

D.T.

Science Electricity

Developing an understanding of how electricity is generated and how and what we use it for in our daily lives.

To construct simple circuits incorporating switches and bulbs, developing an understanding of conductors and insulators.

Working Scientifically

Plan different types of scientific enquiries to answer questions. Begin to recognise why controlling variables is necessary. Select the most appropriate type of scientific enquiry to answer questions.

Identify the variables within a test and explain why which ones need to be controlled and why.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs. Report and present findings from enquiries, including conclusions, patterns in data and explanations of results in oral and written forms such as displays and other presentations.

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Light it up – Shadow Puppet Theatre

Design

Learn about stage and set designers' work. Use research and develop design criteria to design a shadow puppet theatre. Generate, develop, model and communicate their ideas through discussion and sketches.

Make

Select from and use a wider range of tools and equipment to perform practical tasks - cutting, shaping, joining and finishing accurately. Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Use simple electrical circuits in their product, learning how to use a computer to control their product.

Evaluate

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Food Technology

Healthy Snack

Learn about the principles of a healthy diet. Analyse food on the market and compare 'healthy' and 'unhealthy' snacks. Learn about ingredients such as seeds, fruits, grains, the nutritional content and origin, and that they can be combined to create a healthy snack. Design a snack, combining key food groups to create food that can be eaten on the move. Think about taste, texture as well as health benefits. Use techniques such as chopping, grating and blending using a food processor.

Geography

Why are some earthquakes more dangerous than others?

This enquiry introduces pupils to some key aspects of physical geography, in particular one of the major outcomes of tectonic activity in the world – earthquakes. Some work is also focused on volcanic activity, which is developed at greater depth at Upper Key Stage 2.

Locational knowledge

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.

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).

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.

Geographical skills

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.

PSHE

Health and wellbeing – emotions and feelings, Change and loss

Relationships – listening to viewpoints, Working collaboratively

Living in the wider world – Duties and rights, Resolving difference

Health and wellbeing – danger and safety, Hygiene

Relationships – conflict, negotiation and compromise

Living in the wider world – Budgeting, Interest and debt

Music Charanga

Genres: Class orchestra – Recorder, Grime, Classical, Tango, Latin Fushion, Bhangra, Gospel

Use their voices and play musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes.

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

PE

Scheme: Real PE and iMoves

1. Dynamic Balance/Coordination: ball skills

2. Coordination with equipment/Counter balance in pairs

Play competitive games and apply basic principles suitable for attacking and defending.

Use running, jumping, throwing and catching in isolation and in combination.

Develop flexibility, strength, technique, control and balance.

Dance – Natural Disasters/Bollywood - Perform dances using a range of movement patterns.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ICT

We are Musicians

Use one or more programs to edit music.

Create and develop a musical composition.

Develop collaboration skills.

Develop an awareness of how their composition can enhance work in other media.

E-safety – copyright, illegal downloading and sharing of copyrighted music

We are HTML editors

Understand some technical aspects of how the internet makes the web possible.

Use HTML tags for elementary mark up – link to literacy explanatory texts

Use hyperlinks to connect ideas and sources.

Code up a simple web page with useful content.

Understand some of the risks in using the web.

E-safety – identify risks using the web, how to keep themselves safe, reliability of web-based content

Modern Foreign Languages: French

Memorise and present a short spoken text.

Listen for specific words and phrases.

Listen for sounds, rhyme and rhythm.

Ask and answer questions on several topics.

Read and understand a range of familiar written phrases.

Follow a short familiar text, listening and reading at the same time.

Read some familiar words and phrases aloud and pronounce them accurately.

Write simple words and phrases using a model and some words from memory.

Learn about festivals and celebrations in different cultures.

Know about some aspects of everyday life in France and compare them to their own.

Learn about different ways of travelling to France.

Art People in Action

Look at other artists' work in terms of ideas, media, tone, form, looking for similarities and differences. Explore ways that artists represent feelings and facial expressions and movement in work and relate to own work. Study painting techniques used by artists ie impressionists such as Degas, Renoir and relate to own work.

Record their observations in sketch books and use them to review and revisit ideas.

Draw the human form both moving and still, using a range of materials. Use charcoal, pastel, pencil, with increasing accuracy. Show light and dark by shading and blending colours and represent tone by varying pressure of pencil. Use these sketches as a starting point for own work. Paint their own composition based on own studies and other artists work. Mix colours, creating light and dark and use techniques learnt in year 3 such as overpainting and blending wet paint. Use warm and cool colours in own work, matching colours to those found in environment.

RE

Understanding Christianity and Discovery RE

How important is it for Jewish people to do what God asks them to do?

How Jews show God that they value their special relationship with him.

What is the best way for Jews to show their commitment to God?

Understand the different ways that Jews show commitment to God.

Compare practices to show which shows the most commitment.

History

Anglo-Saxons

Why do we speak English today?

Chronological Understanding –

Pupils understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. They can locate key periods on a timeline, showing how they overlap. They know that it was not until 8thC that word English was used to describe people of South Britain.

Knowledge and Understanding –

They grasp that we are still finding out about the Saxons 1300 hundred years later. They know that the Staffordshire hoard is the largest collection of gold and silver yet found. Pupils understand where Angles, Saxons, Jutes came from. They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain. Pupils can compare motivation of Saxons compared to that of Romans. Pupils know that by the end of the 7C Anglo-Saxons were ruling most of Britain. They work out which of Alfred's achievements were the most significant. They learn to critique a website identifying where it is weak and how it might be improved.

Historical Interpretation and Enquiry –

Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce an hypothesis of their own. Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches. They understand that lack of sources can distort our view of the past. They grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically. They can speculate as to which were the most effective methods of keeping order.