

<u>Unit 1</u>		<u>Unit 2</u>	
Art	<p>3D Children will respond to the work of artists Alberto Giacometti; produce a sculptural form; use modroc and make modifications; produce a 3D form and create a slab clay form.</p>	Art	<p>Collage. Investigate and combine visual and tactile materials to develop ideas. Respond to the work of Dale Devereux-Barker</p>
History	<p>The Ancient Greeks Who were the ancient Greeks? Children will learn about Greece and place ancient Greece on a timeline; compare what life was like in Athens and Sparta, find out about ancient Greek warfare; research what the life was like in ancient Greece and identify how the ancient Greek civilisation had an impact on the modern world.</p>	Geography	<p>The United Kingdom How is the UK unique? Children will identify and locate the countries of the United Kingdom and the surrounding bodies of water; label some towns and cities using a key; look at some of the UK's hills and mountains in detail; find out some facts about some of the UK's major rivers; use the 8 points of a compass; learn about the UK's coastline and describe the features.</p>
Science	<p>Earth and space Children will use evidence to present an argument about the shape of the earth; explain the movements of the Earth, Moon and Sun; investigate night and day; use data to explain what happens to the Sun during the year; show the different phases of the Moon; name and describe features of the planets in our solar system and put them in order. Enrichment – Leicester University visitor (space station). Black history month – Black American space exploration.</p>	Science	<p>Changes and reproduction Children will describe the stages of human development; compare gestation periods of humans and other animals; recognise stages of development in childhood; understand the changes that occur and how to stay fit and healthy during puberty and explore the changes that occur from adulthood to old age.</p>
DT	<p>African Musical Instruments Children will investigate different African musical instruments including kalimbas and other percussion instruments; they will select suitable tools and materials to make their own instrument, find ways to improve their instruments and evaluate their end product.</p>		
Computing	<p>Programming A – selection in physical computing Exploring conditions and selection using a programmable microcontroller.</p>	Computing	<p>Programming B – selection in quizzes Exploring selection in programming to design and code an interactive quiz.</p>
Music	<p>Pulse I can maintain a strong sense of pulse throughout pieces with and without syncopation I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. I can maintain an independent part in a group when singing or playing. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.</p>	Music	<p>Voice I can sing with an awareness of my breathing and pronunciation. I can experiment and perform sounds made from my voice. I can follow and perform a vocal piece using a graphic / notated score.</p>
MfL	<p>French – Pleased to Meet You A chance to recap on their prior knowledge from year 3 & 4. They will then move on to learning how to express their emotions and to talk about the future.</p>	MfL	<p>French – All About Ourselves Recapping on vocabulary associated with the body and clothing and adding new words to their repertoire. They will learn to describe their own appearance and start to become aware of some key French grammatical features such as position and</p>

			agreement of adjectives.
PSHE	<p>Relationships - TEAM</p> <p>This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.</p>	PSHE	<p>Relationships – be yourself</p> <p>Celebrating children's individuality and promoting the idea that we are all unique. Looking at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.</p>
RE	<p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Make sense of belief: Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Understand the impact: Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship.</p> <p>Make connections: Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	RE	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet*and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Understand the impact: Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Leicestershire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim</p>
PE	<p>Outdoor: OAA</p> <p>Children will cover a range of fundamental skills needed for orienteering such as agility, endurance, navigation skills and map reading; work as part of a team to solve problems that focus on collaboration and effective communication; plan, and prepare an orienteering course and complete a timed orienteering course that others have prepared.</p> <p>Indoor: Gym - Shape and Balance – Space</p> <p>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Develop strength, technique and flexibility throughout performances.</p>	PE	<p>Outdoor: Invasion Games</p> <p>Children will recap on many of the essential skills needed to play a range of invasion games such as dribbling the ball, passing and keeping possession; attacking and defending tactics such as two-touch passing; learning when to pass and when to dribble and different techniques for tackling and marking.</p> <p>Indoor: Gym – Movement</p> <p>Children will perform a variety of floor and vault movements; learn stag jumps, split jumps, pike rolls, round-offs and the squat through vault; develop their understanding of the necessary flexibility, strength and control needed to perform the movements successfully; choreograph their own sequences and routines and perform individually and as part of pair or group.</p>
Unit 3		Unit 4	
History	<p>Vikings vs Anglo Saxons</p> <p>How did the Vikings and Anglo Saxons shape Britain?</p>	Geography	<p>Investigating rivers</p> <p>Why are rivers important?</p> <p>Children will explore the water cycle; find</p>

	Children will explore what Anglo Saxon life was like; find out about the Viking invasion of Britain; find out what Leicestershire was like during the Anglo Saxon and Viking period; compare the Anglo Saxon and Viking kings; compare Anglo Saxon and Viking daily life; say how and when England became a unified country and how the Anglo Saxon and Viking period came to an end.		out about rivers and how they erode, transport and deposit materials; explore why rivers are important; find out about river pollution; investigate a river and discuss its effects on the environment and landscape; conduct a geographical enquiry.
Science	Properties and changes of materials Children will explore what happens to a material when they add water; how some materials can be changed back to their original state; describe what happens to make an irreversible change; know the difference between a reversible and irreversible change when materials are heated or cooled.	Science	Life cycles Children will label the parts of a flowering plant and talk about their functions; explain the process of cloning; describe the sexual process of reproduction in animals; compare the life cycles of different animals; compare how different animals reproduce and grow and find out about the work of naturalists. Famous scientist – David Attenborough
Art DT	Painting Children will respond to the work of the artist Chris Ofili ; show control in their painting; respond to Fauvist imagery and record their observations; mix, match and extend colours and patterns and apply what they have learnt. Bridges Children will explore pillars, beams, trusses and arches; learn about suspension bridges; design a prototype bridge and make a bridge and evaluate their design.	Art	Printing. Produce a reduction block print using press print. Combine different print processes. Respond to the work of Belinda King
Computing	Computing systems and networks - systems and searching Recognising IT systems in the world and how some can enable searching on the internet.	Computing	Data and information - Flat-file databases Using a database to order data and create charts to answer questions.
Music	Rhythm I can use a variety of timbres and techniques when creating and playing music. I can confidently maintain an independent part when playing an instrument in a small group. I can respond to and use musically basic symbols including Western notation I can critique my own and others' work and justify the comments	Music	Pitch I can begin to demonstrate increasing confidence, expression, skill and level of musicality. I can begin to create music which demonstrates understanding of basic structure and discuss the choices made. I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these
MfL	French – That's Tasty Children will recap and learn new vocabulary to do with food and drink. They will learn how to express what they like for specific meals as well as specific things such as favourite fillings for sandwiches or toppings for pizza.	MfL	French – Family and Friends Apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will extend their descriptive vocabulary and learn more about how adjectives must 'agree' with the noun they are paired with in relation to number and gender.
PSHE	Health and Wellbeing – safety first This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children's understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe.	PSHE	Health and Wellbeing – It's my body Continuing to think about the ways we can take care of our bodies and explore consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.

	<p>This unit covers safety around:</p> <ul style="list-style-type: none"> • rail; • road; • water; • fireworks; • dangerous substances; • medicines. 		
RE	<p>U2.11 Why do some people believe in God and some not? Make sense of belief: Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God. Understand the impact: Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Make connections: Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	RE	<p>U2.7 Why do Hindus want to be good? Make sense of belief: Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Understand the impact: Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections: Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>
PE Swimming	<p>Outdoor: Invasion Games – Basketball Children will learn the skills players need to play defensively and offensively; learn how to dribble and pass the ball using a range of different techniques; defensively, they will develop their skills of marking including man-to-man marking; offensively, they will learn how to get free from a defender, how to shield the ball and the skill of pivoting; learn some of the rules of the game and play as part of a team in a mini-tournament.</p> <p>Indoor: Circuit Training This unit extends children's experience of different types of exercises and the effects that they have on our bodies. – having fun whilst improving children's fitness levels.</p>	PE	<p>Outdoor: Net and Wall Games – Tennis Children will build on some of the skills visited in the Year 3 Net and Wall unit; further develop their striking and hitting skills by learning how to hit different groundstrokes; be introduced to the overhead tennis serve where they will use this in conjunction with developing a volley shot and gain experience of competing in a variety of mini-games.</p> <p>Indoor: Circuit Training This unit extends children's experience of different types of exercises and the effects that they have on our bodies. – having fun whilst improving children's fitness levels.</p>
Unit 5		Unit 6	
Art	<p>Textiles Use a variety of methods and processes to produce a hanging. Apply their understanding of the batik process. Respond to the work of Jean Davywinter</p>	Art	<p>Drawing. To investigate Hundertwasser images as a starting point for ideas. To use positive and negative drawing techniques in response to the work of Frank Auerbach.</p>
History	<p>Children in WWII What was life like for children in Leicestershire and Europe during WW2? WW2 (local study) Children will learn about the events leading</p>	Geography	<p>South America Why are the Americas amazing? Children will locate the continent of South America and identify the surrounding bodies of water; identify countries that make up</p>

	up to the start of WW2 as well as some key events; explore how the local area was affected by the Blitz; learn about the effects of air-raids and evacuation; find out about rationing and explore the experiences of Jewish and gypsy children during WWII in comparison to children leaving in Britain.		South America; explain features of climate zones; locate the Andes mountain range and identify the human geography of the continent.
Science	Forces in action Children will find out about the life and discoveries of Sir Isaac Newton; investigate friction; identify and explain the effects of air resistance; explore the effects of water resistance on an object and explore pulleys, leavers cogs.	Science	Forces in action Continued from the previous unit.
DT	Fashion and textiles Bread and butter pudding Children will investigate how materials are used and made; investigate ways materials are joined and decorated; design and draw pattern pieces; sew a design using pattern; join fabric pieces by hand sewing and add detail by using a range of techniques. Children will also make and evaluate bread and butter pudding, which is related to work in history.	DT	.
Computing	Creating media – video production Planning, capturing, and editing video to produce a short film.	Computing	Creating media – An introduction to vector graphics
Music	Music Technology To use voice, sounds technology and instruments in creative ways. To use and identify key features of basic musical features. To comment on and evaluate the features of our own and other's music with a focus on the structure used.	Music	20th Century music Identify and perform features of jazz music, expressionism and film music. To create and practise a piece of music using features of different genres. To comment on our own performances and those of others using appropriate vocabulary learnt.'
MfL	School Life Children will learn key vocabulary to do with subjects, objects and prepositional language. There is a maths lesson which teaches children the name of 2D shapes in French. They will also learn some questions that they may use at school. Cross curricular links with maths.	MfL	Time Travelling Children will build on and extend their knowledge of numbers and dates and use this to talk about key events in French history. They will be introduced to common past tenses in French as well as being introduced to the grammatical terms such as conjugation, auxiliary and infinitive verbs.
PSHE	Living in the wider world – aiming high In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.	PSHE	Living in the wide world – one world Looking at global citizenship and how it supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about: <ul style="list-style-type: none"> • sustainability; • biodiversity; • global warming; • natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.
RE	U2.5 What do Christians believe that Jesus did to save people? Make sense of belief: Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice Understand the impact: Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways	RE	U2.6 For Christians what kind of king is Jesus? Make sense of belief: Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Understand the impact: Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in

	<p>Make connections: Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>		<p>different ways</p> <p>Make connections: Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today.</p>
PE	<p>Outdoor: Striking and Fielding – Rounders Children will learn a range of skills to equip them for playing a competitive rounders game; learn correct techniques for different types of throws and catches, practise batting and bowling techniques and the roles and responsibilities of different fielding positions.</p> <p>Indoor: Dance: WW2 Children will learn about the different dance styles that were popular during the wartime period; choreograph their own interpretive dances based on an event from the time; learn steps from the Charleston, Lambeth Walk and Lindy Hop.</p>	PE	<p>Outdoor: Athletics Children will have the opportunity to develop existing running, jumping and throwing skills; running for speed and endurance as well as techniques for the vertical standing jump; learn techniques for throwing discus, javelin and shot put.</p> <p>Indoor: Dance - Haka Children will learn about the history and movements associated with haka; use improvisation creative skills to develop their own versions of haka to represent a sport of their choice; learn to design their own dance phrases using a range of techniques and develop their skills of co-operation working in small groups to create these movements and phrases.</p>