

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<p><b>Animals inc humans</b> Learn about the structure of the human skeleton and muscles. How skeletons differ in different animals. Nutrition and the importance of eating a healthy diet.</p>	<p><b>Light</b> Recognise that they need light in order to see things and that dark is the absence of light. Identify light sources and explore what happens when light reflects off mirrors or other reflective materials. Think of ways to protect themselves from the Sun. Investigate shadows Recognise that shadows are formed when the light from a light source is blocked by a solid object and investigate how shadows change size.</p>	<p><b>Forces and magnets</b> Explore simple pushes and pulls as an introduction to Forces. Look at how the texture of an object or the surface it is on can affect how the object moves. Investigating different magnets and how they can pull (attract) and push (repel)</p>	<p><b>Rocks</b> Explore different rocks and soils. Classify and group together rocks based on their appearance and physical properties. Learn how the Earth is made up of different rocks and fossils and begin to explain how some of the different rocks are formed. Look at what fossils are and how they are formed.</p>	<p><b>Plants</b> Find out what plants need in order to stay healthy once they have grown. Identify and describe the functions of the different parts of plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Investigate how water is transported through plants.</p>	<p>Catch up/enrichment</p>
<b>History</b>		<p><b>Stone Age</b> (Changes in Britain from the Stone Age to the Iron Age) How did daily life change in the Stone Age? <b>Society and Community</b> Migration, settlement, trade, civilization, industry.</p>		<p><b>Bronze Age to Iron Age</b> (Changes in Britain from the Stone Age to the Iron Age) How did daily life change from the Bronze Age to the Iron Age? <b>Society and Community</b> Migration, settlement, trade, civilization, industry.</p>		<p><b>Ancient Egypt</b> (The achievements of the earliest civilizations) What were the greatest achievements of Ancient Egypt? <b>Power</b> Civilization, trade, settlement, empire, monarchy</p>
<b>Geography</b>	<p><b>Our European neighbours</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Cultural awareness, Cultural diversity, Look at the continent of Europe- countries that belong to Europe. Capital cities of countries. Compare London and Paris</p>		<p><b>Where does our food come from?</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Environmental impact, Sustainable Look at where breakfast food comes from around the world. Case study- Kansas 0Wheat state. Virtual field trip- at a banana ripening centre in Luton (UK) a tropical fruit plantation in Costa Rica (N America). Look at land use to produce food in UK. Visit Ryecroft rare breeds farm.</p>		<p><b>Investigating the local area</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Sustainable development Look at the 8 points of compass -navigate around a map -Residential, industrial, commercial and agriculture land use in local area using map. Services within the local area- locate on OS map. How far local people travel to jobs. Field work- Plot route to canal using 8 points of compass- look at human and physical features at the canal.</p>	

DT	<p><b>Story books Mechanisms</b></p> <p>Children will have the chance to explore moving parts in a variety of storybooks and learn how to recreate some of these moving parts using a variety of tools and techniques before investigating different types of fonts and graphics. They will design, create and evaluate their very own moving storybooks</p>		<p><b>British Inventors Structures/Inventions and achievements</b></p> <p>The children will find out about some important Victorian inventions and more recent 20th century inventions created by British inventors and scientists. They will discover how inventions have changed the lives of the people who use them. The children will undertake activities where they will design and evaluate products to solve problems and have the opportunity to reinforce materials in a variety of ways, inspired by famous scientists and their inventions.</p>		<p><b>Light up signs Programming and electrical</b></p> <p>The children will research, design and make light boxes and fit them with either electronic components such as bulbs and batteries, or small LED's.</p>	
Art		<p><b>Gestural Drawing with charcoal</b></p> <p><b>Drawing &amp; Sketchbooks</b></p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>		<p><b>Cloth, Thread, Paint</b></p> <p><b>Surface and colour</b></p> <p>Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>		<p><b>Telling stories through Drawing and Making Working in Three Dimensions</b></p> <p>Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film</p>
Computing	<p><b>Computing systems and networks</b></p> <p>Connecting computers</p>	<p><b>Creating media</b></p> <p>Stop-frame animation</p>	<p><b>Programming A</b></p> <p>Sequencing sounds</p>	<p><b>Data and Information</b></p> <p>Branching databases</p>	<p><b>Creating media</b></p> <p>Desktop publishing</p>	<p><b>Programming B</b></p> <p>Events and actions in programs</p>
Music	<p><b>India</b></p> <p>(Traditional instruments and improvisation)</p> <p>Listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>		<p><b>Chinese New Year</b></p> <p>(Pentatonic melodies and composition)</p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>		<p><b>The Vikings</b></p> <p>(Developing singing techniques and keeping in time)</p> <p>Develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>	
PE	<p><b>Outdoor and adventurous activities</b></p> <p>OAA</p>	<p><b>Movement</b></p> <p>Gymnastics</p>	<p><b>Rainforest dance</b></p> <p>Dance</p>	<p><b>Dodgeball</b></p> <p>Games</p>	<p><b>Invasion games- Football</b></p> <p>Games</p>	<p><b>Athletics</b></p> <p>Athletics</p>

<p><b>PSHCE</b></p>	<p><b>Being me in my world</b>          Recognise their worth and identify their achievements/set personal goals.          New challenges,          Feelings- happy, sad or scared.          Understand why rules are needed and how they relate to their rights and responsibilities.          How their actions affect others.          Their rights in their home, school and environment          Their responsibilities and skills needed</p>	<p><b>Celebrating difference</b>          Different families.          Conflict in families          Being a witness to bullying making a situation better/worse          Hurtful words          Reflect on a time when their words affected someone and the consequences (giving and receiving compliments).</p>	<p><b>Living in the wider world</b>          People who faced difficulty and achieved success.          Dreams and ambitions          Enjoy facing new challenges and finding the best way to achieve them.          Money budgets and why people set these.          Borrowing money- loans earning interest in banks - loans and interest</p>	<p><b>Healthy me</b>          How exercise affects their bodies and why heart and lungs are important.          Calories, fat and sugar and how affects health          Making healthy choices of food          Germs and illnesses- antibiotics and vaccinations          Identify things, people and places that they need to keep safe from and strategies for this.          Harmless and harmful habits          Giving up/stopping harmful habits</p>	<p><b>Relationships</b>          Roles and responsibilities of family members - expectations of males and females          Friendship skills- taking turns, being a good listener.          Body space and unacceptable physical contact          How actions and work of people around the world can affect their life.          Know that their needs and rights are shared with children worldwide</p>	<p><b>Changing me</b>          Changes that happen in animals and humans from conception to growing up and it's usually the female who has the baby          How babies grow and develop and what they need to do this          Describe a range of feelings (good and not so good) and use a scale of intensity to describe them.          Changes that happen to them and the variety of feelings they may feel.          Start to recognise stereotypical ideas about parents and family roles.          Identify what they are looking forward to next year in year 4</p>
<p><b>RE</b></p>	<p><b>Christianity (God)</b>  <b>How (and why) have some people served God?</b>          •Prophets          •Service to God          •Inspirational people</p>	<p><b>Islam</b>  <b>Why is the Prophet Muhammed (pbuh) an example for Muslims?</b>          •The Prophet Muhammed (pbuh)          •Zakah</p>	<p><b>Christianity (Jesus)</b>  <b>What does it mean to be a disciple of Jesus?</b>          •Discipleship          •Following the example of Jesus          •Helping others</p>	<p><b>Christianity (Church)</b>  <b>What do Christians mean by the 'Holy Spirit'?</b>          •The Holy Spirit          •Gifts of the spirit          •Pentecost</p>	<p><b>Sikhism</b>  <b>Why are the Gurus important to Sikhs?</b>          •Guru Nanak          •The 10 Gurus          •Baisakhi</p>	<p><b>Hindu Dharma</b>  <b>Why is family an important part of Hindu life?</b>          •Religious duty          •Hindu scriptures (the Ramayana)          •Raksha Bandhan</p>
<p><b>French</b></p>		<p><b>French greetings and numbers</b>          Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are. Count to 12 and ask and answer how old they are in French.</p>		<p><b>French adjectives, colour, size and shape</b>          Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun, practising language skills.  <b>Transport</b>          Learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' - to go</p>		<p><b>In the classroom</b>          Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'</p>