

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ancient Greece		Rainforest Rescue		Radical Romans	
	Life in Ancient Greece	Achievements of Ancient Greece	What is a Rainforest?	What is a Rainforest used for?	The invasion	Life in Roman Britain
Science	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> -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. <p>Electricity</p> <ul style="list-style-type: none"> -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. 	<p>Electricity</p> <ul style="list-style-type: none"> -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. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> -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. 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> -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. 	<p>States of Matter</p> <ul style="list-style-type: none"> -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. 	<p>Sound</p> <ul style="list-style-type: none"> -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.

	<p>Working Scientifically:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 					
<p>History</p>	<p>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>			<p>- the Roman Empire and its impact on Britain</p> <p><i>(This could include: Julius Caesar’s attempted invasion in 55-54BC. The Roman Empire by AD42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrians Wall)</i></p>	<p>- the Roman Empire and its impact on Britain</p> <p><i>(This could include: British Resistance, for example, Boudicca. Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity)</i></p>
<p>Geography</p>	<p>- Locate the worlds countries using maps to focus on Europe, concentrating on their environmental regions</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p> <p>- describe and understand key aspects</p>	<p>- Locate the worlds countries using maps to focus on Europe, concentrating on their environmental regions</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:</p>	<p>- Locate the worlds countries, concentrating on their environmental regions</p> <p>- identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn</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>- use maps, atlases and computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four and six-figure grid references, symbols and key (including use of Ordinance survey maps) to build their knowledge of the</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>

	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	types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - use maps, atlases and computer mapping to locate countries and describe features studied		United Kingdom and the wider world	
Computing	Online Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact	Effective Search Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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	Animation Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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	Making Music Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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	Coding & Logo Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Spreadsheets Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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

					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.	
Art and DT	<p>Art and Design skills</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. 	<p>Structures: Pavilions 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 <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks - select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products 	<p>Formal Elements of Art</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. 	<p>Mechanical systems: Making a slingshot car 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 	<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. 	<p>Electrical Systems: Light 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 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to

		<p>Technical knowledge Maths Year 3 – Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them Year 4 – Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size</p>		<p>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 - understand how key events and individuals in design and technology have helped shape the world - Investigate and analyse a range of existing products Technical knowledge - 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]</p>		<p>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 - understand how key events and individuals in design and technology have helped shape the world - Investigate and analyse a range of existing products - Investigate and analyse a range of existing products Technical knowledge - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>
<p>PSHE</p>	<p>Healthy Living - To understand that food gives us energy - To understand the importance of nutrients - To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them</p>	<p>Healthy Living - To learn about different patterns of behaviour that are related to drug use - To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection - To understand that infection can be spread through unclean hands</p>	<p>Citizenship - To understand what we spend money on - To understand ways to save and the benefits of saving Keeping Safe - Be able to identify when someone is having an allergic reaction to a bite or sting</p>	<p>Staying Safe - Know how to assess a casualty's condition calmly and give first aid to someone who is bleeding - Be able to give first aid to a casualty who is in shock - Be able to administer first aid to a casualty that is choking - Know when to seek medical help for a choking</p>	<p>Relationships Education - To understand how stereotypes can label people - To identify the qualities of a good friend - To understand the main stages of the human lifecycle - To understand the changes that humans</p>	<p>Relationships Education - To understand rights in a friendship. - To understand responsibilities in a friendship - To understand rights and responsibilities in a friendship - To identify and resist pressuring and manipulative behaviour</p>

	- To learn about the effects and risks of drinking alcohol	and that handwashing can prevent the spread of infection	- Be able to provide first aid treatment for someone who has been bitten or stung - Be able to seek medical help if required - Know how to ensure the safety of myself and others	casualty - To explain how to keep safe around water - To understand that not everything online is trustworthy - To make decisions on what they trust online using agreed criteria - To understand how images are manipulated online.	go through at the different stages - To know some of the basic facts about puberty - To know each person experiences puberty differently - To recognise positive things about themselves - To challenge gender stereotyping - To understand aspects of discrimination	- To understand how a child's online actions can affect others
PE	Swimming I can describe how the temperature of the water affects my body I can explain what I do to feel warmer in the water I know and can explain the rules and routines that keep me safe near water I can take care of myself and am aware of others in and around the swimming pool I can use actions and words to explain what I and others do in the pool I can copy and describe what I see in short demonstrations	Swimming I can use a range of language to describe what I see and give concise explanations of what I can do well I can identify aspects of my work that needs improvement and suggest ways to practice I know that smooth swimming demands concentration and good control of arms, legs and breathing I can use a range of strokes effectively (i.e. back crawl, front crawl and breaststroke) I can swim confidently, competently and proficiently for at least 25 metres	Invasion Games Hockey I can play with greater speed and flow I can suggest how rules could be changed to improve the game I know and explain the tactics and skills that I am confident with and use well in games. Dance I can think about character and narrative ideas created by the stimulus, and respond through movement I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity	Gymnastics Balance I can make similar or contrasting shapes on the floor and apparatus, I can combine actions and maintain the quality of performance when performing at the same time as my partner. I can work with my partner to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. I can offer constructive ideas when working with a partner. Net and Ball Games Tennis I can play using a racket, getting my body into good	Dance I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction. I can suggest how dances and performances can be improved, so that they communicate more effectively I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own. I can communicate what I want through my dances and perform with fluency and	Striking and Fielding Cricket I can strike a ball with intent and throw it more accurately when bowling and/or fielding I can intercept and stop the ball with consistency, and return it quickly and accurately I can choose and use batting or throwing skills to make the game hard for my opponents I can choose where to stand as a fielder to make it hard for the batter I am familiar with and use the rules set, and keep games going without disputes I can identify parts of my performance that need

	<p>I can describe why swimming helps me to be fit and healthy I can explain why my body reacts differently to swimming different distances and times I can describe how swimming affects my heart rate and breathing, and recognise that it is important to control their breathing when swimming.</p> <p>Gymnastics Rolling I can perform a range of rolling actions with consistency, fluency and clarity of movement. I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape. I can increase the length of my sequences.</p>	<p>I can perform safe self-rescue in different water-based situations.</p> <p>Invasion Games Basketball I can use a range of different passing skills I can change direction and speed when dribbling the ball I can keep and use rules given to me I can describe the help I need to improve my play.</p>	<p>when working on my own, with a partner and in a group. I can remember, practise and combine longer, more complex dance phrases I can describe and interpret dance movements using appropriate vocabulary</p>	<p>positions to hit a hand fed ball accurately I can increasingly keep a rally going using a small range of shots I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights I can use the rules and keep games going without disputes I can identify aspects of my game that need improving, and say how I can go about improving them</p>	<p>control, showing sensitivity to the accompaniment and to others.</p> <p>Athletics Run, Jump & Throw I can identify the differences in running styles and techniques I understand the importance of timing during the relay changes I understand that body positioning will result in a further throw. I can choose an appropriate throwing technique for different distances To explore the difference in standing and a run up throw when using a javelin I know using your arms and increasing your speed can help increase the distance of a jump I can apply a variety of techniques in a running, jumping and throwing competition</p>	<p>improvement, and suggest how to achieve this.</p> <p>Gymnastics Roll and balance with change of front and direction I can make up and lead a warm up that prepares us for gymnastics. I can use modify and improve sequences based on the steps to success.</p>