

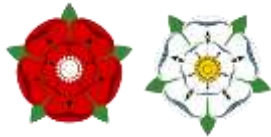







| Subject   | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Term 2   | Summer Term 1  | Summer Term 2  |
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| History   | <p><b>Big Question:</b> How did people in the Stone Age live, and what tools and techniques did they use to survive and thrive in a world without modern technology?</p> <p>Stone Age</p> <p>NC:<br/>Changes in Britain from the Stone Age to the Iron Age</p>  |  | <p><b>Big Question:</b> What was life like for the Anglo-Saxons, and how did their beliefs, customs, and inventions shape their communities and influence future generations?</p> <p>The Anglo Saxons, the Scots and the Vikings</p> <p>NC:<br/>Britain's settlement by Anglo-Saxons and Scots<br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>  |   | <p><b>Big Question:</b> What was the War of the Roses, and how did it shape the history and royal families of England?</p> <p>The War of the Roses</p> <p>NC:<br/>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>  |  |
| Geography |   | <p><b>Big Question:</b> How can we use maps and grid references to navigate and find our way around, and</p> |  | <p><b>Big Question:</b> What makes the South West of England unique, and what natural wonders and</p> |  | <p><b>Big Question:</b> How do rivers form, and what are the different ways in which rivers are important to</p> |

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|         |   | <p>what important skills can we learn from understanding maps?</p> <p>Spatial Sense A</p> <p>NC:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4- and 6-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</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>  |  | <p>historical sites can we explore in this region?</p> <p>The South West of England</p> <p>NC:</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>people, animals, and the environment?</p> <p>Rivers</p> <p>NC:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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>  |
| Science | <p><b>Big Question:</b> How do our bones and muscles work together to help us move, stay strong, and support our bodies?</p> <p>The Human Body</p> <p>NC:</p> <p>Animals Including Humans</p> | <p><b>Big Question:</b> What are plants, and how do they grow, make food, and contribute to the environment and our lives?</p> <p>Plants</p> <p>NC:</p> <p>Plants</p>   | <p><b>Big Question:</b> How is sound made, and how does it travel through different materials and reach our ears, allowing us to hear the world around us?</p> <p>Sound</p> <p>NC: Sound</p> | <p><b>Big Question:</b> What is electricity, and how can we create simple circuits to make light bulbs or other devices work?</p> <p>Electricity</p> <p>NC:</p> <p>Electricity</p>   | <p><b>Big Question:</b> How do forces and magnets work, and what can we learn from exploring their effects on objects?</p> <p>Forces and Magnets</p> <p>NC:</p> <p>Forces and Magnets</p> |   |

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.



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



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

Find patterns between the volume of a sound and the strength of the vibrations that produced it



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



Compare how things move on different surfaces

Notice that some forces need contact between 2 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 of whether they are attracted to a magnet, and identify some magnetic materials

Describe magnets as having 2 poles

Predict whether 2 magnets will attract or repel each other, depending on which poles are facing



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| <b>Art</b>  | <p><b>Big Question:</b> What is Banksy's 'Peckham Rock,' and how is the work of Banksy similar to cave art?</p> <p><b>Topic: Stone Age</b><br/> <b>Artist: Banksy</b><br/>           Area: Painting, Drawing<br/>           Sketchbooks and Knowledge<br/>           Movement: Street Art</p>  <p>Artwork: Peckham Rock<br/>           (With a focus on Nottingham's Hoola Hooping Girl and Lascaux cave paintings in France)<br/>           2005</p> |   | <p><b>Big Question:</b> What can we learn from the Anglo-Saxon Hoard, and how does it provide insights into the art, culture, and history of the Anglo-Saxon people?</p> <p><b>Topic: Anglo Saxons</b><br/>           Artist: Anglo Saxon-Staffordshire Hoard<br/>           Area: 3D Clay<br/>           Sketchbooks and Knowledge</p>  <p>Artwork: Staffordshire Hoard Items<br/>           650-675 AD</p> |   | <p><b>Big Question:</b> How did Monet capture the beauty of water lilies in his paintings, and how did art play a role in expressing emotions and experiences during times of war?</p> <p><b>Topic: War of the Roses</b><br/>           Artist: Monet<br/>           Area: Painting, Sketchbooks and Knowledge<br/>           Area: Sketchbooks and painting</p>  <p>Artwork: Waterlilies<br/>           1919</p> |   |
| <p><b>Design and Technology</b></p>  |  | <p><b>Big Question:</b> How can we use our creativity and inspiration from the city of San Francisco to design and make a unique cushion that reflects its iconic landmarks and culture?</p>  <p>Textiles<br/>           2D to 3D<br/>           Product: To Design and Make a Cushion inspired by San Francisco</p> |   | <p><b>Big Question:</b> How can we make delicious scones that are healthier by adapting the recipe and using healthier toppings?</p>  <p>Food:<br/>           Healthy and Varied Diet<br/>           Product: Make Scones, Adapting the Recipe to Make Them Healthier and Using Healthier Toppings.</p> |  | <p><b>Big Question:</b> How can we use our creativity and problem-solving skills to design and make a bridge that can safely and effectively cross a river?</p>  <p>Structures:<br/>           Frame Structures<br/>           Design and Make a Bridge to Cross a River Bridge</p> |
| <p><b>Personal, Social, Emotional and Health Education (PSHE)</b></p>   | <p>Beginning and Belonging</p>   | <p>Anti-Bullying</p>  | <p>Local Priority to Address Local Safeguarding Issues</p>  | <p>Financial Capability<br/>           Financial Capability</p>   | <p>Relationships and Sex Education<br/>           (Taught in age appropriate year groups)</p>  | <p>Local Priority to Address Local Safeguarding Issues</p>  |

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| <b>Music</b><br>                     | Pulse Unit 1  | Voice Unit 2  | Pulse Unit 1   | Voice Unit 2   | Pulse Unit 1   | Voice Unit 2   |
| <b>Computing</b><br>                 | Programming A - Sequencing sounds   | Programming B - Events and actions in programs              | Programming A – Repetition in shapes                                   | Programming B – Repetition in games  | Programming A – Selection in physical computing                              | Programming B – Selection in quizzes                               |
| <b>Religious Education (R.E)</b><br> | <b>Hinduism</b><br>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu? | <b>Christianity</b><br>Has Christmas lost its true meaning? | <b>Sikhism</b><br>Does joining the Khalsa make a person a better Sikh? | <b>Christianity</b><br>Do people need to go to church to show they are Christians? | <b>Sikhism</b><br>What is the best way for a Sikh to show commitment to God? | <b>Christianity</b><br>What does the story of the lost sheep mean? |
| <b>Physical Education (P.E)</b><br> | Football<br>Tag Rugby<br>Gymnastics   | Football<br>Tag Rugby<br>Gymnastics                         | Dance<br>Hockey<br>Basketball  | Dance<br>Hockey<br>Basketball  | Cricket<br>Athletics<br>Rounders   | Cricket<br>Athletics<br>Rounders<br><br>Swimming                   |
| <b>Languages</b><br>               | Phonics<br>Greetings<br>Numbers<br>Classroom instructions<br>Family   | Family<br>Age<br>Halloween<br>Christmas                     | Epiphany<br>Snowman story<br>Pets                                      | Pets<br>Farm animals<br>April Fool's Day<br>Easter                                 | Colours<br>Clothes<br>Descriptions   | Sports<br>Famous Landmarks in France                               |