

Year A	Topic	Science	Computing	Art and Design	Design and Technology	Geography	History	Music	PE	French	RE - Discovery
Autumn 1	Romans and their impact on Britain		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	<ul style="list-style-type: none"> <li>create sketch books to record their observations</li> </ul>	<p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>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</li> </ul>		listen with attention to detail and recall sounds with increasing aural memory	Netball / Team theme Badminton		Hinduism Divali  Or  Sikhism The Amrit Ceremony and the Khalsa

Autumn 2	Light, electricity and making a lamp	<p>Electricity (Y4)</p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p>Light (Y3)</p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>great designers in history</li> </ul>	<p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul>				Hockey / Team theme Gymnastics	Christianity Christmas
Spring 1	Britain's settlement by Anglo-Saxons and Scots	<p>Animals including humans (Y3)</p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p>Evaluate</p> <ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p>Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Tag Rugby / Team theme Dance festival	Christianity Jesus' miracles

Spring 2	If we go down to the woods today...	<p>Plants (Y3)</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p>Living things and their habitats (Y4)</p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>		<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>		<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- 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</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>			Golf / Team theme		Christianity Easter – forgiveness
Summer 1	Ancient Greece	<p>Sound (Y4)</p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>		<ul style="list-style-type: none"> <li>great artists, architects and designers in history</li> </ul>	<p>Evaluate</p> <ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p>Place Knowledge</p> <ul style="list-style-type: none"> <li>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</li> </ul>	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>develop an understanding of the history of music</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	Tennis / Swimming		Hinduism – Hindu beliefs Or Sikhism Sharing and the community
Summer 2	Ancient Greece	<ul style="list-style-type: none"> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<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>	<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>Make</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>				Athletics / Swimming		Hinduism Pilgrimage to the River Ganges

Year B	Topic	Science	Computing	Art and Design	Design and Technology	Geography	History	Music	PE	French	RE – Discovery
Autumn 1	Local History – Jurassic Coast	Rocks Y(3) <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> <li>create sketch books to record their observations</li> <li>great artists in history</li> </ul>			<ul style="list-style-type: none"> <li>a local history study</li> </ul>	Year 3 – recorders Year 4 - trumpets	Netball Team theme		Judaism Beliefs and practices
Autumn 2				<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>				Year 3 – recorders Year 4 - trumpets	Volleyball Team theme		Christianity Christmas
Spring 1	Wonderful water	States of matter (Y4) <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> </ul>		Human and Physical Geography describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>		appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Volleyball Dance Team theme		Judaism Passover
Spring 2	Ancient Egypt	Animals including humans (Y4) <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>		<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	Technical Knowledge <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> Design <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design</li> </ul> Make <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</li> </ul>	Place Knowledge <ul style="list-style-type: none"> <li>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</li> </ul> Human and Physical Geography describe and understand key aspects of: <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul>	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt	use and understand staff and other musical notations	Golf Swimming Team theme		Judaism Beliefs and practices

					<p>properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	energy, food, minerals and water					
Summer 1			<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<ul style="list-style-type: none"> <li>great artists, architects and designers in history</li> </ul>						<p>Athletics Swimming Team theme</p>	<p>Christianity Prayer and worship</p>
Summer 2	Cooking and Nutrition??	<p>Forces and Magnets (Y3)</p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>		<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>					<p>Tennis Dance Team theme</p>	<p>Christianity Easter</p>