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| **Year A** | **Topic** | **Science** | **Computing** | **Art and Design** | **Design and Technology** | **Geography** | **History** | **Music** | **PE** | **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 | * create sketch books to record their observations | Technical Knowledge   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures   Design   * 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 * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design   Make   * 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   * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Locational Knowledge   * 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 |  | listen with attention to detail and recall sounds with increasing aural memory | Netball / Team theme  Badminton | **2a.2 PEOPLE OF GOD**  What is it like to follow God?  **Discovery – Y4 Christmas**  What is the most significant part of the Nativity story for Christians today? |
| **Autumn 2** | Light, electricity and making a lamp | Electricity (Y4)   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * 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 * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * recognise some common conductors and insulators, and associate metals with being good conductors   Light (Y3)   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change | use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * great designers in history | Technical Knowledge   * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * apply their understanding of computing to program, monitor and control their products.   Design   * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design   Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   Evaluate   * investigate and analyse a range of existing products |  |  |  | Hockey / Team theme  Gymnastics |
| **Spring 1** | Britain’s settlement by Anglo-Saxons and Scots | Animals including humans (Y3)   * 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 * identify that humans and some other animals have skeletons and muscles for support, protection and movement | design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | * create sketch books to record their observations and use them to review and revisit ideas | Evaluate   * understand how key events and individuals in design and technology have helped shape the world | Geographical Skills and Fieldwork  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | * Britain’s settlement by Anglo-Saxons and Scots | 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 | **2a.3 INCARNATION**  What is the Trinity?  **Discovery – Y3 Easter : Forgiveness**  What is good about Good Friday? |
| **Spring 2** | If we go down to the woods today… | Plants (Y3)   * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * 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 * investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal   Living things and their habitats (Y4)   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things |  | * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |  | Geographical Skills and Fieldwork   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * 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 * 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 |  |  | Golf / Team theme |
| **Summer 1** | Ancient Greece | Sound (Y4)   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases |  | * great artists, architects and designers in history | Evaluate   * understand how key events and individuals in design and technology have helped shape the world | Place Knowledge   * 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 | Ancient Greece – a study of Greek life and achievements and their influence on the western world | develop an understanding of the history of music  improvise and compose music for a range of purposes using the inter-related dimensions of music | Tennis / Swimming | Other Faith – **Discovery – Y3 :** **Hinduism**  Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?  RE week – **2a.4 GOSPEL**  What kind of world did Jesus want? |
| **Summer 2** | 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 | * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | Make   * 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   * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  |  |  | Athletics / Swimming | Other Faith – **Discovery – Y3 :** **Hinduism**  How can Brahman be everywhere and in everything? |

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| **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)   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | * create sketch books to record their observations * great artists in history |  |  | * a local history study | Year 3 – recorders  Year 4 - trumpets | Netball  Team theme |  | **2a.1 CREATION/FALL**  What do Christians learn from the Creation story?  **Discovery – Y3 Christmas**  Has Christmas lost its true meaning? |
| **Autumn 2** |  |  | * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |  |  |  | Year 3 – recorders  Year 4 - trumpets | Volleyball  Team theme |  |
| **Spring 1** | Wonderful water | States of matter (Y4)   * compare and group materials together, according to whether they are solids, liquids or gases * 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) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | use sequence, selection, and repetition in programs; work with variables and various forms of input and output | * create sketch books to record their observations and use them to review and revisit ideas |  | Human and Physical Geography  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |  | 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 |  | **2a.5 SALVATION**  Why do Christians call the day Jesus died ‘Good Friday’?  **Discovery – Y4 Easter**  Is forgiveness always possible? |
| **Spring 2** | Ancient Egypt | Animals including humans (Y4)   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey |  | * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | Technical Knowledge   * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   Design   * 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 * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design   Make   * 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   * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Place Knowledge   * 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   Human and Physical Geography  describe and understand key aspects of:   * 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 | 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 |  |
| **Summer 1** | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | * great artists, architects and designers in history |  |  |  |  | Athletics  Swimming  Team theme |  | Other Faith -  **Discovery – Y4 : Judaism**  How special is the relationship that Jews have with God?  RE week – **2a.6 KINGDOM OF GOD**  When Jesus left, what was the impact of Pentecost? |
| **Summer 2** | Cooking and Nutrition?? | Forces and Magnets (Y3)   * compare how things move on different surfaces * notice that some forces need contact between 2 objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * 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 * describe magnets as having 2 poles * predict whether 2 magnets will attract or repel each other, depending on which poles are facing |  | * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | Cooking and nutrition   * understand and apply the principles of a healthy and varied diet * 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. |  |  |  | Tennis  Dance  Team theme |  | Other Faith – **Discovery – Y4 :** **Judaism**  What is the best way for a Jew to show commitment to God? |

French is taught on Thursday afternoon’s by Mrs Parkes. She follows the Rigolo 1 French scheme and adds in her own extra vocabulary and activities.