

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sticks, Stones and Bones		Modern UK		Ancient Civilizations	
	Stone Age to Bronze Age	Bronze Age to Iron Age	The UK	Life in Spain	Overview of 4 Ancient Civilizations	In depth study of Egypt
Science	<p>Plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Rocks, soil and fossils -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</p>	<p>Animals Including humans (skeleton and muscles) - identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Forces -compare how things move on different surfaces -notice that some forces need contact between two 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 two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Light -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 a solid object -find patterns in the way that the size of shadows change.</p>	<p>Plants -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.</p>	<p>Animals Including Humans (nutrition) -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</p>

	<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>- changes in Britain from the Stone Age to the Iron Age</p> <p><i>(This could include: late Neolithic hunter-gatherers and early farmers, for example Skara Brae)</i></p>	<p>- changes in Britain from the Stone Age to the Iron Age</p> <p><i>(This could include: Bronze Age religion, technology and travel, for example Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture)</i></p>			<p>- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	<p>- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following – Ancient Egypt</p>
<p>Geography</p>	<p>- describe and understand key aspects of physical geography, including: volcanoes and earthquakes</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 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> <p>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<p>- Locate the worlds countries, using maps to focus on Europe (including the location of Russia), 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, concentrating on their environmental regions</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p>	<p>- Locate the worlds countries, concentrating on their environmental regions</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p>

			<p>topographical features (including hills, mountain, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p>			
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>Touch Typing</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>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>Email (including email 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>Presenting with Google Slides</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</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>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 opportunities they offer for communication and collaboration.</p>	
Art and DT	<p>Prehistoric Art</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit <p>Ideas</p> <ul style="list-style-type: none"> - 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>Food: Eating seasonally</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>Digital World: Electronic Charm 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, 	<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 <p>Ideas</p> <ul style="list-style-type: none"> - 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: Constructing a Castle 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, 	<p>Craft/ 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 <p>Ideas</p> <ul style="list-style-type: none"> - 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>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <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 <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of computing to program, monitor and control their products 		<p>shaping, joining and finishing]</p> <ul style="list-style-type: none"> - 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>Evaluate</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	
PSHE	<p>Healthy Living</p> <ul style="list-style-type: none"> - To understand what food groups make up meals - To explain how food choices can contribute to tooth decay 	<p>Mental Health</p> <ul style="list-style-type: none"> - To learn about different feelings and emotions that people experience - To learn about ways of expressing emotions and managing feelings 	<p>Citizenship</p> <ul style="list-style-type: none"> - To understand the rights of a child - To understand links between being paid to do a job and having money to spend - To make consumer 	<p>Drug and Tobacco Education</p> <ul style="list-style-type: none"> - To learn the definition of a drug and that drugs can be harmful to people - To learn the effects and risks of smoking tobacco 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To identify the qualities of a good friend - To know about stereotyping of males and females 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To identify positive thoughts - To explore healthy relationships - To recap what a good friend is

			<p>choices and explain decisions</p> <p>Keeping Safe</p> <ul style="list-style-type: none">- To understand how to stay safe online- To explain how to keep safe when walking on roads	<ul style="list-style-type: none">- To know what to do and how to call for help	<ul style="list-style-type: none">- To understand the link between gender stereotyping and discrimination- To know the biological differences between males and females- To explore family differences and challenge stereotyping- To understand that people sometimes have stereotypes about families	
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<p>PE</p>	<p>Dance Based on class text I can show an imaginative response to different stimuli through my use of language and choice of movement. I can use a range of expressive language to describe dance I can incorporate different qualities and dynamics into my movement I can perform short dances with expression, showing an awareness of others when moving. I can describe what makes a good dance phrase</p> <p>Athletics- Run, Jump & Throw I can run at different speeds e.g. change my pace with control I can decide the correct pace when running a long distance I can develop fluency and rhythm when choosing and applying different stride patterns I can use different throwing techniques e.g. push/pull throw, fling & heave throw</p>	<p>Invasion Games Football I can use a range of football skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can explain how to keep possession and describe how I and others have achieved it I know how to use space</p> <p>Gymnastics Stretch, Curl and Arch I can use shape, balance and travel to explore floor, mats and apparatus. I can practise an action or short sequence of movements, and improve the quality of those actions and linking movements. I can explain the differences between two performances. I know the importance of warming up and identify when my body is warm and stretched.</p>	<p>Invasion Games Netball I can use a range of Netball skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can weigh up the options and often make good decisions about what to do I can recognise players who play well in games and give some reasons why.</p> <p>Gymnastics Travelling with change of front and direction I can show control, accuracy and fluency of movement when performing actions on my own and with a partner. I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner.</p>	<p>Gymnastics Symmetry and Asymmetry I can adapt a sequence to include different levels, speeds or directions. I know the importance of warming up and identify when my body is warm and stretched. I can understand that strength and suppleness are important in gymnastics. I know how to improve a performance.</p> <p>Dance- I can sustain effort in my dances I can recognise unison and canon and suggest improvements. I can link actions to make short dances when working with a partner or in a small group I can use a range of expressive language to describe dance</p>	<p>Swimming I can enter the water carefully, as taught I can move around and across the pool, e.g. walking, running, hopping, with swimming aids and support I can move on and below the surface, showing confidence and enjoyment in the water I can begin to swim short distances of between 5 and 20 metres, using aids and later without them.</p> <p>Athletics- Run, Jump & Throw I can explore different body position in flight I can explore different combination of jumps I can pass and receive a baton when running as a team I can jump over hurdles with control and balance I can describe what happens to my body when I am taking part in Athletics I can apply a variety pf techniques in a running, jumping an throwing competition</p>	<p>Swimming I can talk about what my body feels like in the water and describe how it feels different when moving in the same way in water and on land I can use different arm and leg actions to propel my body through the water, at first upright and then horizontal, using swimming aids and support I can gradually coordinate these actions, to balanced and in control of my body I can stretch out and keep afloat on the surface, using a number of body shapes.</p> <p>Net Games Tennis I can keep a game going using a range of different ways of throwing I can vary the speed and direction of the ball I can choose good places to stand when receiving, and give reasons for my choice I can describe what is successful in my own and others' play</p>
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	<p>I can throw accurately at a target and across different distances I know different techniques which will help me increase my height and distance of my jump</p>					
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						<p>Net Games Tennis</p> <p>I can keep a game going using a range of different ways of throwing</p> <p>I can vary the speed and direction of the ball</p> <p>I can choose good places to stand when receiving, and give reasons for my choice</p> <p>I can describe what is successful in my own and others' play</p>
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