

Autumn 1		Autumn 2	Scavengers and Settlers (Stone Age to Iron Age)
Science	Movement and Nutrition L1 To explain the role of a skeleton; To group animals based on their physical properties. L2 To recognise the main bones in the body; To measure and sort data. L3 To explain how muscles are used for movement; To explore scientific advances. L4 To explain how food is an essential energy source for animals; To gather and compare data to answer questions. L5 To identify the main nutrient groups and their simple functions; To record information using secondary sources. L6 To explain what makes a balanced diet; To explore how knowledge has progressed over time and how different jobs use this information.	Science	Forces and Magnets L1 To describe the effects of contact forces; To label a diagram using arrows and scientific vocabulary. L2 To recognise the effects and uses of forces; To write a scientific conclusion identifying cause and effect. L3 To interpret how and why things move differently on different surfaces; To plan an investigation using variables. L4 To describe the effects of magnets; To write a method. L5 To compare the properties of different types of magnets.; To display data using a bar chart. L6 To explain the uses of magnets; To research the uses of magnets.
Geography	Unit 1: Are all settlements the same? L1 To describe different types of settlements. L2 To identify the human and physical features in the local area. L3 To discuss why physical and human features are in particular locations. L4 To describe how land use in my local area has changed. L5 To identify land use in New Delhi. L6 To compare land use in two different locations.	History	Changes in Britain from the Stone Age to Iron Age: L1 to know where the stone age fits into British History L2 To know how hunter-gatherers lived in Stone Age Britain L3 To know there were no written sources of evidence in prehistory. L4 To know how homes were built in the Stone Age. L5 To know how Stone Age is different to the Bronze Age L6 To know how grave goods give us information about the past.
DT	Constructing a castle L1 To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. L2 To design a castle. L3 To construct 3D nets. L4 To construct and evaluate my final product.	Art	Traditional Mark-Making and Artefacts: <ul style="list-style-type: none"> - Drawing on a range of surfaces - Experimenting with brushes - Dying fabrics - String roller printing
Computing	Teach Computing: Programming A <ul style="list-style-type: none"> - 3.3 Sequence in Music - Introduction to Scratch - Programming sprites - Sequences - Ordering commands 	Computing	Teach Computing: Computing Systems and Networks <ul style="list-style-type: none"> - 3.1 Connecting Computers - 1 How does a digital device work? - 2 What parts make up a digital device? - 3 How do digital devices help us? - 4 How am I connected?

	<ul style="list-style-type: none"> - Looking good - Making an instrument 		<ul style="list-style-type: none"> - 5 How are computers connected? - 6 What does our school network look like?
Music	<p><u>Kapow - Ballads</u></p> <ul style="list-style-type: none"> - To use musical vocabulary to explain the stylistic features of a ballad. - To explore how actions can impact performance. - To plan a musical structure inspired by a story. - To create lyrics that match a melody. - To show awareness of style, structure and features to perform a ballad. 	Music	<p><u>Kapow - Developing Singing Techniques</u> Theme: The Vikings</p> <ul style="list-style-type: none"> - To sing in time with others. - To sing in time with others. - To recognise simple rhythmic notation by ear and by sight. - To use simple rhythmic notation to compose a Viking battle song. - To perform music with confidence and discipline.
R.E.	<p><u>Multi-faith - Can observing behaviour reveal what people believe and value?</u></p> <ul style="list-style-type: none"> - Know that there are links between beliefs and behaviour - Know that being part of a community influences individual beliefs and actions - Know the significance of Harvest Festival to Christians - Know the importance of Zakat to Muslims - Know the importance of Dana and Sewa to Hindus 	R.E.	<p><u>Christianity - What do Christians believe about Jesus?</u></p> <ul style="list-style-type: none"> - Know that there are no images of Jesus from his lifetime and no description of him in the Bible - Know the importance of Jesus' birth in history (dating system) - Know that Christians believe that Jesus was the Messiah (the Saviour) - Know that Christians believe Jesus was able to perform miracles. - Know that Christians believe Jesus was a good leader
P.S.H.E.	<p><u>Being Me in My World:</u></p> <ul style="list-style-type: none"> - Know that the school has a shared set of values - Know why rules are needed and how these relate to choices and consequences - Know that actions can affect others' feelings - Know that others may hold different views - Make other people feel valued - Develop compassion and empathy for others - Be able to work collaboratively 	P.S.H.E.	<p><u>Celebrating Difference:</u></p> <ul style="list-style-type: none"> - Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do - Know that conflict is a normal part of relationships - Know that some words are used in hurtful ways and that this can have consequences - Use the 'Solve it together' technique to calm and resolve conflicts with friends and family - Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary - Be able to show appreciation for their families, parents and carers
P.E.	Tag Rugby Dod	P.E.	Quick Sticks Hockey Gymnastics
French	<p><u>Language Angels:</u></p> <p>Phonetics 1 (C) I'm learning French (E)</p>	French	<p><u>Language Angels:</u></p> <p>Les Animaux (KS2) (E) - Animals</p>

Spring 1	Ruthless Romans	Spring 2	Ruthless Romans
Science	<u>Rocks and Soils</u> L1 To group rocks using their appearance; To observe the appearance of rocks closely, using a magnifying glass. L2 To group rocks using their physical properties; To make predictions, suggest improvements and explain observations over time. L3 To describe the process of fossil formation; To present research on fossil formation. L4 To identify fossils and group rocks accordingly; To use the fossil record to answer questions about the past. L5 To compare soils and how they were formed; To record the drainage rate for different soils in a bar chart. L6 To describe a soil sample using sedimentation; To draw and label a diagram.	Science	<u>Light and Shadows</u> L1 To explain the role of light sources; To plan and draw a results table. L2 To compare light reflecting on different surfaces. L3 To recognise which materials cast a shadow; To ask testable questions and plan how to answer them. L4 To summarise how shadows change throughout the day; To evaluate a method. L5 To investigate how the distance of the light source affects the size of its shadow; To find patterns in data and form conclusions. L6 To tell a story using shadow puppets; To recall how different people work with light and shadows.
History	<u>Roman Empire:</u> L1 To know where the Roman Empire originated. L2 To know how the Roman Army helped to expand the Roman Empire. L3 To know how Britain became part of the Roman Empire. L4 To know why Boudicca rebelled against the Romans. L5 To know what the Romans built after they settled in Britain. L6 To know what houses were like in Roman Britain.	History	<u>Roman Empire:</u> L1 To know what Roman Numerals are and how they are still used today. L2 To know bath houses provided leisure for Romans in Britain. L3 To know the role Gladiators played in Roman leisure time. L4 To know that Romans believed in many Gods and Goddesses L5 To know what archaeological sites tell us about Roman Britain. L6 To know the lasting impact the Romans left on Britain - legacy
Art	<u>Roses:</u> <ul style="list-style-type: none"> - Drawing from observation - Experimenting with watercolour - Complementary and opposing colours - Use and join clay with increasing detail - Creating a colour palette - Applying shades of colour to clay 		
Computing	Teach Computing: Programming B <ul style="list-style-type: none"> - 3.6 Events and Actions - 1 Moving a sprite - 2 Maze movement - 3 Drawing lines - 4 Adding features - 5 Debugging movement - 6 Making a project 	D.T	<u>Cushions - Cross stitch</u> L1 To sew a running stitch. L2 To cut fabric using a template. L3 To join fabrics using a running stitch. L4 To decorate a pouch using fabric glue or stitching.
Music	<u>Kapow - Pentatonic Melodies and Composition</u> Theme: Chinese New Year	Computing	Teach Computing: Creating Media <ul style="list-style-type: none"> - 3.5 Desktop Publishing - 1. Words and pictures - 2. Can you edit it?

	<ul style="list-style-type: none"> - To learn about the music used to celebrate the Chinese New Year festival. To be able to scat sing using the call and response format. - To play a pentatonic melody on a tuned percussion instrument. - To write and perform a pentatonic melody. - To perform a group composition. - To perform a piece of music as a group. 		<ul style="list-style-type: none"> - 3. Great template! - 4. Becoming a designer - 5. Lay it out - 6. Why desktop publishing?
R.E.	<p><u>Christianity - How did Jesus teach his followers to behave? Where do ideas about right and wrong come from for Christians?</u></p> <ul style="list-style-type: none"> - Know that Jesus was a teacher who taught his followers how they should behave - Know what Jesus taught about helping others - Know the story of Jesus healing people with leprosy - Know that Jesus told the story of the lost sheep to teach his followers about what God is like. - Know what Jesus said about forgiveness 	Music	<p><u>Kapow - Jazz</u></p> <ul style="list-style-type: none"> - To sing and clap a syncopated rhythm for a ragtime-style song. - To improvise a call and response. - To be able to scat sing using the call and response format.# - To create a jazz motif. - To adapt a familiar tune using jazz rhythms.
P.S.H.E.	<p><u>Dreams and Goals:</u></p> <ul style="list-style-type: none"> - Know that they are responsible for their own learning - Know what an obstacle is and how they can hinder achievement - Know how to take steps to overcome obstacles - Know what dreams and ambitions are important to them - Can break down a goal into small steps - Can manage feelings of frustration linked to facing obstacles - Imagine how it will feel when they achieve their dream/ambition 	R.E.	<p><u>Christianity - How and why do Christians try to make a difference in the world?</u></p> <ul style="list-style-type: none"> - to know what some Christian charities do to help others. - to know how Saint Teresa of Calcutta (Mother Teresa) followed her Christian beliefs to help others. - to know that Elizabeth Fry followed her Christian beliefs to help others. - to know that Rosa Parks' Christian faith supported her in the struggle for equality - to know how Dr Martin Luther King showed his Christian beliefs through his actions and words
P.E.	Football Gymnastics	P.S.H.E.	<p><u>Healthy Me:</u></p> <ul style="list-style-type: none"> - Know how exercise affects their bodies - Know that there are different types of drugs - Know that there are things, places and people that can be dangerous - Know when something feels safe or unsafe - Respect their own bodies and appreciate what they do - Can take responsibility for keeping themselves and others safe - Identify how they feel about drugs - Can express how being anxious or scared feels
French	<p><u>Language Angels:</u> Les Instruments (E) - The Instruments</p>	P.E	Basketball Romans (Dance)

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Summer 1	The world around us?????	Summer 2	Researching?????
Science	<p><u>Plants Reproduction</u></p> <p>L1 To identify the growth and survival needs of plants; To pose relevant questions.</p> <p>L2 To describe the relationship between structure and function in plants; To design simple results tables.</p> <p>L3 To investigate how water is transported in plants; To plan a simple enquiry.</p> <p>L4 To explore the role of flowers in the life cycle of a plant; To complete, read and interpret data in a bar chart.</p> <p>L5 To apply knowledge of plant life and growth; To identify and suggest changes to an enquiry.</p> <p>L6 To explore seed dispersal methods; To use results to draw conclusions.</p>	Science	<p><u>Does hand span affect grip strength?</u></p> <p>L1 To revise the units Movement and nutrition and Rocks and soil; To plan a pattern seeking enquiry.</p> <p>L2 To revise the units Movement and nutrition and Plant reproduction; To gather and record data.</p> <p>L3 To revise the unit Forces and magnets; To conclude and evaluate the investigation.</p> <p>L4 To revise the unit Uses of materials; To use sets of data to inform design.</p> <p>L5 To revise the units Light and shadows and Movement and nutrition; To report on my findings using a shadow puppet display.</p>
Geography	<p><u>Why do people live near volcanoes?</u></p> <p>L1 To name and describe the layers of the Earth.</p> <p>L2 To explain how and where mountains are formed.</p> <p>L3 To explain why volcanoes happen and where they occur.</p> <p>L4 To recognise the negative and positive effects of living near a volcano.</p> <p>L5 To explain what earthquakes are and where they occur.</p> <p>L6 To observe and record the location of rocks around the school grounds and discuss our findings.</p>	Geography	<p><u>Who lives in Antarctica?</u></p> <p>L1 To understand the position and significance of lines of latitude.</p> <p>L2 To describe the location and physical features of Antarctica.</p> <p>L3 To describe the human features of Antarctica.</p> <p>L4 To use four-figure grid references to plot Shackleton's route to Antarctica.</p> <p>L5 To plan a simple route on a map using compass points.</p> <p>L6 To follow instructions involving compass points and map a simple route.</p>
Art	<p><u>Sculpture: Antony Gormley</u></p> <ul style="list-style-type: none"> - Using photography to explore movement - Creating a wire sculpture (armature) 	DT	<p><u>cooking and nutrition</u></p> <p>L1 To explain why food comes from different places around the world.</p> <p>L2 To explain the benefits of seasonal foods.</p> <p>L3 To develop cutting and peeling skills.</p> <p>L4 To evaluate seasonal ingredients.</p> <p>L5 To design based on criteria.</p> <p>L6 To evaluate a dish.</p>
Computing	<p>Teach Computing: Creating Media</p> <ul style="list-style-type: none"> - 3.2 Animation 	Computing	<p>Teach Computing: Data and Information</p> <ul style="list-style-type: none"> - 3.4 Branching Databases

	<ul style="list-style-type: none"> - L1 Can a picture move? - L2 Frame by frame - L3 What's the story? - L4 Picture Perfect - L5 Evaluate and make it great - L6 Lights, camera action 		<ul style="list-style-type: none"> - 1 Yes or no questions - 2 Making groups - 3 Creating a branching database - 4 Structuring a branching database - 5 Planning a branching database - 6 Making a dinosaur identifier
Music	<u>Kapow - Creating Compositions in Response to an Animation</u> Theme: Mountains <ul style="list-style-type: none"> - To tell a story from a piece of music through movement. - To create a soundscape using percussion instruments. - To create a range of sounds to accompany a story. - To compose and perform a rhythm to accompany a story. - To compose and notate a short melody to accompany a story. 	Music	<u>Kapow - Traditional Instruments and Improvisation</u> Theme: India <ul style="list-style-type: none"> - To form an opinion of Indian music. - To be able to improvise using given notes. - To be able to improvise using given notes. - To create a piece of music using a drone, rag and tal. - To perform a piece of music using musical notation.
R.E.	<u>Sikhi - What do Sikhs believe about God and why? What roles do the Gurdwara and the Guru Granth Sahib play in Sikh life and belief?</u> <ul style="list-style-type: none"> - To know why Guru Nanak is so important to Sikhs. - To know what Sikhs believe about God (Waheguru) - To know the significance of the 10 Gurus - To know what the Guru Granth Sahib is and why it is important to Sikhs - To know how Sikhs worship at the Gurdwara 	R.E.	<u>Sikhi What do Sikhs celebrate and why? What does it look like to live as a Sikh?:</u> <ul style="list-style-type: none"> - To know the significance of Vasaikhi - To know the significance of the 5Ks - To know the importance of the Sikh naming ceremony * Naam Karan) - To know that equality is a key Sikh value - To know that Sewa means service to others and is a key Sikh value
P.S.H.E.	<u>Relationships:</u> <ul style="list-style-type: none"> - Know that different family members carry out different roles or have different responsibilities within the family - Know some of the skills of friendship, e.g. taking turns, being a good listener - Know some strategies for keeping themselves safe online - Know that they and all children have rights (UNCRC) - Know how to access help if they are concerned about anything on social media or the internet - Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	P.S.H.E.	<u>Changing Me:</u> <ul style="list-style-type: none"> - Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults - Know some of the outside body changes that happen during puberty - Know some of the changes on the inside that happen during puberty - Can express how they feel about puberty - Can say who they can talk to about puberty if they have any worries - Can suggest ways to help them manage feelings during changes they are more anxious about - Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry
P.E.	Athletics Tennis	P.E	Athletics Kwik Cricket
French	<u>Language Angels:</u> Les Fruits - (E) - The Fruits	French	<u>Language Angels:</u> Les Glaces - (E) - Ice Cream

