

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Egypt	Artic adventures	Iron Age to Stone Age	We are Britain	Anglo-Saxons	Plants
Science Year 3/4	<p>Y4 Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the 	<p>Y4 Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Y3 Rocks</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter. 	Rocks continued		<p>Y3 plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ 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 ▪ investigate the way in which water is

	<p>sound source increases.</p>					<p>transported within plants</p> <ul style="list-style-type: none"> ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<p>Science Year 5/6</p>	<p>Y5: Earth and Space: Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Y5: Animals including humans Pupils should be taught to: describe the changes as humans develop to old age</p>	<p>Y6: Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are</p>			<p>Year 5: Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals</p>

			adapted to suit their environment in different ways and that adaptation may lead to evolution			
Geography		<p>Y3/4: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Y5/6: Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>		<p>Y3/4: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. aspects have changed over time</p> <p>Y5/6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical</p>		<p>Y3/4: including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Y5/6: including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>

				<p>features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Communicate Geographically:</p> <p>Y3/4: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Y5/6: Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	
Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied.					

<p>History</p>	<p>Knowledge: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Age-appropriate Skills:</p> <p>Y3/4: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the characteristic features of the</p>		<p>Knowledge: Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age <p>This could include:</p> <ul style="list-style-type: none"> ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪ Bronze Age religion, technology and travel, for example, Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>Skills:</p> <p>Y3/4: Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing</p>		<p>Knowledge: Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion - Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time</p>	
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	<p>past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</p> <p>Y5/6: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use sources of evidence to deduce information about the past. Use evidence to ask questions and find answers to questions about the past. Describe the characteristic</p>		<p>this, along with evidence, on a time line.</p> <p>Y5/6: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>		<p>of Edward the Confessor This could include:</p> <ul style="list-style-type: none"> ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066 <p>Skills: Y3/4: Give a broad overview of life in Britain from ancient until medieval times. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing</p>	
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	<p>features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>		<p>Use dates and terms accurately in describing events.</p>		<p>this, along with evidence, on a time line.</p> <p>Y5/6: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>	
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					Use dates and terms accurately in describing events.	
Art and Design	<p>Focus Technique: Sculpture</p> <p>Y3/4: Explore ideas in a variety of ways. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. •Use clay and other mouldable materials. •Add materials to provide interesting detail. Develop ideas from starting points</p>	<p>Focus Technique: Textiles</p> <p>Y3/4: Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.</p>	<p>Focus Technique: Paint</p> <p>Y3/4: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. •Mix colours effectively. •Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p> <p>Y5/6:</p>	<p>Focus technique: Digital media</p> <p>Y3/4: Create images, video and sound recordings and explain why they were created.</p> <p>Y5/6: Create images, video and sound recordings and explain why they were created.</p>	<p>Art Technique: Print</p> <p>Y3/4: Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.</p> <p>Y5/6: <i>Focus on repeating patterns then create an Anglo-Saxon brooch using them.</i></p>	

	<p>throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Y5/6: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Develop and imaginatively extend ideas from starting points throughout the curriculum.</p>	<p>Y5/6: Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. Develop and imaginatively extend ideas from starting points throughout the curriculum. •Collect information, sketches and resources and present ideas imaginatively in a sketch book. •Use the qualities of materials to enhance ideas.</p> <p><i>Use textiles to create a Sea scape weaving.</i></p>	<p>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of water colour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists <i>Stone Henge painting - one with a cold</i></p>			
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	<ul style="list-style-type: none"> •Collect information, sketches and resources and present ideas imaginatively in a sketch book. •Use the qualities of materials to enhance ideas. <p>Spot the potential in unexpected results as work progresses.</p> <p><i>Use sculpture to make pyramids from nets and to build sarcophaguses from clay.</i></p>		<i>background and one with a warm background</i>			
DT		<p>Textiles:</p> <p>Y3/4: Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p> <p>Y5/6: Join textiles with a combination of</p>		<p>FOOD</p> <p>Y3/4: Understand and apply the principles of a healthy and varied diet. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Y5/6:</p>		<p>Choose suitable techniques to construct products or to repair items.</p> <ul style="list-style-type: none"> • Strengthen materials using suitable techniques

		<p>stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <ul style="list-style-type: none"> • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) 		<p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 		<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.
RE Y4	Hindu belief and lifestyle		What do the Easter celebrations mean for Christians?		Buddhist belief and lifestyle	

PSHE	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Relationships	Changing me
French	Numbers Basic greetings Classroom commands	Food/fruit Months Colours Days of the week	Body parts Adjectives Noun gender Nursery rhymes	Animals Weather Clothing	Family members Pets French traditions	Hobbies Numbers (12-31) Transport
Music	Choir Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Choir Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Drumming Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.			

Wow days/trips			Mandir- sounds omm	Science/history museum	The flag of Fen-us	
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