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| Week | SCIENCE | COMPUTING  Mrs Minto | HISTORY | GEOGRAPHY | ART AND DESIGN | MUSIC | PHSE  Is this changing? | PE  Anthony Dawson | RE  Is this changing? |
| **Term 1**  **Topic:**  **Pre-Roman Britain.** | **Animals, including humans**  **Streamline**  -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  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 | Pre-Roman Britain This is now taught as Histoy not Topic and streamlined.  Pupils should be taught about changes in Britain from the Stone Age to the Iron Age | (British Isles in Spring term) | **Art:**  **Making marks/**  **Charcoal drawings**  **Can be done solely in History study of cave paintings. Maximum 2 lessons.**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas  Pupils should be taught to improve their mastery of art and design techniques. | **NC I can statements:**  I can sing a tune with expression.  I can play clear notes on instruments.  I can use different elements in my composition.  I can create repeated patterns with different instruments.  I can compose melodies and songs.  I can create accompaniments for tunes.  I can combine different sounds to create a specific mood or feeling.  I can use musical words to describe a piece of music and compositions.  I can use musical words to describe what I like and do not like about a piece of music.  I can recognise the work of at least one famous composer.  I can improve my work; explaining how it has been improved. | **JAMES COMPULSORY PHSE RECOVERY UNIT**  **Core Theme 1: Health and wellbeing**  **Healthy Lifestyles**  To learn how to make informed choices (recognise choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced diet).  To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.  **Core Theme 2: Relationships**  **Feelings and Emotions**  To be able to recognise and respond appropriately to a wider range of feelings in others.  To learn to recognise and manage ‘dares’. | **Athletics**  **Football**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | (PSHE focus - new class rules/expectations etc.) |
| **Term 1**  **Topic:**  **Can you dig it?** | **Rocks and soils**  Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock  Sc3/3.1c recognise that soils are made from rocks and organic matter.  **Working Scientifically**  I can use scientific vocabulary to record what I have found out.  I can record my results as graphs and diagrams.  I can recognise and undertake a simple fair test investigation.  I can present my findings to the class in a variety of ways.  I can look at my results to draw conclusions and suggest further investigation.  I can explain what is different and what has stayed the same in an experiment.  I can use evidence from my own and other people’s experiments to support what I have found.  I can evaluate the experiment and suggest ways to improve it.  I can make predictions using arrange of evidence. | **NC Objectives:**  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 | Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age    This could include:  Bronze Age religion, technology and travel, for example, Stonehenge  Iron Age hill forts: tribal kingdoms, farming, art and culture | **(British Isles in Spring term)** | **DT Focus-Design and make Hunter Homes, using natural materials**  **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  **Technical knowledge**  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | **NC I can statements:**  I can sing a tune with expression.  I can play clear notes on instruments.  I can use different elements in my composition.  I can create repeated patterns with different instruments.  I can compose melodies and songs.  I can create accompaniments for tunes.  I can combine different sounds to create a specific mood or feeling.  I can use musical words to describe a piece of music and compositions.  I can use musical words to describe what I like and do not like about a piece of music.  I can recognise the work of at least one famous composer.  I can improve my work; explaining how it has been improved. | RE focus - Christianity | **Gymnastics**  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Christianity Unit:**  They all have been taught this in previous years.  **How Do Advent and Epiphany Show Us What Christmas Is REALLY About?**  L.O. Can I describe what prophets said about Jesus’ birth and what a Christian might learn from the story?  Can I describe how and why John the Baptist prepared people for Jesus’ birth?  Can I explain how Christians live out the message of Christmas?  Can I make a connection between the story of Epiphany and the Christian belief that Jesus came to save everyone?  Can I explain how the story of Epiphany influences what Christians believe about Jesus? |
| **Term 2**  **Topic:**  **Cool Britannia** | **Sound**  Sc4/4.1a identify how sounds are made, associating some of them with something vibrating  Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear  Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it | **NC Objectives:**  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **(Geography Focus-Stone Age topic last term)** | **British Isles**  **Skills based.**  **Focus on the Cities, Counties, Mountains, Rivers and Coastline of the Great Britain.**  Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom  Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use  Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **Line drawings of British Landmarks**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:  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. | **NC I can statements:**  I can sing a tune with expression.  I can play clear notes on instruments.  I can use different elements in my composition.  I can create repeated patterns with different instruments.  I can compose melodies and songs.  I can create accompaniments for tunes.  I can combine different sounds to create a specific mood or feeling.  I can use musical words to describe a piece of music and compositions.  I can use musical words to describe what I like and do not like about a piece of music.  I can recognise the work of at least one famous composer.  I can improve my work; explaining how it has been improved. | **Core Theme 2: Relationships**  **Healthy Relationships**  To judge what kind of physical contact is acceptable or unacceptable and how to respond.  To understand the concept of ‘keeping something confidential or secret’, when we should/should not agree to this and when it is right to break a confidence or share a secret.  To learn that their actions affect themselves and others.    To recognise and challenge stereotypes. | **Tag Rugby**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best |  |
| **Term 2**  **Topic:**  **The British Isles** | **Sound continued**  Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.  Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases | **NC Objectives:**  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  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **The Black Death**  a study of an aspect of local history or a site dating from a period beyond 1066 that is significant in the locality.  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **British Isles**  Ge2/1.1b 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  Ge2/1.1a using maps to focus on key physical and human characteristics, countries, and major cities | **DT project- Musical Instruments.**  **Design:**  Use research and develop design criteria to inform the 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  Select from and use a wider range of materials and components, including construction materials and textiles.  **Technical knowledge**  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  ]  They should be taught about great artists, architects and designers in history:  **Artist:**  **Banksy.**  The artist, locations of work. Political elements / his voice as an artist. His identity. Pupils to learn to combine photography with cut out silhouette technique to create artworks: Stencils. Outcome, mural display of work in school. | **NC I can statements:**  I can sing a tune with expression.  I can play clear notes on instruments.  I can use different elements in my composition.  I can create repeated patterns with different instruments.  I can compose melodies and songs.  I can create accompaniments for tunes.  I can combine different sounds to create a specific mood or feeling.  I can use musical words to describe a piece of music and compositions.  I can use musical words to describe what I like and do not like about a piece of music.  I can recognise the work of at least one famous composer.  I can improve my work; explaining how it has been improved. | **Core Theme 1: Health and wellbeing**  **Keeping Safe**  To understand school rules about health and safety and why they are important, basic emergency aid procedures, where and how to get help.    For pupils to learn about taking care of their body; understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.    To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). The importance of protecting personal information including passwords, addresses and images of the pupils themselves or others. | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Food and Fasting**  Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.  Observe and consider different  dimensions of religion, so that they  can explore and show understanding of similarities and differences within and between different religions and worldviews. |
| **Term 3**  **Topic:**  **Ancient Egyptians** | **Plants**  **Grow plants for fun.**  Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Sc3/2.1b 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  Sc3/2.1c investigate the way in which water is transported within plants  Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | **NC Objectives:**  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 | **Ancient Egypt** Hi2/2.3 Ancient Civilizations Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared | **(History focus)** | **Egyptian tomb paintings (tea stained)**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:  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] | **NC I can statements:**  I can sing a tune with expression.  I can play clear notes on instruments.  I can use different elements in my composition.  I can create repeated patterns with different instruments.  I can compose melodies and songs.  I can create accompaniments for tunes.  I can combine different sounds to create a specific mood or feeling.  I can use musical words to describe a piece of music and compositions.  I can use musical words to describe what I like and do not like about a piece of music.  I can recognise the work of at least one famous composer.  I can improve my work; explaining how it has been improved. | **Core Theme 3: Living in the wider world**  **Rights and Responsibilities**  For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.    For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.    To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.    That universal human rights are there to protect everyone and have primacy both over national law and family and community practices.  That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. | **Cricket/Rounders**  **Athletics**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best |  |
| **Term 3**  **Topic: Ancient Egyptians** | **Forces and Magnets**  Sc3/4.2a compare how things move on different surfaces  Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others  Sc3/4.2d 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  Sc3/4.2e describe magnets as having 2 poles  Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing. |  | **History Ancient Egypt continued** | Geography / Egypt focus, map work  Gift of the nile | **DT focus**  **Design and make amulets, using clay**  **Design**  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.  Generate, develop, model and communicate their ideas through discussion, annotated sketches.  **Make**  Select from and use a wider range of tools and equipment to perform practical tasks (eg shaping, joining and finishing), accurately.  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | **NC I can statements:**  I can sing a tune with expression.  I can play clear notes on instruments.  I can use different elements in my composition.  I can create repeated patterns with different instruments.  I can compose melodies and songs.  I can create accompaniments for tunes.  I can combine different sounds to create a specific mood or feeling.  I can use musical words to describe a piece of music and compositions.  I can use musical words to describe what I like and do not like about a piece of music.  I can recognise the work of at least one famous composer.  I can improve my work; explaining how it has been improved. | **Core Theme 3: Living in the wider world**  **Taking care of the**  **environment**  For pupils to research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations to appropriate people.    To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.    To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns  take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Pilgrimage**  Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. |