



Autumn

Forwards and Backwards

Local Study: WW2

<p>SCIENCE</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>COMPUTING</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>PHYSICAL EDUCATION</p> <p>All objectives covered, key focus:</p> <ul style="list-style-type: none"> Use a range of strokes effectively Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Perform dances using a range of movement patterns Develop flexibility, strength, techniques, control and balance 	<p>MFL</p> <p>All objectives taught, key focus</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Broaden their vocabulary and develop their ability to understand new words that are introduced <p>HISTORY</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and World History Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources Address and devise historically valid questions about change, cause, similarities and differences, and identify their significance. Establish clear narratives within and across the periods they study Construct informed responses that involve thoughtful selection and organisation of relevant historical information Address and devise historically valid questions about change, cause, similarities and differences, and identify their significance. <p>MUSIC</p> <ul style="list-style-type: none"> Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Develop an understanding of the history of music. <p>ART and DT</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials, (e.g. pencil, charcoal, paint, clay). To improve their mastery of art and design techniques, including drawing, painting, and 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 	<ul style="list-style-type: none"> 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 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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>GEOGRAPHY</p> <ul style="list-style-type: none"> 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 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans, graphs and digital technologies.
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Spring 1

Explorers & Exploring/Exploring Authors

Amazon/ Shakespeare: Midsummer Nights Dream/Twelfth Night

<p>SCIENCE</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>COMPUTING</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>PHYSICAL EDUCATION</p> <p>All objectives covered, key focus:</p> <ul style="list-style-type: none"> Use a range of strokes effectively Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best Develop flexibility, strength, techniques, control and balance <p>MFL</p> <p>All objectives covered, key focus:</p> <ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <p>HISTORY</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms <p>MUSIC</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory <p>ART and DT</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting, and 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 Investigate and analyse a range of existing products 	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> 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) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of physical geography including climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
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Spring 2

Exploring Authors

Shakespeare: *Midsummer Nights Dream/Twelfth Night*

<p>SCIENCE</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>COMPUTING</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>PHYSICAL EDUCATION All objectives covered, key focus:</p> <ul style="list-style-type: none"> Use a range of strokes effectively Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best Develop flexibility, strength, techniques, control and balance <p>MFL All objectives covered, key focus:</p> <ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <p>HISTORY</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources <p>DT</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 	<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>ART</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials, (e.g. pencil, charcoal, paint, clay). To know about great artists, architects and designers in history.
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Summer

Saving the World

Heroes and Villains

<p>SCIENCE</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>COMPUTING</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>PHYSICAL EDUCATION</p> <p>All objectives covered, key focus:</p> <ul style="list-style-type: none"> Use a range of strokes effectively Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Perform dances using a range of movement patterns Develop flexibility, strength, techniques, control and balance Take part in outdoor and adventurous activity, challenges both individually and within a team 	<p>MFL</p> <p>All objectives covered, key focus:</p> <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing Present ideas and information orally to a range of audiences Write phrases from memory and adapt these to create new sentences to express ideas clearly <p>HISTORY</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and World History Understand how our knowledge of the past is constructed from a range of sources Address and devise historically valid questions about change, cause, similarities and differences, and identify their significance. <p>ART and DT</p> <ul style="list-style-type: none"> To know about great artists, architects and designers in history. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>1 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
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