

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	This is me	My place, my time	Celebrate		Around the world		STEM		Those that came before		Social Enterprise	
Science	Animals including humans: We will be learning the importance of the digestive system in humans and animals as well as identifying the importance of different types of teeth.	Living things and their habitats: We will be learning about classifying living things and how we know if an animal is a vertebrate or invertebrate. We explore what effects humans have on the environment of living things.			Sound: We will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness.	Electricity: We will explore how 'electricity' can flow through a variety of components in a complete electrical circuit which will always need a power source, such as a battery, with wires connected to both the positive (+) and negative (-) ends. We will further explore the health and safety needed when working with electricity and the importance of conductors and insulators.			States of matter: We will work scientifically and collaboratively to investigate 'States of Matter' where we will explore the differences between solids, liquids and gases, classifying objects and identifying their properties.			
History		Ancient Greece: We will complete a study of Greek life and achievements and their influence on the western world. We will start from government and look at what life was like for men and women.							Ancient Mayans: We will study a non-European society that provides contrasts with British history.			
Geography		Mountains and Hills: We will be looking at the physical landscape of mountains and hills comparing UK features with other areas in Europe			The Ring of Fire: We will be learning about volcanoes in the Pacific Ring of Fire							
Art	Drawing: We will produce a self-portrait in the style of Emily Gravett. We will use different pencils to create tones and shading and will be using the skill of hatching, cross hatching and finger smudging to create shadow and texture		Sculpting and mouldable materials: We will develop a wider range of moulding techniques by exploring and developing methods of fixing pieces together. We will produce a high-quality piece based on the artist Grayson Perry with a focus on our history topic of Ancient Greece		Painting: We will be exploring the colour wheel, including complementary and contrasting colours. We will explore different painting mediums and recreate artwork in the style of the Group of Seven (landscape painters).							
Music	How does music bring us together? We will listen to and appraise a number of pieces of music and have a technical focus on interesting time signatures		How does music connect us with our past? Our technical focus in this module is combining elements of pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure to make music		How does music improve our world? Our technical focus is improvisation		How does music connect us with the environment? The technical focus is creating music for a purpose		How does music shape our way of life? The technical focus is showing emotions through music.		How does music teach us about our community? The technical focus is creating melodies.	
D&T	Cooking: We will be learning how to cook an omelette safely using a range of refrigerated, raw ingredients. We will also be learning how to store and prepare different foods safely.						Structures and mechanisms: We will learn to design and evaluate a prototype which contains electrical systems. We will also learn how to use levers and linkages as well joining materials safely.			Textiles: We will learn to design and evaluate a prototype using various textiles. We will develop our sewing skills, particularly.		
Computing	Online Safety: We will learn to identify malware and phishing scams online and how they can be risks when accessing the internet. We will also learn about plagiarism and that it can have consequences		Coding: We will learn what variables are needed in programming to enable multiple actions to occur and how to use 'IF' statements for cause and effect		Logo: We will use 2Logo, a text-based coding language used to control an on-screen marker to create mathematical patterns. We will use 2Logo to repeat commands to simplify coding and begin to manipulate procedures		Online safety: We will learn about screen time and why it should be limited for mental and physical health Text and multimedia spreadsheets: We will explore Microsoft Excel and how to effectively use it to store data		Multi-media and writing for different audiences: We will explore how font size and style can affect the impact of a text. We will use scenarios to produce different text and multimedia reports		Online safety: We will learn about different search engines and how to use them safely Effective searching: We will learn the importance of using key words rather than whole sentences to search effectively on the internet	Opportunities to apply learning: We will use elements of all taught learning to apply to time spent on technology
PSHE	Families and Relationships: We are learning that families are varied and differences must be respected. We explore our understanding of physical and emotional boundaries in friendships as well as exploring the roles of a bully, victim and bystander		Health and wellbeing: In this unit, we will be developing our emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset helping us to identify calming and relaxing activities			Safety and the changing body: We are building an awareness of online safety and the benefits and risks of sharing information online. We will also be exploring the physical and emotional changes in puberty			Citizenship: In this unit, we are learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity whilst looking at the role of the local government.		Economic wellbeing: We will be exploring choices associated with spending, what makes something good value for money, career aspirations and what influences career choices	
RE	What do Hindus believe God is like? We will learn about different Hindu Deities and discover how Hindus use these and different stories to describe God. We will identify different ways		What does it mean to be a Hindu in Britain today? We will be exploring how Hindus in Britain show their faith at home and within the local community through different celebrations such as Diwali.		What is the trinity and why is it important for Christians? We will explore the Trinity and how this is represented through stories and artwork. We will describe how Christians show their		Why do Christians call the day Jesus dies Good Friday? We will learn that Christians believe Jesus came to "save" or "rescue" people and how they worship him in different ways. We		When Jesus left, what was the impact of Pentecost? We will make clear links between the story of the Pentecost and Christian beliefs about the 'Kingdom of God' on Earth and		How and why do people mark the significant events of life? We will identify how some people see life as a journey with key milestones along the way. We will make	

	<p><i>in which Hindus worship and make links between the Hindu idea of everyone having a 'spark' of God in them which related to how they live their lives today.</i></p>			<p><i>beliefs about God and the Trinity through worship and in the way they live</i></p>	<p><i>will explore the importance of the Holy Week and how Christians mark Easter events in their communities</i></p>	<p><i>what this means to Christians today with how they worship and live their lives.</i></p>	<p><i>comparisons of how Hindus and Christians celebrate different commitments, also considering those who do not follow a faith.</i></p>
PE	<p>Swimming:</p> <p><i>We will be learning to keep ourselves safe in and out of the water. We will be able to swim a required distance that is in line with our ability with or without a buoyancy aid.</i></p>			<p>Gymnastics:</p> <p><i>We will learn how to perform a sequence of movement phrase that includes balances on three different body parts at different levels. We will show this on the floor or on small apparatus. We will know how to put equipment out and away safely, either on our own or as part of a group. We will also work collaboratively with others to find solutions and improve work</i></p>		<p>Athletics:</p> <p><i>We will learn how to combine travel and dynamic balance to gain height and distance. We will learn to jump over a barrier and send objects overarm. We will also work collaboratively with others and set our own goals to improve in the activities</i></p>	
	<p>Football:</p> <p><i>We will learn to pass a ball over a variety of distances and move quickly and confidently to receive and return the ball from different positions. We will be learning to predict where to move to receive the ball and we will know how to communicate as a team and feel happy asking for help from our classmates when needed</i></p>	<p>Handball:</p> <p><i>We will learn to pass a handball over a variety of distances. We will learn how to cover space and move quickly with confidence to receive and return the ball in different situations. We will think carefully about where to move to in order to receive the handball and we will know how to communicate as a team and feel happy asking for help from our classmates when needed</i></p>	<p>Outdoor adventurous activities:</p> <p><i>We will learn to work as part of a team to follow a trail at school orienteering and stay safe near and in water. We will be able to think of different ways to help the team to solve problems and can suggest how they could do even better next time. I will work on leading by example and taking responsibility for my actions.</i></p>	<p>Dance:</p> <p><i>We will learn how to combine travel and dynamic balance to gain height and distance. We will learn to jump over a barrier and send objects overarm. We will also work collaboratively with others and set our own goals to improve in the activities</i></p>	<p>Volleyball:</p> <p><i>We will learn to send a volleyball over a variety of distances using a range of different techniques. We will learn how to move quickly and confidently to receive and return the volley ball from different positions and situations. We will learn to predict where to move to receive the ball and feel comfortable asking for help from our classmates if we are struggling</i></p>	<p>Rounders:</p> <p><i>We will learn to hit the ball away from our opponents and into spaces. We will know how to and can play a small sided rounders game. We will agree the rules and keep the score accurately. We will also know and communicate why being active is important and good for their health</i></p>	
MFL	<p>Food:</p> <p><i>We will be using a French cafe scenario to learn vocabulary for food. We will also revise numbers to 100 considering the price of food in the cafe setting.</i></p>	<p>Weather and he water cycle:</p> <p><i>We will also be looking at weather and the water cycle to link with our Geography topic</i></p> <p>Clothes and getting dresses:</p> <p><i>We will be learning vocabulary to describe items of clothing and recalling our knowledge of colour and expressing opinion about different outfits</i></p>		<p>Numbers and calendars</p> <p><i>We will learn the days of the week, months of the year, dates and seasons and they research dates of French festivals and a traditional French birthday celebration in the classroom</i></p>	<p>Portraits</p> <p><i>We will be learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun</i></p>	<p>Eurovision song contest:</p> <p><i>This unit uses the concept of the Eurovision Song Contest to engage children in their learning. The children will learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries</i></p>	