



	Autumn 2019 The Stone Age	Spring 2020 Location, Location, Location	Summer 2020 Inspirational people
English	Reading, writing, spelling, phonics, grammar – in line with the National Curriculum for England.		
Mathematics	Number, measurement, geometry, statistics – in line with the National Curriculum for England.		
Humanities	<ul style="list-style-type: none"> <li>• Early civilisations - late Neolithic hunter-gathers, early farming, Stonehenge, religion, technology and travel.</li> <li>• Human and physical geography.</li> <li>• How aspects of land have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Local and world locational knowledge including the 7 continents of the world.</li> <li>• The counties and counties of England.</li> <li>• Similarities and differences of physical geography and the weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiring people.</li> <li>• The development of the world through the action of others.</li> <li>• Use an 8 point compass.</li> <li>• Ordnance Survey maps.</li> <li>• Field work to observe, measure and record features in the local environment.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Animals including humans</li> <li>• Digestive system and its function.</li> <li>• Teeth and the different types of teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• Features of sound, vibrations and different types of sound.</li> <li>• States of matter</li> <li>• Observe how different materials change state.</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Sorting and classifying living things.</li> <li>• Electricity</li> <li>• Create simple circuits.</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>• Design, make, evaluate and use technical knowledge to strengthen, stiffen and reinforce more complex structures.</li> <li>• Use exploded diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Combining materials.</li> <li>• Use knowledge of existing products to design a functional and appealing product.</li> <li>• Use techniques which require accuracy to cut, join and finish.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>

			<ul style="list-style-type: none"> <li>• Read and follow recipes which involve several processes, skills and techniques.</li> <li>• Understand seasonality, and know where and how a variety of foods come from.</li> </ul>
Art and Design	<ul style="list-style-type: none"> <li>• Create a sketch book to record their observations and use them to review and revisit.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Design a Christmas card using layered media.</li> </ul>	<ul style="list-style-type: none"> <li>• To be taught about great artists, architects and designers in history.</li> <li>• Describe some of the key ideas, techniques and working practices artists and designers.</li> <li>• Experiment with creating mood, feeling and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>• Use taught technical skills to adapt and improve work.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Formatting graphs to create posters.</li> <li>• Programming and coding.</li> <li>• Keeping safe on the internet.</li> <li>• How to organise information.</li> <li>• Multimedia presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics, digital literacy, multimedia, word processing and online communication.</li> <li>• Coding and programming.</li> <li>• E-safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Handling data, databases, and graphs.</li> <li>• Coding and programming.</li> <li>• E-safety.</li> <li>• Screen turtle.</li> <li>• Presentations.</li> </ul>
Religious Education	<ul style="list-style-type: none"> <li>• Inspiring people from a range of faith backgrounds.</li> <li>• How does their faith impact about their life?</li> <li>• How does it change the way they live?</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus the Healer – What healings did Jesus carry out in the Bible and what does this tell Christians about God.</li> <li>• How do Christians believe they may be healed today?</li> <li>• The Easter story.</li> </ul>	<ul style="list-style-type: none"> <li>• What is Judaism?</li> <li>• What are the key beliefs and stories in this faith?</li> <li>• How does being a Jew impact about the life of people of this faith.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Inspiring music – P Bone.</li> <li>• Perform, listen, review and evaluate across a range of</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiring music – P Bone</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiring music – P Bone.</li> <li>• Understand and explore how music is created, produced</li> </ul>

	<p>historical periods, genres, styles and traditions</p> <ul style="list-style-type: none"> <li>• Christmas play songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to sing and to use their voices, to create and compose music on their own and with others.</li> <li>• Have the opportunity to learn a musical instrument.</li> </ul>	<p>and communicated, including through the inter-related dimensions.</p> <ul style="list-style-type: none"> <li>• Leaver's performance.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• To develop competence to excel in a broad range of physical activities.</li> <li>• Tag Rugby</li> <li>• Indoor Athletics</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Children are physical active for a sustained period of time.</li> <li>• Invasion Games</li> <li>• Dance</li> <li>• Gymnastics</li> <li>• Netball</li> <li>• Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in competitive sports and activities. Tennis, Striking and Fielding, Sports Day, athletics, swimming, OAA.</li> <li>• Lead healthy, active lives.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Health and wellbeing</li> <li>• Stress and stressful situations.</li> <li>• Dealing with difficult emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Living in the wider world.</li> <li>• Climate change and its effects on people around the world.</li> <li>• Rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety at home, school and in the wider world.</li> <li>• Personal safety.</li> <li>• Basic first aid.</li> </ul>
Values	Respect, friendship, understanding, sharing.	Co-operation, hope, forgiveness, trust.	Honesty, tolerance, joy.

This could be subject to change

