

2018-19	Y1	Y2	Y3	Y4	Y5	Y6	
<p>Autumn</p>	<p style="text-align: center;">Toys & Games</p> <p>History: Pupils should develop an awareness of the past, using common words relating to the passing of time. Identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past.</p> <p>DT: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT. Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Art: Use a range of materials creatively to design and make products. Use drawing and painting to develop and share their ideas. Know about the work of a range of artist and make links to their own work.</p>		<p style="text-align: center;">Ancient Egypt</p> <p>History – know and understand significant aspects of the history of the wider world: the nature of ancient civilisations. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study. Geography – <u>Human and physical geography</u> describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links. <u>Place knowledge</u> understand geographical similarities and differences Art – to improve their mastery of art and design techniques of <u>sculpture</u> with a range of materials [<u>clay</u>] DT - apply understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p style="text-align: center;">Tudors</p> <p>History: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 To understand and recall the historical events, people and changes of the period they are studying. To pick out and put together information from a range of sources for the period they are studying. DT: Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>		
	<p>Science identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common</p>	<p>Science <u>Materials:</u> DT: Build structures, exploring how they can be made stronger, stiffer and more stable. Science: identify and compare the suitability of a</p>	<p>Science To understand animals and humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition; that they cannot make 	<p>Science BIOLOGY</p> <ul style="list-style-type: none"> To understand animals and humans To investigate living things To understand animals and humans 	<p>Science Investigate living things</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 	<p>Science Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>	

	<p>animals that are carnivores, herbivores and omnivores Science 149 Statutory requirements - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Related DT Unit: Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>their own food and they get nutrition from what they eat.</p> <ul style="list-style-type: none"> Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. 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. <p>To investigate living things</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 	<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals. Animals and Humans Describe the changes as humans develop to old age. 	<p>including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 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 adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
	<p>RE Why is belonging to God and the church important to Christians?</p>	<p>RE How does the story of Jonah help Jewish people think about new starts?</p>	<p>RE How do Christians show that reconciliation with</p>	<p>RE How does believing Jesus is their saviour inspire Christians to save and serve others?</p>	<p>RE Why is the <i>gospel</i> such good news for Christians?</p>	<p>RE How do Christians show their belief that Jesus is God incarnate?</p>

	Why is giving <i>tzedakah</i> important to Jewish families?	Why was Jesus given the name 'saviour'?	God and others is important? How does a Muslim show their submission and obedience to Allah?	Why do Muslims call Muhammad the 'Seal of the Prophets'?	What does the Qur'an reveal to Muslims about Allah and his guidance?	How does <i>tawhid</i> create a sense of belonging to the Muslim community?
Spring	<p>Local study & contrasting locality</p> <p>Geography: Name and locate the world's 7 continents and 5 oceans. Understand geographical similarities and differences through studying human and physical geography of a small area of the UK, and a small area of a contrasting non-European country. Use basic geographical vocabulary. Use world maps, atlases and globes to identify countries, continents and oceans. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map and use basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>History: Pupils should develop an awareness of the past, using common words relating to the passing of time. Identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past. Know about events beyond living memory that are significant nationally or globally. Know about significant historical events, people and places in their own locality.</p> <p>Art:</p>		<p>Dinosaurs</p> <p>History – understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history <p>Geography – 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</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - Pangea. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Art – <u>produce creative work, exploring their ideas and recording their experiences.</u> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design</p> <p>DT - investigate and analyse a range of existing products. Select from and use a wider range of</p>		<p>Europe & local study</p> <p>Art: Pupils should be taught about great artists, architects and designers in history. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p>Music: Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Geography: Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 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>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	

	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination DT: Build structures, exploring how they can be made stronger, stiffer and more stable Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>	<p>materials and components, including, textiles, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		
	<p>Science -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Science <u>Animals and Humans:</u> Science: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Explore and compare the differences between things that are living, dead, and</p>	<p>Science To investigate materials Rocks and Soils</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter. <p>To understand plants</p>	<p>Science CHEMISTRY</p> <ul style="list-style-type: none"> To investigate materials To investigate States of Matter <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 the temperature at which this happens in degrees Celsius (°C), building on 	<p>Science (Earth and Space)</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 	<p>Science 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, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>

		<p>things that have never been alive. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>their teaching in mathematics.</p> <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>the sun across the sky.</p> <p>Forces</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. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
	<p>RE What did Jesus teach about God in his parables?</p>	<p>RE How do some Muslims show Allah</p>	<p>RE Why does a Hindu want to collect good karma?</p>	<p>RE How does the story of Rama and Sita inspire</p>	<p>RE What spiritual pathways to moksha</p>	<p>RE How do questions about Brahman and</p>

	Why do Christians pray to God and worship him?	is compassionate and merciful? What are the best symbols of Jesus' death and resurrection at Easter?	Why is the cross more than a symbol of sacrifice?	Hindus to follow their dharma? How does the teaching of the gurus move Sikhs from dark to light?	are written about in Hindu scriptures? What is holiness for Jewish people: a place, a time, an object or something else?	atman influence the way a Hindu lives? How did Buddha teach his followers to find enlightenment?
Summer	<p>People from the Past</p> <p>Art</p> <ul style="list-style-type: none"> - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Geography</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 		<p>Volcanoes and Earthquakes</p> <p>History – understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>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.</p> <p>Art –</p> <p>DT -</p>		<p>Invaders and Settlers</p> <p>This unit is based around Britain's settlement by Anglo-Saxons and Scots. It may include the following: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. The Scots invasions from Ireland to north Britain (now Scotland). The Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne.</p>	

	<p>History</p> <ul style="list-style-type: none"> - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements <p>significant historical events, people and places in their own locality.</p>				
	<p>Science</p> <p>distinguish between an object and the material from which it is made</p> <p>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>-describe the simple physical properties of a variety of everyday materials</p>	<p>Science</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>Science</p> <p>To understand movement, force and magnets</p> <p>Magnets</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 	<p>Science</p> <p>PHYSICS</p> <ul style="list-style-type: none"> • To investigate sound and hearing • To understand electrical circuits <p>To investigate sound and hearing</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 (Milestone 3) 	<p>Science (Materials)</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how 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 <p>Science</p> <p>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 our or reflect light into the eye.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the</p>

	<p>-compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>To understand light and seeing.</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 their eyes. Recognise that shadows are formed when the light from a light source is 	<ul style="list-style-type: none"> Find patterns between the volume of a sound and the strength of the vibrations that produced it (Milestone 3) Recognise that sounds get fainter as the distance from the sound source increases (Milestone 3) <p>To understand electrical circuits</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 	<p>through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <ul style="list-style-type: none"> Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda. 	<p>same shape as the objects that cast them.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
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			<p>blocked by a solid object.</p> <ul style="list-style-type: none"> Find patterns in the way that the size of shadows change. 	<p>simple series circuit.</p> <ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors. 		
	<p>RE How does celebrating Pentecost remind Christians that God is with them always? How do Jewish families worship together on Shabbat?</p>	<p>RE Why do Christians trust Jesus and follow him? Why do Jewish people celebrate the laws God gave them through Moses?</p>	<p>RE What do Christians mean when they talk of the Kingdom of God? What symbols and stories help Jewish people remember their covenant with God?</p>	<p>RE Why do Christians believe they are people on a mission? How do Sikhs put their beliefs about equality into practice?</p>	<p>RE What is the great significance of the Eucharist for Christians? How does the triple refuge help Buddhists in their journey through life?</p>	<p>RE Should believing in the resurrection change how Christian view life and death? Why do Humanists say happiness is the goal of life?</p>