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| **Term** | **Autumn**  | **Spring**  | **Summer**  |
| **Theme** |  **Extraordinary Egyptians**  | **What A Wonderful World**  | **Changes** |
| Maths | Place value (incl decimals)Ordering and comparingNegative numbersRoundingX÷ by 10, 100, 1000Written + -Quadrilaterals | Written x ÷AnglesMeasurement conversionsAveragesLine graphsCoordinatesSimplify fractionsArea and perimeter3-D shape and nets | Ordering and comparing (incl fractions)Solving problemsMental strategiesMeasurement conversionsFractions, decimals and percentages% of amountsTime | Practical problemsAngles on a line and at a pointUnknown anglesBar charts/line graphsCoordinatesMeasurementsArea and perimeter | X÷ by 10, 100, 1000Decimal place valueDraw shapesQuadrilateralsRatio and proportionFractionsMental strategies | AveragesPie chartsTranslation, rotation and reflectionRoman numeralsTimetablesCalculating with fractions |
| Literacy | * Author study- Michael Morpurgo
* Information texts
 | * Performance poetry
* Recounts- Howard Carter
 | * Narrative poetry
* Persuasive writing- letters
 | * Older literature
* Report writing
 | * Poetic imagery
* Discussion/Argument
 | * Explanations
* Formal and impersonal style
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| Science | (Separate block of lessons)Common life processesFood chains, producers, predators, preyIdentify feeding relationships within a habitat Compare teeth of herbivores and omnivores.  |  | Changes to old age (growth, development, puberty)Different life cycles- mammal, amphibians, insect and birdReproduction in animals.Evolution - Darwin | Reproduction in plants.Nutrients and waterGrow plant cuttingsPlant classificationGrow plants from cuttingsResearch naturalists like David AttenboroughHatch and rear chicks | Solid, liquid, gas properties/compare/groupChange of state when heated or cooled-measure temperatureWhat insulates against heat loss.The water cycle, evaporation and condensation Reversible changesNon-reversible changes- burningFair test of materialsMake crispy cakesInvestigate factors that speed up evaporation/drying washingDesign and make a thermos. | Brightness and volume linked to voltageCompare and reason how components functionSymbols in circuit diagrams.Properties inc conductivity-create a working switchDesign a torch/useful circuit. |
| Computing | DLInternet searchUse advanced search techniques. Verify the reliability of information found online. Identify if a file has copyright restrictions or can be legally downloaded. Investigate the origins of a website. Evaluate website design. Bookmark pages and organise content. Cancel pop ups. | ITSpreadsheetsExplore the effect of changing variables within spreadsheets when using formulae for real life situations. | DLCommunicationUse webcams to video conference with museums and other schools at home and abroad. Publish things on line and podcast | IT Video EditingIndependently upload images and movies from digital cameras and other devices to a computer and save in a relevant location. Make use of transitions and special effects in video editing software. Clip and edit film clips into a coherent piece. Arrange, trim and cut clips to create a short film that conveys meaning. Add simple titles, credits and special effects, e.g. transitions.  | ITDataloggerUse dataloggers to capture, record and analyse data continuously over time, including sound, temperature and light. Use a data logger to ‘snap shot’ a series of related but separate readings in the course of an appropriate investigation. Plan own use of dataloggers. Select the best method of displaying data. | CSCodingDesign and create programs using decomposition. Work with various inputs and outputs. Design programs showing appropriate planning and implementing skills. Use sequences of commands to control physical devices using outputs.Demonstrate and develop a sense of audience when appropriate. |
| History | Non-European history Ancient EgyptAchievements of the Earliest civilisationsUse appropriate vocabulary when describing the passing of time and historical concepts Analyse connections, trends and contrasts over time. Identify and sequencing events and periods through the use of appropriate terms relating to the passing of timeUse sources as a basis for research and evaluate them in making historical claims.Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social historyCommunicate work that makes connections, draws contrasts and analyses trends, | A local history studyAspects of national history reflected in the locality. Communicate work that makes connections, draws contrasts and analyses trends, |  |  |  |
| Geography | Map (inc digital)Identify and explain geographical features and processes.Use live data to map weather.Use ICT to collect and display data. |  | Use fieldwork to investigate the human and physical features in the local environment. Interpret data findingsSketch maps/plans.Work at a range of scales and use grid references- follow routesMap symbolsEight compass points Use satellite imageryUse ICT to collect and display data.Develop critical views to geographical issues. | Physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.Casual questions Make use of geography in the news. Use satellite imageryCollect weather data.Use ICT to collect and display data. |  |  |
| DT | **Textiles**User – a decoratorPurpose – to provide a decorative object to follow a themeProduct –a cushion(Possible planning resource – Projects on a page – Y5/6 Combining different fabric shapes)Use the Nuffield plans as a starting point |  | Develop understanding of how meat/fish are reared/caught.- farming in the local area |  | **Food**User – themselvesPurpose – a hot healthy liquid that needs keeping warm in their own thermos designed in ScienceProduct – soup(Possible planning Resource – Projects on a page – Y5/6 Celebrating culture and seasonality)Design and make vegetable soup to be kept warm by the thermos. Prepare food products safely and hygienically taking into account the properties of ingredients and sensory characteristics.Select and prepare foods Show awareness of a healthy diet Use a range of cooking techniques.Know where and how ingredients are grown and processed. SeasonalityJoin and combine a range of ingredients.Follow instructions/recipes. | **Constructions**User –themselvesPurpose – to see in the darkProduct – a torch(Possible planning resource – Projects on a page – Y3/4 Simple circuits and switches)Create a simple circuit and housing for it. Include a switch. Create shell or frame structures.Incorporate a circuit into a model.Use electrical systems such as switches bulbs and buzzers.(OR – Use BP resources to design an electric helicopter using and electrical circuit <http://bpes.bp.com/primary-resources/design-technology/ages-9-to-11/design-and-technology/design-an-electric-helicopter-activity/>) Children will learn How to make a simplecircuit5b: How to make a paperclipswitch5c: How to make landing gearand a fuselage (base)5d: How to make a simple rotor5e: How to make extra parts |
| Art(ongoing sketchbook work) |  | **3D**Use papier mache to make statues of the gods/canopic jars from smaller designs in plasticine based on drawings and research. Shape and construct from observation, drawing or imaginationCreate surface patterns and textures in a malleable material. Develop skills in using clay. Produce intricate patterns and textures.Make Egyptian amulets out of clay.Paint an Egyptian on papyrus.Print cartouchesMaking Egyptian necklaces Batik artwork focussing on Egyptian symbols and and patterns. | **Drawing**- Sketching Use viewfindersExperiment with different grades of pencil and other implements. Shading, hatching.Sketch the school and other local points of interest. Add a third dimension and develop a tonal contrast. (own style)Add a third dimension**3-D**Use recycled, natural and man-made materials to create sculptures. | **Printing**'Great Wave' print by Hokusai. Create printing blocks using a sketch book idea. Use relief or impressed method. Add a range of media. Print with three colour overlays. |  |  |
| RE | Should religions affect our laws?Islam | What can stories teach us?Christianity | How do you treat a sacred text?Sikhism | What guidance should I follow?Christianity | What stories are important?Hinduism | What do religious texts say about God?Christianity |
| PSHE | New Beginnings | Getting on and falling out | Going for goals | Good to be me | Relationships | Changes |
| PE(inc swimming) | Invasion GamesFootball  | Gymnastics | Dance | Outdoor and Adventurous  | Striking and fielding Cricket  | Athletics |
| Music | *Exploring Duration* | *Exploring Pulse and rhythm* | *Exploring Pitch* | *Exploring instruments and symbols* | Exploring timbre, tempo and dynamics | *Exploring Sounds* |
| Foreign Language(French) | Mrs Mc Elroy teaches French to all the children. She normally chooses the vocabulary to fit in with the theme that the children are following. Children are taught to;* listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* present ideas and information orally to a range of audiences
* read carefully and show understanding of words, phrases and simple writing
* appreciate stories, songs, poems and rhymes in the language
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* describe people, places, things and actions orally and in writing
* understand basic grammar appropriate to French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
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