid references to locate landmarks in London. -To use the grid reference tool. -To use a London Tube map, street map and Ordnance survey symbols to plan a basic route to navigate to major landmarks. -To align a street map and Ordnance survey symbols to follow a route. -To know what the Prime/ Greenwich Meridian is. -To know what Greenwich Mean Time and the International Date Line is. -To locate different time zones around the world. -To know how lines of longitude are used to set the time in countries. -To use different time zones around the world to find out the time in the major cities around the world. -To use longitude on an Atlas, globe and digital map</p> <p>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: How do people get around in London and how is this affecting the environment? -To know what air pollution and emissions are. -To know why the people of London must reduce air pollution and how this is starting to happen. -To collect and analyse data of different transport used with Central London.</p>
<p>Religious Education</p>	<p>Inspirational People of Today – Great Leaders - open choice of faiths What can we learn from great leaders and inspiring examples in today’s world?</p> <p>Religion and the Individual: what matters to Christians – Christianity. What is expected of a person in following a religion or belief?</p> <p>Christmas Why is light an important symbol at Christmas?</p>	<p>Beliefs and Questions: views on God/world/others - Hinduism, Islam, non-religious. How do people’s beliefs about God, the world and others have impact on their lives?</p> <p>Easter – How do Christians know what happened at Easter? Look at the four Gospel accounts of the Easter narrative.</p>	<p>Beliefs in Action in the World (arts, architecture, charities, generosity) How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Open choice of faiths.</p>
<p>Art and Design</p>	<p>Art Genre: Installation Art History of installation art; installation as an art form; key characteristics; produce a collaborative installation project <i>Knowledge of Artists:</i> M Duchamp, A Kaprov, Mr.Doodle, JR, SpY, D Hirst, L Quinn, A Weiwei, J Chicago, Christo & Jeanne-Claude</p>	<p>Formal Elements – Architecture <i>Making Skills:</i> Developing skill and techniques in printing and drawing from observation <i>Formal Elements:</i> Understanding of colour, line, tone, form and shape through practical artwork <i>Knowledge of Artists:</i> Hundertwasser <i>Types of Art: Architectural studies:</i> London Landmarks, The art of The Parthenon, Great Stupa, St Paul’s, Guggenheim Museum, The Taj Mahal</p> <p>Learning about how artists work <i>Making Skills:</i> Developing skills in chosen medium <i>Knowledge of Artists:</i> Learning about the process of creating original art</p> <p>Drawing - Picture the Poet <i>Making Skills:</i> Creating drawings using the continuous line method, using writing to draw forms <i>Generating Ideas:</i> Linking artwork to work produced in English</p>	<p>World Art – Islamic Art & Architecture <i>Making Skills:</i> Design geometric patterns <i>Formal Elements:</i> Build confidence in using colour, shape and pattern <i>Generating Ideas:</i> Explore Islamic art, minarets, The Dome of the Rock, The Alhambra Palace, The Taj Mahal <i>Knowledge of Artists:</i> Learning how artists use colour, pattern and shape to create positive visual effects</p> <p>Drawing, Painting and Collage - Packaging <i>Making Skills:</i> Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes. <i>Generating Ideas:</i> Expressing thoughts and feelings about familiar products</p>

<p>Music</p>	<p>Focus 1. Vocal ranges Know and aurally recognise the main vocal ranges for males and females.</p> <p>2. Composers and specific pieces of music <i>Steve Reich – Music for 18 Musicians (excerpt) BBC Ten Pieces</i> Children will explore minimalism and patterns in music, improvise within a group and compose their own minimalist style piece.</p> <p>Listening Vocal Ranges – listening to various clips. -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> <p>Composing - Create class piece based on Music for 18 Musicians -Improvise within a group -Create rhythmic patterns with an awareness of timbre & duration - Identify where to place emphasis & accents in a song to create effects</p>	<p>Focus Composers and specific pieces of music No. 2, The Little Train of the Caipira (finale) by Heitor Villa-Lobos Vltava by Smetana Through listening to the above pieces, children will explore how the music depicts journeys. They will follow listening maps and compare pieces. They will compose their own journey piece.</p> <p>Listening <i>Little Train of Caipira and Vltava</i> – Recognise how musical elements (specifically dynamics, pitch, tempo, timbre, duration, silence) can be used together to compose music -Continue work with timbre & phrasing -Understand legato & staccato -Know that the structure can be a specific pattern e.g. ABA, ABBA,</p> <p>Composing - Compose a piece of music depicting the journey of the River Thames past London landmarks. OR Compose a piece of music depicting the journey of a train. Use the venue & sense of occasion to create performances that are well appreciated by the audience</p>	<p>Focus Composers and specific pieces of music Mars – The Bringer of War (BBC Ten Pieces) Plus, the other movements of The Planet Suite by Gustav Holst Children will explore the mood or feel of a piece, linking it to elements of music. They will perform a version of the opening of Mars and compose their own ostinato pieces to represent a planet.</p> <p>Listening <i>The Planet Suite</i> - Understand how sounds are combined expressively – Recognise how musical elements (specifically dynamics, pitch, tempo, timbre, duration, silence) can be used together to compose music</p> <p>Reconstructing the beginning of Mars, Bringer of War Sustain a drone or melodic ostinato to accompany singing</p> <p>Composing In groups, compose a piece of music to depict space or a planet, making use of an ostinato.</p>
<p>Design & Technology</p>	<p>Food: What Could be Healthier? <i>Design:</i> <ul style="list-style-type: none"> Adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients Write an amended method for a recipe to incorporate the relevant changes to ingredients Design appealing packaging to reflect a recipe <i>Make:</i> <ul style="list-style-type: none"> Cut and prepare vegetables safely Use equipment safely, including knives, hot pans and hobs Know how to avoid cross contamination Follow a step-by-step method carefully to make a recipe <i>Technical Knowledge:</i> <ul style="list-style-type: none"> Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed Understanding what constitutes a balanced diet Learning to adapt a recipe to make it healthier Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option <p>Mechanical systems: Making a Pop-up Book <i>Make:</i> <ul style="list-style-type: none"> Follow a design brief to make a pop up book which uses a mixture of structures and mechanisms with focus on accuracy Make mechanisms and/ or structures using sliders, pivots and folds to produce movement Use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result <i>Technical Knowledge:</i> <ul style="list-style-type: none"> Knowing that an input is the motion used to start a mechanism Knowing that output is the motion that happens as a result of starting the input Knowing that mechanisms control movement Describing mechanisms that can be used to change one kind of motion into another </p> </p>	<p>Electrical Systems: Electronic Greetings Cards <i>Make:</i> <ul style="list-style-type: none"> Making a working circuit Design and create an electronic greeting card with a simple electrical control circuit, referring to a design criteria Map out where different components of the circuit will go <i>Technical Knowledge:</i> <ul style="list-style-type: none"> Learning the key components used to create a functioning circuit Learning that graphite is a conductor and can be used as part of a circuit Learning the difference between series and parallel circuits <ul style="list-style-type: none"> Understanding that breaks in a circuit will stop it from working <p>Structure: Bridges <i>Design:</i> <ul style="list-style-type: none"> Design a stable structure that is able to support weight Create frame structure with focus on triangulation <i>Make:</i> <ul style="list-style-type: none"> Make a range of different shaped beam bridges Use triangles to create truss bridges that span a given distance and supports a load Build a wooden bridge structure Independently measure and mark wood accurately Select appropriate tools and equipment for particular tasks Use the correct techniques to saws safely Identify where a structure needs reinforcement and using card corners for support <i>Technical Knowledge:</i> <ul style="list-style-type: none"> Exploring how to create a strong beam Identifying arch and beam bridges and understanding the terms: compression and tension Identifying stronger and weaker structures Finding different ways to reinforce structures Understanding how triangles can be used to reinforce bridges Articulating the difference between beam, arch, truss and suspension bridges </p> </p>	<p>Textiles: Stuffed Toys <i>Design:</i> <ul style="list-style-type: none"> Design a stuffed toy considering the main component shapes required and creating an appropriate template Consider proportions of individual components <i>Make:</i> <ul style="list-style-type: none"> Create a 3D stuffed toy from a 2D design Measure, mark and cut fabric accurately and independently Create strong and secure blanket stitches when joining fabric Use applique to attach pieces of fabric decoration <i>Technical Knowledge:</i> <ul style="list-style-type: none"> Learning to sew blanket stitch to join fabric Applying blanket stitch so the space between the stitches are even and regular Threading needles independently </p>
<p>Computing</p>	<p>Communicating: <i>Digital Texts</i> – To use wordprocessing software to create a multimodal text.</p> <p><i>Stop Frame Animation</i> – To use ‘onion skinning to allow the last frame to be seen when creating the next frame. To be able to create an animation story by decomposing into smaller parts and including a soundtrack.</p>	<p>Finding Out <i>Spreadsheets</i> – To understand that a spreadsheet can be used to organise, sort and analyse data and produce graphs and reports. To understand that tables and graphs can show more than one variable allowing one to look at relationships and trends more clearly. To be able to create a database using more complex setup tools to answer specific questions. To understand when data is implausible by checking data for accuracy against predicted or expected</p>	<p>Computing <i>Programming and Gaming</i> – To understand how technology allows people to play games and access simulations on a range of devices at the same time. To understand that digital devices need to be programmed to make them work. To know that control systems have a number of distinct components that combine to work effectively e.g. inputs and outputs. To know that devices can be controlled through direct instructions or from sensing equipment.</p>

	<p>Online Safety: Content -Use a range of sources to evaluate information found online, consider plausibility and develop strategies to make judgements on the sources used e.g. 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 -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> <p>Privacy & Security - Know what a strong password is and demonstrate how to create one. - Understand how many free apps or services may read and share private information with others. - Know what app permissions are and can give some examples.</p> <p>Copyright & Ownership - Assess and justify when it is acceptable to use the work of others. -Understand and give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>outcomes. To be able to use the features of a spreadsheet to answer questions by producing tables and graphs using sort and filter features.</p> <p><i>Data Logging</i> – To know that there are advantages in using computers to monitor and log data such as accuracy and reliability over long periods of time. To be able to use software to analyse and interpret data collected locally and remotely to investigate specific questions or theories. To be able to build up a system that controls events in response to changing conditions.</p> <p>Online Safety: Contact -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). Self-image & identity - Understand how identity online can be copied, modified, or altered. - Demonstrate how to make responsible choices about having an online identity, depending on context. Online Relationships - Understand and give examples of technology specific forms of communication. - Understand that there are some people I communicate with online who may want to do me or my friends harm and understand that this is not my / our fault. - Know some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. - Know how someone can get help if they are having problems and identify when to tell a trusted adult. - Know how to support others online (including those who are having difficulties). Online Reputation - Be able to search for information about an individual online and summarise the information found. - Understand ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p>	<p>To understand that control programs can be written to respond to circumstances flexibly e.g. – if this then that. To be able to solve a problem by decomposing into smaller parts and to produce a program to accomplish a specific goal which includes variables and a range of inputs and outputs.</p> <p>Online Safety: Conduct -Know when to reply to a group email using ‘reply all’ and when to ‘cc’.</p> <p>Online Bullying - Recognise online bullying can be different to bullying in the physical world and can describe some of those differences. - Understand how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. - Know how anyone can get help if they are being bullied online and identify when to tell a trusted adult. - Identify a range of ways to report concerns and access support both in school and at home about online bullying. - Know how to block abusive users. - Know the helpline services which can help people experiencing bullying, and how to access them.</p> <p>Managing Online Information - Understand the benefits and limitations of using different types of search technologies. - Understand how some technology can limit the information I am presented with - Know what is meant by ‘being sceptical’; I can give examples of when and why it is important to be ‘sceptical’. - Evaluate digital content and can explain how to make choices about what is trustworthy. - Understand key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. - Identify ways the internet can draw us to information for different agendas, - Identify ways of identifying when online content has been commercially sponsored or boosted, - Understand what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others. - Understand how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful. - Understand what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share.</p> <p>Health, wellbeing & lifestyle - Identify ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. -Understand some strategies, tips or advice to promote health and wellbeing with regards to technology. - Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. - Understand how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>
PE	Football/Lacrosse Tag Rugby	Dance Netball	Athletics Cricket
PSHE	<p>Relationships: Families and Friendship <i>Managing friendships & peer influence</i> Safe Relationships <i>Physical contact & feeling safe</i> Respecting Ourselves and Others <i>Responding respectfully to a wide range of people; recognising prejudice and discrimination</i></p>	<p>Living in the wider world: Belonging to a Community <i>Protecting the environment; compassion towards others. To understand how our household rubbish pollutes the oceans. To exchange dialogue and express an opinion</i> Media Literacy and Digital Resilience <i>How information online is targeted; different media types, their role and impact</i> Money and Work <i>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</i></p>	<p>Health and well-being: Physical Health and Mental Wellbeing <i>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</i> Growing and Changing <i>Personal identity; recognising individuality and different qualities; mental wellbeing; appreciation of artistic freedom.</i> Keeping Safe <i>Keeping safe in different situations, including responding in emergencies & basic first aid</i></p>

Spanish

The Weather

Repeat and recognise the vocabulary for weather in Spanish.

Ask and say what the weather is like today.

Describe the weather in different regions of Spain using a weather map with symbols.

Spanish Café

Know how to order from a selection of foods and drinks from a Spanish menu.

Know how to ask for the bill.

Festival: *los Reyes Magos (Three Kings Day)*

Know about Three Kings Day (5th-6th Jan) & links to NT

Learn about 5th Jan parade Cabalgata de los Reyes Magos & shoes left out for Three Kings.

Know about 6th Jan traditions (presents by the shoes & Roscón de Reyes.

Mi Casa (My Home)

Say whether they live in a house or an apartment and say where it is.

Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.

Tell somebody in Spanish what rooms they have or do not have in their home.

Attempt to create a longer spoken or written passage in Spanish using previously learnt language (incorporating personal details such as their name and age).

Los Vikingos (Vikings) - physical descriptions and daily routines

Name key periods in ancient Britain in chronological order.

Describe themselves physically as a member of a fictitious Viking family (height, hair type and colour, eye colour)

Use more exciting adjectives in their sentences and use correct adjectival agreement.

Use irregular verbs 'ser'(to be) & 'tener' (to have) more fluently.

Describe typical daily routine as a Viking man/woman using pronoun 'I' with opportunity to move to 'he/she'.

Recognise and start to understand commonly used reflexive verbs and pronouns.

Festival: *Semana Santa*

Know about Holy Week in Spain

Telling the time

Ask what the time is in Spanish.

Tell the time accurately in Spanish.

The weekend

Learn how to say what they do at the weekend in Spanish.

Learn to integrate connectives into their work.

Present an account of what they do and at what time at the weekend.