

| | Term 1:1 | Term 1:2 | Term 2:1 | Term 2:2 | Term 3:1 | Term 3:2 |
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| Topic Title | South America | | Earth and Space | Growth | Vikings / Anglo Saxons | |
| Hook | | | | | | |
| Outcome | | Fair Trade Food Show | Assembly | Seed Growing competition | Living Museum Day at School | |
| EV | | Co – op Fair Trade | Leicester Space Museum | RESIDENTIAL | Danelaw Living museum (York) | |
| Science | | | <p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> | <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animal</p> | <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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> | |
| History | <p>Mayans</p> <p>A non-European society that provides contrasts with British history</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | | Space Race | | <p>Vikings and the Anglo Saxons</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | |
| Geography | <p>Land use and climate zones</p> <p>Describe and understand key aspects of physical geography including rivers and the water cycle including transpiration, climate zones, biomes and vegetation belts.</p> | <p>Trade Routes</p> <p>Human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | | <p>Field work</p> <p>Observe, measure and record the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Land use and settlements</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | |

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| | Understand geographical similarities and differences through the study of human and physical geography a region within South America. | | | | | |
| Computing | <p>Communication – Blog</p> <p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>Web site building</p> <p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>Podcasting/Powerpoint</p> <p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p>Filming – Green Screen Studio</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals,</p> | <p>Programming – Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p> | |
| Art/Design | <p>Mixing Colours/patterns for texture</p> <p>To improve mastery of art and design techniques including drawing and painting with a range of materials.</p> <p>Paper Technology – Linear Motion</p> <p>Develop ideas through prototypes</p> <p>Select and use a wide range of tools and equipment</p> <p>Understand how to strengthen, stiffen and reinforce</p> | <p>Cooking using fair trade products</p> <p>To understand seasonality and know how and where a variety of ingredients are grown, reared, caught and processed</p> | <p>DT Paper Technology – Rotary Motion</p> <p>Develop ideas through prototypes</p> <p>Select and use a wide range of tools and equipment</p> <p>Understand how to strengthen, stiffen and reinforce</p> <p>Art – using marbling to create new planets , embellishing with pastels</p> <p>To improve mastery of art and design techniques including drawing and painting with a range of materials.</p> | <p>Sketching – Parts of body (Capturing movement)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> | <p>Pattern work - Designing and making shields and armour</p> <p>Design and make a model of a Viking Longship</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve mastery of art and design techniques including drawing and painting with a range of materials.</p> <p>To research and develop design criteria to inform the design of functional,products that are fit for purpose,</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p> <p>Select from and use a wider range of tools and equipment to perform practical</p> <p>Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | |
| PE | <p>Football/Cross country</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Sports Hall Athletics/Basketball</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> | <p>Hockey/Gymnastics</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance</p> | <p>Tag Rugby/Dance</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance</p> | <p>Rounders/Cricket</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> | <p>Cricket/ tENNIS</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> |
| Music | <p>Brazilian Festivals – Music around the World</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from</p> | <p>Chanting – Pitch</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p> | <p>Group percussion- Journey into out of Space</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical</p> | <p>See CS</p> | <p>Working towards class performance</p> <p>Class Performance</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> | |

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| | different traditions and from great composers and musicians | accuracy, fluency, control and expression | instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music | | 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 use and understand staff and other musical notations develop an understanding of the history of music |
| RE | | | | | |