

<u>Unit 1</u>		<u>Unit 2</u>	
History	<p><b>Stone Age to Iron Age</b>  <b>Who were Britain's first builders?</b>            Understand how we can find out about the past without written sources by exploring the lives of people in the Stone Age, Bronze Age and Iron Age and investigate how technology changed.</p>	Art	<p><b>Collage.</b> Investigate and respond to a variety of artists including, Paul Klee, Victor Vasarley and Henri Matisse. To develop cutting skills and respond to own view and develop ideas.</p>
Science	<p><b>Health and movement</b>            Learn how animals, including humans, need specific nutrition to help them move and grow, and how humans and some other animals have skeletons and muscles to help their bodies move.</p>	Geography	<p><b>In the desert</b>  <b>What are deserts like?</b>            Understanding what a desert is, where they are located around the world, weather and climate conditions, physical geographical features of deserts and the ways in which they are used by humans.</p>
Art	<p><b>Drawing.</b> Investigate mark making in response to Vincent Van Gogh. To investigate light and dark and complete given images.</p>	Science	<p><b>Rocks, fossils and soils</b>            Identifying and classifying different kinds of rocks and what they can be used for, exploring a variety of soils and finding out how it is formed and discovering the fascinating world of fossils! <b>Enrichment</b> – rock hunt around school. <b>Famous scientist – Mary Anning.</b></p>
Computing	<p><b>Computing systems and networks - connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	DT	<p><b>Moving monsters</b>            Investigating how pneumatic systems work followed by designing, making and evaluating our own monsters with moving parts</p>
PSHE	<p><b>Relationships – TEAMS</b>            Exploring challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.</p>	Computing	<p><b>Creating media - Stop-frame animation</b>            Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>
RE	<p><b>L2.10 How do festivals and family life show what matters to Jewish people?</b>  <b>Make sense of belief</b> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today  <b>Understand the impact:</b> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities  <b>Make connections:</b>            Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world</p>	PSHE	<p><b>Relationships – be yourself</b>            Promoting a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.</p>
		Music	<p><b>Voice</b>            I can sing fluently and I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop). I can hear a melody and create a graphic score to represent it.</p>
		RE	<p><b>L2.1 What do Christians learn from the creation story?</b>  <b>Make sense of belief:</b> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world  <b>Understand the impact:</b> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe</p>

Music	<p>today, including pupils' own lives, and giving good reasons for their ideas.</p> <p><b>Pulse</b> I can sing and play confidently and fluently, maintaining a steady pulse. I can maintain a part in a piece / rhythm game consisting of two or more parts. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. I can follow and lead simple performance directions, demonstrating my understanding of pulse.</p>	MFL	<p>how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p><b>Make connections:</b> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.</p>
MFL	<p><b>French - Getting to Know You</b> Learning how to greet each other, count to 10 and say how old they are.</p>	PE	<p><b>French – All About Me</b> Understanding and following simple instructions, naming parts of the body, identify colours and talk about what they are wearing.</p> <p><b>Dance fundamentals</b> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.</p>
PE	<p><b>Gym – Movement</b> How to perform a variety of floor and vault movements, pike jumps, straight jump half turns, cat leaps and forward rolls from standing. Choreographing their own sequences, creating, performing and improving them.</p> <p><b>OAA</b> Learning about teamwork, problem-solving and understanding maps, using directional language. Children will learn to use symbols and keys and how to orientate a map. There is collaborative working when learning the symbols used in orienteering.</p>		<p><b>Invasion Games - Fundamentals</b> All about keeping possession and teamwork. Children will learn how to pass, receive and travel with a ball. The principles of attacking and defending will be taught as well as marking and dodging. Increasing control and accuracy will be a focus. A range of team game will be played to enable children to practise and improve their skills.</p>

### Unit 3

### Unit 4

History	<p><b>Ancient Egypt</b> <b>What can we find out about Ancient Egypt?</b> Explore life in Ancient Egypt and the role the Nile played in its development. Find out about the amazing discovery of Tutankhamen's tomb by archaeologist, Howard Carter and understand what different artefacts tell us about the lives of the people of this time.</p>	Art	<p><b>3D.</b> respond to the work of Howard Hodgkin or other to collect visual information. Roll and form clay slabs and inlay different colour clays.</p>
Science	<p><b>Rocks, fossils and soils</b> Continued from unit 2 <b>Famous scientist – Mary Anning.</b></p>	Geography	<p><b>The Amazon Rainforest</b> <b>Why are forests fantastic?</b> Learn about the location of the Amazon rainforest and explain some of the different physical characteristics of the rainforest, including the river and the climate. Explore how humans use this environment and how it is globally important. Compare the Amazon rainforest to a local forest (Sherwood).</p>
Art	<p><b>Painting</b> Explore mixing colour tints using primary, secondary colours and white. Respond to the paintings of Van Gogh and use thick paint and short brush strokes to recreate his ideas and techniques. Experiment with the techniques of tonking and sgraffito.</p>	Science	<p><b>How plants grow</b> Identify the functions of the different parts of a plant, investigate what plants need in order to grow well and explore how plants reproduce. <b>Enrichment – Botanical Gardens trip. Famous scientists – Joseph Banks (Botanist).</b></p>
Computing	<p><b>Programming A - Sequencing sounds</b> Creating sequences in a block-based programming language to make music.</p>	DT	<p><b>Cooking</b> Investigating and designing fruit tarts. Looking at combinations to make a tasty tart. Designing, making, eating and evaluating our own fruit tarts.</p>
		Computing	<p><b>Data information - Branching databases</b> Building and using branching databases to</p>

PSHE	<p><b>Living in the wider world – aiming high</b> Looking at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.</p>	PSHE	group objects using yes/no questions.
RE	<p><b>L2,9 How do festivals and worship show what matters to Muslims?</b> <b>Make sense of belief:</b> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) <b>Understand the impact:</b> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <b>Make connections:</b> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	Music	<p><b>Living in the wider world – one world</b> Learning about our British Values – This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.</p> <p><b>Pitch</b> I can sing fluently. I can begin to create simple rhythmic patterns, melodies, and accompaniments. I can begin to aurally identify, recognise and respond to and use musically graphic notation to represent changes in pitch within a limited range.</p>
Music	<p><b>Rhythm</b> I can listen and copy rhythmic patterns I can play rhythms confidently while maintaining an appropriate pulse I can demonstrate I understand the differences between pulse and rhythm through playing an instrument I can create graphic notation to represent rhythm. I can offer comments about my own and others' work and accept suggestions from others.</p>	RE	<p><b>L2.5 Why do Christians call the day Jesus died 'Good Friday?'</b> <b>Make sense of belief:</b> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week <b>Understand the impact:</b> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways <b>Make connections:</b> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>
MFL	<p><b>French – food glorious food</b> Learning vocabulary for a range of foods and learning how to express likes and dislikes. Also introduces using plural nouns.</p>	MFL	<p><b>Family and friends</b> Learning how to introduce family and friends as well as their pets. They will also learn how to spell their names and name areas in a house.</p>
PE	<p><b>Circuit training</b> All about learning how to move in different ways, changing direction and speed. Children will learn how to throw a ball underarm, hold a balance with control, coordinate different body parts, follow advice from friends and teachers when completing exercises.</p> <p><b>Invasion games - Football</b> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win</p>	PE	<p><b>Dance – Rainforest</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p><b>Net and Wall Games – Fundamentals</b> Children learn a range of footwork drills, how to control the ball using a racket and how to do forehand and backhand hits. Offensive and defensive skills are taught. Competitive tennis matches are played where new skills can be applied.</p>

	back possession of the ball in a team game.		
<b><u>Unit 5</u></b>			<b><u>Unit 6</u></b>
History	<b>Invaders and settlers: Romans</b> <b>What did the Romans do for us?</b> Find out about the Roman army, the invasion of Britain, the everyday life of the Celts living in England during the invasion and consider different points of view regarding Boudicca's revolt. Finally, understand the impact of Roman Britain on our lives today.	Art	<b>Textiles</b> Explore patterns from different cultures. Create a dip dye fabric square and overprint with a collograph block print.
Science	<b>Forces and magnets</b> Through practical enquiry and scientific research children will understand what forces are and will compare how things move on different surfaces. They will explore how magnetic forces work, identify magnetic materials and investigate uses for magnets. <b>Famous scientists</b> <b>The Wright brothers / Henry Ford</b>	Geography	<b>Countries of the world</b> <b>What makes countries different?</b> Know the difference between a country and a continent, accurately locate continents and some countries within each one and find out about some of the key geographical features of each continent. Children will also learn to locate major capital cities of the world, use a variety of sources to identify human and physical features in a particular country and find similarities and differences between different countries.
Art	<b>Printing</b> use rollers and printing inks to investigate mark making, create monoprints and relief stamps	Science	<b>Light and Shadows</b> Understand that we need light in order to see, explore the Sun as a light source, identify the difference between night and day and explore how light is reflected from surfaces. Investigate what shadows are, why they are formed and how they behave as well as how the size of shadows change throughout the day. <b>Famous scientists</b> - Joseph Swan and Thomas Edison (race to invent the lightbulb).
Computing	<b>Creating media</b> - desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose	DT	<b>Pencil cases</b> Investigate materials used to make pencil cases and the different ways they open and close. Learn and practise running stitch, whip stitch and back stitch before designing, making, decorating and evaluating our own pencil case creations!
PSHE	<b>Health and wellbeing – safety first</b> Exploring ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around: <ul style="list-style-type: none"> <li>• rail;</li> <li>• water;</li> <li>• road;</li> <li>• substances.</li> </ul> We will also discuss basic first aid and how to respond in an emergency situation.	Computing	<b>Programming B - Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.
RE	<b>L2.11 How and why do people mark the significant events in life?</b> <b>Make sense of belief:</b> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <b>Understand the impact:</b> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some	PSHE	<b>Health and wellbeing – It's my body + SRE</b> We will explore the different strategies which help us to take care of ourselves regarding: <ul style="list-style-type: none"> <li>• cleanliness;</li> <li>• sleep and exercise;</li> <li>• diet;</li> <li>• substances.</li> </ul> The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.
		Music	<b>20<sup>th</sup> Century music</b> I can identify and perform features of house music / reggae music / rock and roll music. I can create and practise a piece of music using features of different genres (using year 3 key skills and knowledge).
		MFL	<b>French – time</b> Learning the days of the week, months of the year and how to say dates in French. They will

<p>Music</p>	<p>differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p><b>Make connections:</b> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p> <p><b>Music technology</b></p> <p>To use technology to create, change and combine sounds. To recognise and use basic musical structure. To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.</p>	<p>RE</p>	<p>also learn to count from 11-31. Cross curricular links with maths.</p> <p><b>L2.3 What is the trinity and why is it important to Christians?</b></p> <p><b>Make sense of belief:</b> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today</p> <p><b>Understand the impact:</b> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p><b>Make connections:</b> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>
<p>MFL</p>	<p><b>Our school</b></p> <p>Learning vocabulary associated with areas in a school and classroom equipment. There is a PE themed lesson given mostly in French and will learn how to express their likes and dislikes at school. Cross curricular links with PE.</p>	<p>PE</p>	<p><b>Dance – Extreme earth</b></p> <p>Using a range of dance skills to produce a montage using improvisation, designing and combining, performing with expression and responding to different stimulus. Children will develop their cooperation skills working in pairs and small groups, using movements to tell a narrative, evaluating their performances and discussing how to improve them.</p>
<p>PE</p>	<p><b>Gym – Shape</b></p> <p>How to make the basic body shapes, symmetrical shapes, static and in the air shapes incorporating rhythmic gym apparatus. Children will work individually, in pairs and small groups and will create and perform sequences. There is a focus on good control and co-ordination.</p> <p><b>Striking and Fielding Games – Fundamentals</b></p> <p>Skills needed to play cricket and rounders are taught. Children are taught how to catch and throw across different distances with accuracy. They will learn how to strike a bowled ball in the intended direction and stop a ball using a variety of techniques. Teamwork skills are taught and children will design and play a range of mini team games.</p>		<p><b>Athletics</b></p> <p>Developing existing running, jumping and throwing skills, learning about effective sprint techniques including over obstacles. Children are taught to identify and demonstrate how different running techniques can affect their performance. Throwing techniques including the underarm and overarm throw for both distance and accuracy will be taught. Children will learn techniques for throwing the shot put and the standing long jump. Children will compete against themselves and try to achieve their personal bests.</p>