

<u>Unit 1</u>		<u>Unit 2</u>	
History	<b>The Mayans</b> <b>Who were the Mayans and what were their achievements?</b> All about the ancient Maya civilisation-who they were, where and when they lived, including culture and religion.	Art	<b>Painting.</b> To select, construct and work on multi- shaped and textured surfaces. Select appropriate brushes for mixing. To respond to the work of Turner and Georgia O'Keefe.
Science	<b>The digestive system - teeth</b> - The digestive system in human and animals and the functions of teeth. Herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain.	Geography	<b>Village Settlers</b> <b>Why do we live in the places we do?</b> Discover how the towns and villages around them got their names and why certain areas were chosen as settlements. Practise giving directions using knowledge of different types of roads.
Art	<b>Collage.</b> To investigate and combine visual qualities of materials and processes. Respond to the work of Francis Bacon, Henri Matisse and Andy Warhol.	Science	<b>Circuits and Conductors</b> Understanding how circuits work, the differences between mains and battery-powered electricity, how to make a switch and which materials are conductors and which are insulators.
Computing	<b>Computing systems and networks - The internet</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	D&T	<b>Seasonal Stockings</b> Developing their knowledge of, and skills in, a variety of sewing techniques for joining and decorating fabric in order to design and make their own Christmas stocking.
PSHE	<b>Relationships – VIPs</b> Talk about the importance of showing respect to people we care about; • discuss the positive qualities of healthy friendship and how these make us feel; • explain the choices we have in our relationships and understand that we are in control of our own actions; • describe which positive resolution might be most suited for each dispute; • talk about how bullying can affect people, including the bully; • talk about prejudice and discrimination and how these can lead to forms of bullying.	Computing	<b>Programming - Repetition in shapes</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.
RE	<b>L2.2 What is it like for someone to follow God?</b> <b>Make sense of belief:</b> Make clear links between the story of Noah and the idea of covenant <b>Understand the impact:</b> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <b>Make connections:</b> Make links between the story of Noah and how we live in school and the wider world.	Music	<b>Voice</b> I can sing with an awareness of my breathing and pronunciation. Learning to sing with confidence. I can use standard or graphic notation to create a melody.
Music	<b>Pulse</b> I can sing and play confidently and fluently,	PSHE	<b>Relationships - Digital Wellbeing</b> I can recognise why it is important to balance time online and offline for wellbeing; • empathise with a cyberbullying victim; • respond appropriately to different online scenarios; • recognise the role they play in sharing information responsibly online; • understand the consequences of sharing certain information, images and videos online; • explain the potential negative impact from sharing things online.
		RE	<b>L2.7 What do Hindus believe God is like?</b> <b>Make sense of belief:</b> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu <i>murtis</i> express about God <b>Understand the impact:</b> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)Identify some different ways in which Hindus worship

MFL	maintaining an appropriate pulse. I can follow and lead simple performance directions. (eg call and response patterns) I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm) 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	MFL	<p><b>Make connections:</b> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> <p><b>On the Move</b> Allows the children to develop their conversation skills by exploring new topics like transport, direction and movement. Learning the verb 'aller' which means 'to go' and using its forms correctly. Cross curricular links with maths.</p>
	<p><b>All around town</b> Learning about the sights seen in typical French cities. They will also learn to describe places in a town, count to 100 and give their address.</p> <p><b>Outdoor: Badminton</b> The fundamental skills and badminton rules needed to play the game.</p> <p><b>Indoor : Movement</b> Children develop key skills to perform various movements such as straight jump full turns, cat leap half turns, straddle rolls and cartwheels.</p>	PE	<p><b>Outdoor: Invasion Games.</b> Recap on many of the essential skills needed to play a range of invasion and defending games, covering everything from goalkeeping to attacking. Hockey</p> <p><b>Indoor: Dance - Carnival of the Animals</b> Learning a variety of animal dance techniques. The skills are taught in an engaging and motivational manner, with children using dance techniques and styles to represent the different animals featured in the piece of music.</p>

<b><u>Unit 3</u></b>		<b><u>Unit 4</u></b>	
Art	<b>3D</b> Experiment with clay coils to create a 3D object- shoes or other. To collaborate with others to create a finished piece of work.	Geography	<b>Our European neighbours.</b> <b>What can we discover about Europe?</b> Learning the names, locations and features of European countries and capitals and comparing physical and human features of two European capitals.
History	<p><b>Anglo Saxons, Picts and Scots</b> <b>Who were the Anglo Saxons, Picts and Scots?</b> Using the mysterious burial ship at Sutton Hoo as a basis, exploring where the Anglo-Saxons came from, how they came to settle in Britain, along with the Picts and Scots of the north, how Christianity became the predominant religion.</p>	Science	<b>States of Matter (cont'd)</b> The differences between solids, liquids and gases, and how different materials can change state. Learning about the processes of evaporation and condensation, and the water cycle.
Science	<b>States of Matter</b> The differences between solids, liquids and gases, and how different materials can change state. Learning about the processes of evaporation and condensation, and the water cycle.	Art	<b>Drawing.</b> Respond to a story as a starting point for their work. To use landscape as a starting point to their work. To respond to the work of John Brunsdon.
D&T	<p><b>Mini-greenhouses</b> Finding out the purpose of a greenhouse and how it works, exploring how structures like these can be made stable, and what materials would be the most appropriate to use.</p>	Computing	<b>Photo editing</b> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.
		Music	<b>Pitch</b> I can sing with appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range. I can create simple rhythmic patterns, melodies and accompaniments. I can list and evaluate a range of live and

Computing	Designing, making and evaluating their own mini greenhouse.  <b>Data and information – data logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation	PSHE	recorded music from different traditions, genres, styles and times.
PSHE	<b>Living in the wider world – money matters</b> Learning about different types of money and reasons we need to spend. Exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. Looking at the idea of borrowing money and debt, considering the emotional impact of this.	RE	<b>Living in the wider world – Diverse Britain</b> This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as: <ul style="list-style-type: none"> <li>• rules;</li> <li>• the law;</li> <li>• liberty;</li> <li>• democracy.</li> </ul>
RE	<b>L2.12 How and why do people try to make the world a better place?</b> <b>Make sense of belief:</b> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place <b>Understand the impact:</b> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <b>Make connections:</b> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.	MFL	<b>L2.6 For Christians what was the impact of Pentecost?</b> <b>Make sense of belief:</b> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <b>Understand the impact:</b> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <b>Make connections:</b> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.
Music	<b>Rhythm</b> I can confidently maintain an independent part when playing an instrument in a small group I can play confidently and fluently maintaining an appropriate pulse I can aurally identify, recognize, respond to and use musically basic symbols including Western notation I can offer comments about my own and others work and ways to improve, and I can	PE	<b>Where in the World?</b> Learning vocabulary for countries, continents and animals. Learning about describing a country's position in relation to the equator and where certain animals are from. Cross curricular links with Geography.  <b>The Romans.</b> Children will draw on their knowledge of the Roman Empire including Roman soldiers, the Colosseum, Pompeii and Roman festivals. They will use dance techniques and styles to represent and communicate ideas about the Roman time period.  <b>Outdoor : Outdoor Adventurous Activities.</b> children to develop their problem-solving skills whilst working in small teams and acquiring new leadership skills. Children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills.

MFL	<p>accept feedback and suggestions from others</p> <p><b>Going Shopping</b> Learning the specific vocabulary of fruit, vegetables and clothing. Learning how to ask key questions when going shopping. Lesson involving role play and opportunity to speak the language they have learnt.</p>		
PE	<p><b>Indoor: Circuit Training:</b> This unit introduces children to the different types of exercises and the effects that they have on our bodies. – having fun whilst improving children's fitness levels.</p> <p><b>Outdoor: Invasion Games – Tag Rugby</b> – building on the skills learnt in the previous unit, children focus on one game and learn all they need to play a competitive game.</p>		
<b>Unit 5</b>		<b>Unit 6</b>	
Art	<b>Printing</b> Investigate African designs and transpose ideas to monoprints. Make collograph print blocks printing onto a variety of surfaces.	Geography	<b>Earning a living</b> <b>How do people earn a living?</b> Learning how people in the UK and the rest of the world earn a living by exploring various jobs in various sectors. Investigating industries around the world and looking at why some adults don't work and some children do.
History	<b>Children in Victorian Britain</b> <b>What was it like for children in Victorian Britain?</b> Discovering what life would have been like in the 19th century. Comparing their modern lifestyles to the lifestyles of both poor and rich Victorian children.	Science	<b>Living in environments</b> Identifying a range of British plants and animals, and how to classify organisms, including the use of classification keys. Learning why organisms live in different habitats and the impact, both positive and negative, that humans can have on environments. <b>Enrichment</b> – Forest schools.
Science	<b>Changing Sound</b> Exploring what sound is and how it is made, investigating how sound travels, how it can be blocked, how different pitches can be attained. Alexander Bell.	Art	<b>Textiles</b> investigate dip dye processes. Respond to the work of Michael Brennand-Wood
Computing	<b>Programming - Repetition in games</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	DT	<b>Bread rolls</b> Learning how to make bread rolls, the process and changes to materials
PSHE	<b>Health and Wellbeing – Think positive</b> understand that having a positive attitude is good for our mental health. • understand the causes of negative thoughts. • identify ways to cope with negative thoughts. • understand the impact certain changes can have on people and how it can affect them emotionally. • identify some	Computing	<b>Internet safety</b> Recapping on how to stay safe on the internet.
		Music	<b>20<sup>th</sup> Century music</b> I can identify and perform features minimalism, musicals and pop music. I can create and practise a piece of music using features of different genres (using year 4 key skills and knowledge).
		PSHE	<b>Health and wellbeing – Growing up.</b> Learning about different parts of the male and female bodies and the part they play in

RE	<p>mindfulness techniques and discuss which they like to use. • identify strategies to cope with uncomfortable emotions</p> <p><b>L2.8 What does it mean to be Hindu in Britain today?</b>  <b>Understand the impact:</b>  Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali)  Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)  <b>Make sense of belief:</b>  Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)  <b>Make connections:</b> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	RE	<p>the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.</p> <p><b>L2.4 What kind of world did Jesus want?</b>  <b>Make sense of belief:</b>  Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus  Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian  <b>Understand the impact:</b> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways  <b>Make connections:</b> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>
Music	<p><b>Music Technology</b>  To use voice, sounds, technology and instruments in creative ways.  To recognise, respond and use musical structure. To comment about own and other's music with a focus on the structure used.</p>	MFL	<p><b>Holidays and Hobbies</b>  Learning vocabulary related to holidays, weather and seasons as well as sports and hobbies. Learning how to say what the weather is like.</p>
MFL	<p><b>What's the Time?</b>  Learning how to tell the time to the nearest 15 minutes in French. They will also have the chance to read timetables and answer questions based on these. Cross curricular links with maths.</p>	PE	<p><b>Indoor: Dance</b> - exploring a different stage of the water cycle; practising and applying dance techniques.</p>
PE	<p><b>Gymnastics</b> - Shape and Balance, Ancient Egypt  Learning how to use gymnastics shapes and balances to communicate their knowledge of the ancient civilization.</p> <p><b>Outdoor: Cricket</b> - Learning all the skills and rules needed to play the game.</p>		<p><b>Outdoor: Athletics</b> - Developing their existing running, jumping and throwing skills. Culminating in a class pentathlon in which the children will compete.</p>