

	Autumn	
Topic	<p>Ancient Egypt</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, and monarch.</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Countries of the World</p> <p>Pupils should be taught to:</p> <p>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> <p>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> <p>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>

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<p>Science</p>	<p>Light and Shadow</p> <p>Recognise that they need light in order to see things and that the dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows changes</p>	<p>Health and movement</p> <p>Year 3</p> <p>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</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>Book</p>	<p>Secrets of a sun king</p>	<p>Wonder</p>
<p>Cultural Capital</p>	<p>Durham oriental museum Egypt</p>	<p>Healthy eating – food around world?</p>
<p>Art</p>	<p>Silhouette</p> <p>Use a variety of ways to record ideas including digital cameras and iPads</p> <p>Develop artistic/visual vocabulary to discuss work</p>	<p>Artists of the world</p> <p>For instance: Use the work of artists to replicate ideas or inspire own work</p>

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	<p>Begin to suggest improvements to own work Experiment with a wider range of materials Present work in a variety of ways</p>	<p>Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing) Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour) Abstract paintings by Picasso (colour) Use the work of artist Stacey Chapman "car" and other images on the internet (print) Look at work of Henry Moore (sculpture) Consider work by contemporary textile artist Patricia Greaves (textiles)</p>
DT	<p>Burial Masks</p> <p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried Investigate ways of joining clay - scratch and slip Introduce 'Modroc'</p> <p>Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms</p>	
Computing		
P.E	<p>Playground games</p> <p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games Apply basic principles of attacking and defending</p>	<p>Dance</p> <p>Compose</p> <p>For instance: Create dance phrases/dances to communicate an idea Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation,</p>

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	<p>Develop an understanding of fair play (respect team -mates and opponents)</p>	<p>direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music.</p> <p>Perform</p> <p>Perform dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p> <p>Appreciate</p> <p>Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and other’s work - strengths and areas for improvement</p>
<p>Music</p>	<p>Music appreciation</p> <p>For instance: Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing Play singing games and clapping games</p>	<p>Christmas play</p> <p>For instance: Sing words/phrases of a song in their heads (thinking voice) Sing with expression Sing/play appropriate material confidently and fluently</p>

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	Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)	Make improvements to singing - rehearse together to achieve objectives
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	Spring	
Topic	Anglo Saxons	Water/Land use
Science	<p>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) ☐ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>States of matter – scientific enquiry</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them. • set up simple practical enquiries, comparative and fair tests. <p>Recording</p> <ul style="list-style-type: none"> • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

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		<ul style="list-style-type: none"> gather, record, classify and present data in a variety of ways to help in answering questions <p>Concluding</p> <ul style="list-style-type: none"> identify differences, similarities or changes related to simple scientific ideas and processes report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use straightforward scientific evidence to answer questions or to support their findings <p>Evaluating</p> <ul style="list-style-type: none"> use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Book	Beowulf	Window
Cultural Capital	Ryedale Folk musem/ Bedeworld	Walk to high force
Art	Cross stitch	Zoe Emma Scott
DT	Anglo Saxon houses	
Computing		

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P.E.	Gymnastics	Invasion Games
Music	Live and recorded music	Reading/ writing music

	Summer	
Topic	The Railway Revolution	Extreme Earth
Science	<p>Forces and Movement</p> <p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> • 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 on 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>Plants</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.
Book	The Railway Children	Jack and the Beanstalk

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Cultural Capital	York railway museum	Marines training
Art	3D models	Artists
DT	Bridge building	
Computing		
P.E	Striking and Fielding	Athletics
Music	Performance	History of music

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