



Term	*Autumn 1	Autumn 2	Spring 1	Spring 2	*Summer 1	Summer 2
Topic Title	<u>Our planet!</u>	<u>Ancient Rome</u>	<u>The Victorians</u>	<u>Animal Kingdom</u>	<u>Ancient Greece</u>	<u>Modern Greece</u>
Key Question	How can we help save our planet?	What can Pompeii tell us about the Romans?		Should animals be in Zoos?	What did the Ancient Greeks do for us?	How is it different, living in modern Greece?
Duration	7wks	8wks	5wks	6 weeks	6 wks	7 wks
English (Texts that link)	Author and the golden rope - CLPE The boy at the back of the classroom - CLPE	One Plastic Bag (CLPE)	Cogheart – Literacy Shed	African Tales (CLPE)	Falling out of the Sky - Poetry – Greek Myths and Legends _CLPE	King Midas – Literacy Shed
Science Y4 POS	SOUND 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 pitch and features of the object that produced it Find patterns between 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.	MATERIALS AND STATES OF MATTER 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	FORCES, MAGNETS AND ELECTRICITY 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.	LIVING THINGS AND THEIR HABITATS 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 recognise that environments can change and that this can sometimes pose dangers to living things	ANIMALS INCLUDING HUMANS 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.	
Science Y2 POS	PLANTS Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	MATERIALS AND STATES OF MATTER Identify and compare the suitability of a 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		LIVING THINGS AND THEIR HABITATS Explore and compare the differences between things that are living, dead, and things that have never been alive 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 micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a	ANIMALS INCLUDING HUMANS (1) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. ANIMALS INCLUDING HUMANS (continued) 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.	



				simple food chain, and identify and name different sources of food		
RE Y4 POS	Who is Jesus	Music, Art and stories of faith	The Cross	Symbols of Faith	Sikhism	Sikhism
RE Y2 POS	Harvest & the Church	Important People	Special Books	Families	Judaism	Judaism
History Y4 POS		<p>Combine overview and in depth studies:</p> <p>Use sources of evidence to deduce information about the past. Links to The Romans.</p> <p>An understanding of the impact natural disasters have on a place and how to place events in a sequential order.</p> <ul style="list-style-type: none"> Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history using terms such as social, political, religious and cultural. 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Kings and queens? Tudors?Victorians?)</p> <p>This could include:</p> <ul style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain 		Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Y2 POS		significant historical events, people and places in their own locality.	<p>Changes within living memory – family and local life, changes nationally</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>			
Geography	Human and physical geography			Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries, and major cities		Place knowledge Understand geographical similarities and differences through the study of



<p>Y4 POS</p>	<p>To compare and contrast human and physical features over time.</p> <p>Express views about local and international areas and environment.</p>			<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p>human and physical geography of a region of the European country and the United Kingdom</p>
<p>Y2 POS</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct 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. Use simple compass directions (North South East and West) and locational language (for example, near and far, left and right) to describe the location</p>			<p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North South East and West) and locational and simple directional language (for example, near and far; left and right) to describe the location of features and routes on a map Locational knowledge Name and locate the world's seven continents and five oceans Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country use basic geographical vocabulary to refer to: = key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather = key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>Art and Design Y4 POS</p>	<p>Collage To respond to the work of Henri Matisse. To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work. To respond to the facial images produced by the artist Francis Bacon. To use their own images as a starting point and compare ideas and approaches in their own and others' work. To explore the purposes and intentions of the artist Andy Warhol.</p>	<p>Textiles To investigate materials and processes in producing a monoprint on fabric. To use a variety of folds to produce dip dyed pieces. To use resist methods on dip dyed fabric. To record from direct observation. To develop designs from direct observation. To respond to the work of the textile artist Michael Brennan-Wood. To adapt work according to own views and develop knotting and wrapping textile responses. To apply their experience of materials and processes.</p>	<p>Drawing To apply their experience of drawing materials and processes. To use a viewfinder to select and record observations of patterning in natural objects. To select from and use own drawings to develop work. To use landscape as a starting point for artwork. To respond to the work of John Brunson. To use fine control with a pencil to make detailed, analytical observational drawings</p>	<p>Printmaking To investigate African printmaking. To explore and develop designs using sketchbooks. To transpose designs into monoprints, identify what they might change in monoprints or develop in their future work. To transpose design onto Press Print relief blocks. To make collograph blocks using African prints as a starting point for designs. To investigate surface printing collograph blocks onto different surfaces. To investigate different monoprinting techniques. To produce and print onto a range of surfaces.</p>	<p>Painting To select, construct and work on a multi-shaped and textured surface. To mix colours and select appropriate brushes for specific purposes. To experiment with the application of colours. To make practical responses to the work of Georgia O'Keefe. To develop an understanding of and make practical responses to techniques used by J.M.W. Turner.</p>	<p>3D To cast forms using brown, gummed tape. (i.e. a shoe, stick person etc) To experiment with clay coils to make a 3D form. To reference work from other times, styles and cultures. To collaborate with others on 3D projects. To use glue and fabric over a mould to produce 3D artefacts.</p>
<p>Y2 POS</p>	<p>Collage To ask and answer questions about the work of Henri Matisse as a starting point for their work. To respond to the work of Henri Matisse. To cut, tear and arrange primary and their complementary coloured papers. To collect, select and record in developing understanding and use of complementary colours. To respond to Op Art and the work of Bridget Riley. To investigate and develop responses to the work of Op artist Bridget Riley. To develop cutting and sticking skills. To respond to the work of the artist Kurt Schwitters.</p>	<p>Textiles To investigate dip dye materials and processes. To work over dip dyed fabric with rubbings from a range of surfaces. To try out tools and techniques and apply these to materials and processes. To use matchsticks and rubber bands to produce relief-printing blocks. To ask and answer questions about the starting points for developing their relief printing blocks. To try out tools and techniques in relief block printing. To investigate the possibilities of materials and processes for card wrapping. To respond to colour in chosen images as a starting point for their work.</p>	<p>Drawing Understanding that different mark makers may be used to create different effects. Using different marks in response to descriptive language. Understanding that different marks can represent different moods and movements. Applying different marks in response to music. Applying different marks and lines in response to a piece of music and being able to use appropriate vocabulary. Understanding how to represent texture by using a variety of different marks. To apply skills learnt to draw still life compositions in response to the work of Henri Matisse.</p>	<p>Printmaking To tear, and print with positive and negative stencils. To investigate layering and overlapping colours when printing. To develop the use of clay slab relief blocks using three colour overprinting process. To develop clay slab relief printing with tissue inlays to produce unique state prints. To develop the process of direct printing using found objects, selected colours and surfaces. To identify similarities and differences in the work of designers. To apply knowledge and understanding of materials and processes in developing responses.</p>	<p>Painting To respond to the work of Wassily Kandinsky through the use of lines, shapes and colours. To respond to music through line, shape and colour. To investigate and use the visual elements of line, colour and space in a painting. To investigate and make responses using the visual elements of shape and pattern. To construct a surface in the style of abstract artist Anthony Frost, discuss what they and others have done and say what they think and feel about it. To select and develop ideas from Anthony Frost images. To investigate visual elements of line and colour and space.</p>	<p>3D To investigate and respond to Aboriginal Art. To ask and answer questions about starting points for their work. To select and develop ideas into 3D work in response to Aboriginal Art. To use different tools for decorating surfaces. To roll clay to an even thickness. To make coils and apply these as surface decoration. To respond to a story as a starting point for 3D work. To make forms from small pieces of clay and apply these as surface decoration. To respond to a story as a starting point for 3D work. To change the form of clay by pulling, pinching and smoothing. To use imagination to produce 3D form.</p>



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 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Technical knowledge Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		Apply understanding of computing to program, monitor and control products.				
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; padding: 5px;"> <u>Design and make – Food technology – savoury dishes</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria </td> <td style="width:33%; padding: 5px;"> <u>Design and make make a fire engine (wheeled vehicle)</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms in their products. </td> <td style="width:33%; padding: 5px;"> <u>Design and make (Textiles – sewing)</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria </td> </tr> </table>							<u>Design and make – Food technology – savoury dishes</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria	<u>Design and make make a fire engine (wheeled vehicle)</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials , textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms in their products.	<u>Design and make (Textiles – sewing)</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles , ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria
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Music	Mama Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect Rewind and Replay			
Y4 POS	Hands Feet Heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay			
Computing	<u>Unit 4.1 Coding</u> Number of Weeks – 6 Main Programs – 2Code		<u>Unit 4.2 Online Safety</u> Weeks – 4 Programs - 2Connect (Mind Map) 2Publish Plus Display boards	<u>Unit 4.8 Hardware Investigators</u> Weeks – 2 Programs – 2Quiz 2Connect (Mind Map) Writing Templates	<u>Unit 4.4 Writing for Different Audiences</u> Weeks – 5 Programs – Writing Templates 2Simulate 2Connect (Mind Map) 2Publish Plus	<u>Unit 4.7 Effective Searching</u> Weeks – 3 Programs – Browser 2Quiz 2Connect (Mind Map) <u>Unit 4.6 Animation</u> Weeks – 3 Programs – 2Animate	<u>Unit 4.3 Spreadsheets</u> Weeks – 5 Programs – 2Calculate	<u>Unit 4.5 Logo</u> Weeks – 4 Programs – 2Logo	
Y2 POS	Unit 2.1 Coding Number of Weeks – 5 Main Programs – 2Code	Unit 2.2 Online Safety Weeks – 2 Programs - Writing Templates Display boards 2Respond (2Email)	Unit 2.8 Presenting Ideas Weeks – 4 Programs – 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz Writing Template	sUnit 2.7 Making Music Weeks – 3 Programs – 2Sequence	Unit 2.5 Effective Searching Weeks – 3 Programs – Browser 2Quiz Writing Templates	Unit 2.6 Creating Pictures Weeks – 5 Programs – 2Paint A Picture Writing Templates	Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate	Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate 2Calculate	



PHSE	Health and Wellbeing		Relationships		Living in the Wider World	
Y4 POS	Health and Wellbeing		Relationships		Living in the Wider World	
Y2 POS	Health and Wellbeing		Relationships		Living in the Wider World	
PE	<u>Ball Skills</u>	<u>Invasion Games</u>	<u>Dance and Movement</u>	<u>Invasion Games (Techniques)</u>	<u>Balls and Feet</u>	<u>Athletics</u>
Y4 POS	<u>Uni-hoc</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Striking and Fielding Games</u>	<u>Swimming</u>	<u>Swimming</u>
Y2 POS	<u>Ball Skills</u>	<u>Games</u>	<u>Movement</u>	<u>Attack and Defend</u>	<u>Running and Skipping</u>	<u>Throwing and Catching</u>
	<u>Games</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Games-Throwing and Catching</u>	<u>Gymnastics (2)</u>	<u>Athletics activities (1)</u>

Music – Charanga Scheme of Work

Computing – Purple Mash Scheme of Work

PHSE – PHSE association Education Planning Toolkit