

	Year Three		
Subjects	Term 1	Term 2	Term 3
	<p><u>Amazon Adventures</u></p> <p>Outcome: Multimedia Presentation</p>	<p><u>Rise of the Robots</u></p> <p>Outcome: Making a robot</p>	<p><u>Space Invaders</u></p> <p>Outcome: Designing town of the future</p>
Main Subjects Covered within this unit (Bold)	Science, Geography, History, Art & Design, D&T, Music, Computing	Science, Geography, History, Art & Design, D&T, Music, Computing	Science, Geography, History, Art & Design, D&T, Music, Computing
English	<p><u>Narrative:</u> Adventure Stories (Charlie Small)</p> <p><u>Information Text:</u> Deforestation</p>	<p><u>Narrative:</u> Stories with familiar settings (Used with Iron Man)</p> <p><u>Instructions:</u> For a Robot</p> <p><u>Poetry:</u> To perform linked to Music/Art unit</p>	<p><u>Narrative:</u> Viking Myths</p> <p><u>Recount:</u> Diaries as a...</p> <p>(Letters not as a unit but as Connected Curriculum)</p>
Science	<p><u>Year 3 Plants –</u></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 transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p><u>Year 5 Forces</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Year 5 Term 3 identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><u>Year 3 Light</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect 	<p><u>Year 3 Forces & Magnets</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>Year 4 Electricity</u></p>

		<p>their eyes</p> <ul style="list-style-type: none"> ▪ recognise that shadows are formed when the light from a light source is blocked by a solid object ▪ find patterns in the way that the size of shadows change. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors.
<p>Geography</p>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> ▪ Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Amazon), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences 		<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America		
	<u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Use of Google Earth and LANDSAT 5 / 7 satellite imagery of deforestation) 		
History			<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots the Roman Empire and its impact on Britain
Computing Safe use of ICT across year	<u>Amazonian Experts</u> Take photographs, download images, create multi-media presentation in PPT Use of video in Movie Maker iMovie <ul style="list-style-type: none"> Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <u>Safe use of internet</u> <ul style="list-style-type: none"> Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<u>Robot Rovers</u> Intro to Scratch and Espresso. Algorithm to dance like a robot. How to debug issues. <u>Robots Alive</u> Scratch – program animation of a robot to navigate across screen. Adding speech <ul style="list-style-type: none"> Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<u>Space Invaders</u> Blogging, emailing and tweeting as Viking and Roman Invaders Produce Town information plan web page <ul style="list-style-type: none"> Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

<p>Music</p>	<p>Tribal music from rainforest</p> <ul style="list-style-type: none"> ▪ Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians- ▪ Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory <p>Harvest assembly</p> <ul style="list-style-type: none"> ▪ Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	
<p>Design and Technology</p>		<p>Creating a Robot</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> ▪ DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ DT2/ 1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> ▪ DT2/1.4b understand and use mechanical systems in their products ▪ DT2/1.4c understand and use electrical systems in their product ▪ DT2/1.4d apply their understanding of computing to programme, monitor and control 	

		<p>their products.</p> <ul style="list-style-type: none"> DT2/1.3c understand how key events and individuals in design and technology have helped shape the world 	
Art and Design		<ul style="list-style-type: none"> Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>Eric Joiner – Robots and Donuts</p> <ul style="list-style-type: none"> Ar2/1.3 about great artists, architects and designers in history 	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>

Year Four			
Subject	Term 1	Term 2	Term 3
	<i>Talking Tudors</i>	<i>Mighty Mountains</i>	<i>Incredible Egyptians</i>
	Outcome: Video for Newsround Style and re-enactment of Battle of Bosworth	Outcome: Geology Station	Outcome: Tourist/Visitor Information
Main Subjects Covered within this unit (Bold)	Science , Geography, History , Art & Design, D&T , Music , Computing	Science , Geography , History, Art & Design , D&T, Music, Computing,	Science, Geography, History , Art & Design, D&T , Music, Computing
English:	<ul style="list-style-type: none"> • Narrative: Historical Settings (Time Travelling Cat & The Tudor Treasure) • Recount: Newspaper Article Battle of Bosworth • Poetry: Exploring form – Battle of Bosworth 	<ul style="list-style-type: none"> • Play Script: Easter play script • Explanation: Water Cycle 	<ul style="list-style-type: none"> • Narrative: Story from a different culture (Isis and Osiris) • Persuasive: Tourism of Egypt
Science	<p>Year 4 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>Year 3 Animals, including humans - Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Year 4 Sound</p>	<p>Year 3 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. <p>Year 4 Living things and their environment</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Year 4 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

	<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 sound source increases 	<p>Year 4 States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Year 5 Properties and changes of materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Y4 	
Geography	<p>Historical local maps of Tudor times and connected to journey of Richard III from Nottingham to Leicester</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p>Himalayans different volcanoes around world, San Andreas fault</p> <p><u>Human and Physical Geography</u></p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America – Alaskan mountains compared to other European mountains</p>	

History	<p>Richard III and Battle of Bosworth – modern day burial</p> <ul style="list-style-type: none"> ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 		<ul style="list-style-type: none"> ▪ 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
Computing	<p>Talking Tudors video report Create video report with green screen and add jingle (use Audacity or EJay) Create entry and exit pages using I Movie Maker</p> <ul style="list-style-type: none"> ▪ Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ▪ Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>'The Forecast Is'</u></p> <p>Collect weather information (Data loggers) and use Microsoft Excel</p> <ul style="list-style-type: none"> ▪ Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p><u>'Exciting Egyptians' Creating a Egyptian game</u></p> <ul style="list-style-type: none"> ▪ Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p><u>Egyptians 'R' Us Creating a Wiki page for the museum</u></p> <ul style="list-style-type: none"> ▪ Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ▪ Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music Ukuleles 3	<p>Research of Tudor instruments. Tudor music popular in the era</p>		

<p>groups across year in Broad Curriculum time with RW</p>	<ul style="list-style-type: none"> ▪ Mu2/1.6 develop an understanding of the history of music <p><i>Ukuleles</i></p> <ul style="list-style-type: none"> ▪ Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ Mu2/1.4 use and understand staff and other musical notations 		
<p>Design and Technology Inc. Cooking</p>	<ul style="list-style-type: none"> ▪ DT2/2.1a understand and apply the principles of a healthy and varied diet ▪ DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 		<p><u>How to move Egyptian Stone</u></p> <ul style="list-style-type: none"> ▪ Design: DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ Make: DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately ▪ DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ Evaluate: DT2/1.3a investigate and analyse a range of existing products ▪ DT2/1.3b evaluate their ideas and products against their own design criteria and consider

			<p>the views of others to improve their work</p> <ul style="list-style-type: none"> ▪ DT2/1.3c understand how key events and individuals in design and technology have helped shape the world ▪ Technological Knowledge: DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ DT2/1.4b understand and use mechanical systems in their products
Art and Design	<p>Royal Tudor Portraits and recreating them Isaac Oliver 'The Rainbow Portrait' / 'Queen of Love and Beauty'</p> <ul style="list-style-type: none"> ▪ Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas ▪ Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p><u>Landscape Artists</u></p> <ul style="list-style-type: none"> ▪ Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ▪ Ar2/1.3 about great artists, architects and designers in history. 	<p><u>Hieroglyphics</u></p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>

	Year Five		
Subjects	Term 1	Term 2	Term 3
	<u>Africa</u> Outcome: Assembly presentation Key Themes:	<u>Victorians</u> Outcome: Victorian Dolls House Key Themes:	<u>Meet the Greeks</u> Outcome: Mini Olympics & Thinking Forum Key Themes:
Main Subjects Covered within this unit (Bold)	Science (Sex Ed), Geography , History , Art & Design, D&T, Music , Computing	Science, Geography, History , Art & Design , D&T, Music, Computing,	Science , Geography, History , Art & Design, D&T, Music, Computing,
English	<ul style="list-style-type: none"> • Narrative: Myth (Anansi) • Recount: Biography • Poetry: Human Rights 	<ul style="list-style-type: none"> • Narrative: Stories by significant authors (Dickens & Lewis Carroll) • Recount: Diary (Street Child) • Poetry: Extended historic 	<ul style="list-style-type: none"> • Information Text: Athletes/Artists • Argument: Believers/Thinkers
Science	<p><u>Sex and Relationship Education</u> <u>Year 5 Animals, including humans</u></p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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><u>Year 6 Animals including Humans</u></p> <ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, <i>exercise</i>, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans 	<p><u>Year 6 Animals including Humans</u></p> <ul style="list-style-type: none"> ▪ <i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i> <p><u>Year 5 Earth and Space</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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><u>Year 5 Forces</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the

			<p>falling object – can be done with Earth and Space with The Americas</p> <ul style="list-style-type: none"> ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
<p>Geography</p>	<p>Study of the countries that make up Africa</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their 	<p>Visit to study Victorian Lutterworth houses</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> ▪

	knowledge of the United Kingdom and the wider world		
History	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 Y5; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Victorians 	<p>Philosophers</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world
Computing	<ul style="list-style-type: none"> Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<ul style="list-style-type: none"> Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	
Music	<p>Create African Chants with percussion accompaniments</p> <p>Christmas Carol Service</p> <ul style="list-style-type: none"> Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>African Folk Music</p> <ul style="list-style-type: none"> Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from 	<p>Victorian Music Hall inc. National Anthem</p> <ul style="list-style-type: none"> Mu2/1.6 develop an understanding of the history of music. 	<ul style="list-style-type: none">

	great composers and musicians		
Design and Technology inc. Cooking		<p><u>Victorian Doll's Houses</u></p> <p><u>Design:</u></p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Industrial Revolution</u></p> <p><u>Evaluate:</u></p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>	
Art & Design	<p><u>Edward Tinga Tinga - Colour Mixing techniques</u></p> <ul style="list-style-type: none"> Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p><u>Lowry</u></p> <ul style="list-style-type: none"> Ar2/1.3 about great artists, architects and designers in history. 	

Year Six			
Subjects	Term 1	Term 2	Term 3
	<u>Water Worlds</u> Outcome: Tourist Shop Key Themes:	<u>Cool Stuff</u> Outcome: Creating a spy gadget Key Themes:	<u>From Stones to iPhones</u> Outcome: Design the human of tomorrow Key Themes:
Main Subjects Covered within this unit (Bold)	Science (inc SRE), Geography , History, Art & Design , D&T, Music, Computing,	Science , Geography, History, Art and Design, D&T , Music , Computing,	Science (inc SRE), Geography, History , Art & Design, D&T, Music, Computing,
English	<ul style="list-style-type: none"> • Narrative: Fantasy (Flotsam) • Information Text: Pollution/River Uses • Poetry: Imagery based on Water Worlds 	<ul style="list-style-type: none"> • Narrative: Alex Rider stories Good vs Evil • Persuasion: To buy watch film • Explanations: Spy Gadgets 	<ul style="list-style-type: none"> • Discussion: Evolution vs ??? • Recount: Leavers' Service
Science	<p><u>Year 5 Properties and changes of materials</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ <u>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</u> Year 4 Term 2 ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ explain that some changes result in the formation 	<p><u>Year 6 Light</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p><u>Year 6 – Electricity</u></p>	<p><u>Year 6 Evolution and Inheritance</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago – coasts ▪ 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 adapted to suit their environment in different ways and that adaptation may lead to evolution <p><i>Sex and Relationship Education</i> Year 5 Animals, including humans</p> <ul style="list-style-type: none"> ▪ describe the changes as humans develop to old age.

	<p>of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>Year 6 Living things and their environment</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics <p><i>Sex and Relationship Education</i></p> <p>Year 5 Animals, including humans</p> <ul style="list-style-type: none"> ▪ describe the changes as humans develop to old age. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram. 	
<p>Geography</p>	<p>Coasts – coastal erosion, how tourists affect coastal towns – Cornwall and Folkestone</p> <p>Rivers – changes over time. Pollution/Sacred – Ganges. Severn – Flooding. Seine - Tourism</p> <p><u>Locational Geography</u></p> <ul style="list-style-type: none"> ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Rivers – different places around the world – Ganges, Severn, Seine.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>	<ul style="list-style-type: none"> ▪ 	

European country and a region within North or South America

Locational Geography

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Trip to river

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History			Changes in Britain from the Stone age to Iron Age
Computing	<p><u>Answering their coastal questions</u></p> <ul style="list-style-type: none"> Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p><u>Learn about the Internet as a Gadget – linked to the D&T</u></p> <ul style="list-style-type: none"> Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration 	
Music		<p><u>Creating a sound track for spy film</u></p> <ul style="list-style-type: none"> Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	
Design and Technology		<p><u>Design a spy gadget as the new ‘Q’ from James Bond</u></p> <p>Design:</p> <ul style="list-style-type: none"> DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model 	<p><u>Compare diet in Stone Age to now – create a stone age ‘meal’</u></p> <ul style="list-style-type: none"> DT2/2.1a understand and apply the principles of a healthy and varied diet DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c understand the source, seasonality and characteristics of a broad

		<p>and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Evaluate:</p> <ul style="list-style-type: none"> ▪ DT2/1.3a investigate and analyse a range of existing products ▪ DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ DT2/1.3c understand how key events and individuals in design and technology have helped shape the world - INTERNET 	<p>range of ingredients</p>
<p>Art and Design</p>	<p>Depicting erosion through water colour</p> <ul style="list-style-type: none"> ▪ Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas <p>Using Cornish artist to learn about Human Geography then creating their own art in the style of this artist</p> <p>Using Famous artists to inspire the original questions about Coasts</p> <ul style="list-style-type: none"> ▪ Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ▪ Ar2/1.3 about great artists, architects and designers in history 		

