

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invaders and Settlers		Cycle of Life		Marvellous Maya	
	Anglo-Saxon and Viking struggle for England	Anglo-Saxon and Viking struggle for England	Life of a River	Life beside a river	Overview of Mayans	Comparing Maya to England at the same period
Science	<p>Forces</p> <ul style="list-style-type: none"> -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. -Identify the effects of air resistance, water resistance and friction that act between moving surfaces. -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Earth and Space</p> <ul style="list-style-type: none"> -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. 	<p>Living Things & their Habitats (Life Cycles)</p> <ul style="list-style-type: none"> -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals. 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> -Describe the changes as humans develop to old age. <p>Living Things & their Habitats</p> <ul style="list-style-type: none"> -Describe the life process of reproduction in some plants and animals. 	<p>Properties of Materials</p> <ul style="list-style-type: none"> -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. - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	<p>Changes of Materials</p> <ul style="list-style-type: none"> -Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. -Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. -Demonstrate that dissolving, mixing and changes of state are reversible changes. -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>Working Scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 					
<p>History</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>- 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>- a non-European society that provides contrasts with British history – one study chosen: (Mayan civilization AD900)</p>	<p>- a non-European society that provides contrasts with British history – one study chosen: (Mayan civilization AD900)</p>
<p>Geography</p>	<p>- Locate the worlds countries using maps to focus on Europe</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p> <p>- 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</p>	<p>- Locate the worlds countries using maps to focus on Europe</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p> <p>- 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</p>	<p>- 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)</p> <p>- describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle</p>	<p>- 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</p> <p>- 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</p>	<p>- Locate the worlds countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p>	<p>- Locate the worlds countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p>

	<p>including energy, food, minerals and water</p> <ul style="list-style-type: none"> - Locate the worlds countries using maps to focus on Europe - use maps, atlases and computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> - Locate the worlds countries using maps to focus on Europe - use maps, atlases and computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> - use the eight points of a compass, four and six-figure grid references, symbols and key (including use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle 		
Computing	<p>Online Safety</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact</p>	<p>Spreadsheets</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</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>3D Modelling</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</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>Databases</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</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>Coding & Game Creator</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, and the</p>	<p>Word Processing</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</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>

					opportunities they offer for communication and collaboration.	
Art and DT	<p>Food: What could be healthier</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> -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. 	<p>Formal Elements of Art: Architecture</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques - Evaluate and analyse creative works using the language of art, craft and design 	<p>Mechanical Systems: Making a Pop-up Book</p> <p>Design</p> <ul style="list-style-type: none"> - 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 <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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 	<p>Every Picture Tells a Story</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques - Evaluate and analyse creative works using the language of art, craft and design 	<p>Electrical systems: Electronic greetings cards</p> <p>Design</p> <ul style="list-style-type: none"> - 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 <p>Evaluate</p> <ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world - Investigate and analyse a range of existing products <p>Technical knowledge</p> <ul style="list-style-type: none"> - Understand and use electrical systems in their products [for example, 	<p>Design for Purpose</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, - Learn about great artists, architects and designers in history. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques - Evaluate and analyse creative works using the language of art, craft and design

			<p>Evaluate</p> <ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - Investigate and analyse a range of existing products <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		series circuits incorporating switches, bulbs, buzzers and motors]	
PSHE	<p>Healthy Living</p> <ul style="list-style-type: none"> - To review a day's menu and provide feedback on how it can be improved - To explain the function of nutrients and fibre - To explain the reasons it is important to keep hydrated. - To explain that different types and portions of foods and drinks provide different amounts of energy. - To identify and interpret information on food labels 	<p>Mental Health</p> <ul style="list-style-type: none"> - To learn how to talk about mental health and wellbeing - To know who can help us and how to ask for help - To know the difference between a big and a small feeling - To learn how to be a good listener - To explore the concept of fairness and how people decide what is fair and unfair. - To explore how and why people are excluded 	<p>Citizenship</p> <ul style="list-style-type: none"> - To understand deductions from payslips - To understand budgeting - To explore and understand reasons for migration. <p>Keeping Safe</p> <ul style="list-style-type: none"> - Know how to ensure the safety of themselves and others - Be able to assess a casualty's condition calmly - Know how to seek medical help. 	<p>Keeping Safe</p> <ul style="list-style-type: none"> - To gain an understanding of immunity and the importance of vaccinations - To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living - To understand that if antibiotics are taken, it is important to finish the course. - To understand content which may be appropriate or 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To understand gender stereotypes - To identify the qualities of a good friend - To think and talk about how they have grown and changed since they were babies - To know about the physical changes that happen at puberty - To understand what menstruation and wet dreams are 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To know how to deal with feelings in relationships - To develop a sense of belonging - To recap the qualities of a good friend

			<ul style="list-style-type: none">- Be able to place casualty in therecovery position	<p>inappropriate to share online</p> <ul style="list-style-type: none">- To understand how to keep safe when cycling.	<ul style="list-style-type: none">- To know how to manage menstruation and wet dreams- To know how and why emotions and relationships change during puberty- To know where to get help and support to manage changes during puberty	
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<p>PE</p>	<p>Athletics Run, Jump & Throw I can maintain a speed over a long duration of time or distance I can create a three stride pattern over hurdle and know the hurdling technique I can throw with greater control and accuracy e.g. by generating greater force when throwing I can develop a range of throwing techniques e.g. push/pull throw. fling and heave throws I can develop power and keep control when taking off and landing (jumping) I can develop change over skills when running in relays I can time my runs I can measure and record my performance I can create a run, jump and throw event</p> <p>Gymnastics Bridges I can take more responsibility for my own warm up. I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</p>	<p>Invasion Games Football I know the difference between attacking skills and defending skills I can switch between being and thinking like an attacker and a defender during the game I can find and use space to help my team I can look for specific things (skills and /or tactics)in a game and explain how well they are being done</p> <p>Dance I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style. I can warm up and cool down independently using exercises that stretch and tone my body.</p>	<p>Gymnastics Flight I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions. I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.</p> <p>Invasion Games Netball I can perform skills with accuracy, confidence and control I can use a variety of dodges and passes to keep the ball I know how to mark and defend to try and stop the opposition scoring I can recognise parts of our team performance that can be improved, and identify practices that will help</p>	<p>Dance I can compose, develop and adapt motifs to make dance phrases and use these in longer dances. I can use appropriate dance terminology to identify and describe different styles in my own and others' dances.</p> <p>Athletics/Orienteering I can understand the excitement and enjoyment of completing a challenge I am clear about what I have to achieve and recognise the importance of planning and thinking as I go I can use teamwork skills well in a variety of different challenges</p>	<p>Dance I can talk about the relationship between the dance and its accompaniment. I can suggest ways to develop their technique and composition. I can perform specific skills and movement patterns for different dance styles with accuracy.</p> <p>Invasion Games Rugby I can use a variety of tactics to keep the ball, e.g changing speed and direction and to move it to a scoring position</p>	<p>Striking and Fielding Cricket I can choose and use batting or throwing skills to make the game hard for my opponents I can make good judgements about when to run to score points I can work well as part of a team to make it hard for the batter I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher.</p> <p>Gymnastics Matching and Mirror Partner Work I can adapt sequences to include my partner or a small group. I know how to improve my strength and suppleness for gymnastics.</p>
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I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.

