



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Topic Title	What makes the Earth angry?		Is Pontefract the key to the North?		Narnia	How to train your dragon
<b>SCIENCE</b>	<p><b>Rocks and soils</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><b>Forces</b> Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Light</b> Recognise that they need light in order to see things and that 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 an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p> <p><b>Sound</b> Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that</p>	<p><b>Electricity</b> Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Animals including humans</b> Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>



			<p>produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>			
<b>COMPUTING</b>	<p><b>E – safety</b> Hector’s world Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Multimedia</b> Dance mat typing to consolidate typing and keyboard skills. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>Handling data</b> Textease branch to create branching database. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Multimedia</b> Develop use of film to retell and recount; <b>Backdrop TV &amp; hand held cameras.</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Programming</b> <b>Expresso coding</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><b>Multimedia</b> Using PowerPoint to present for a project Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
<b>HISTORY</b>	<p>A non-European society that provides a contrast with British History A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Sources of evidence - Historian research</p>		<p>Significant turning point in British History; The Battle of Britain. <b>Chronological understanding</b> A local history study</p> <p>A depth study linked to one of the British areas.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>		<p><b>Invaders and settlers</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><b>Viking lifestyle comparison - Viking invasions</b> Viking raids and invasion.</p> <p>Further Viking invasions and Danegeld.</p>	



					Anglo-Saxon laws and justice	
<b>GEOGRAPHY</b>	<p><b>Human and physical Geography.</b> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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.</p> <p><b>Map work; using maps to locate world countries, identify key features; rivers, deserts, major cities.</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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>		<p><b>FIELDWORK: Pontefract Castle</b> 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>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Comparing localities</b> 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 within North or South America.</p>		<p><b>Physical features of a locality</b> 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><b>Comparing localities, Land use and Geographical features</b> 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</p>	
<b>ART</b>	<p><b>Collage and textiles</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>Use of ICT</b> About great artists, architects and designers in history.</p>	<p><b>Drawing</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>Sketching</b> To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Painting</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>Sculpture</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
<b>D &amp; T</b>	<p><b>Nutrition and healthy eating</b> Understand and apply the principles of a healthy and varied diet</p>	<p><b>Textiles</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</p>	<p><b>Stiff and flexible materials</b> Apply their understanding of how to strengthen, stiffen</p>	<p><b>Electrical Systems</b> <b>Mechanical systems</b> Understand and use mechanical systems in their products [for example, gears,</p>	<p><b>Mouldable materials</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</p>	<p><b>Create and evaluate Viking jewellery</b> Select from and use a wider range of tools and equipment to Perform practical tasks [for</p>



	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>and reinforce more complex structures.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>pattern pieces and computer-aided design.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>example, cutting, shaping, joining and finishing], accurately.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
<b>MUSIC</b>	<p><b>Animal magic; exploring descriptive sounds</b> Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Play it again; exploring rhythmic patterns</b> Develop an understanding of the history of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><b>The class orchestra; exploring arrangements</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Dragon scales; exploring pentatonic scales</b> Use and understand staff and other musical notations.</p>	<p><b>Painting with sound; exploring sound colours</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Exploring singing games</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<b>PE</b>	<p><b>Gymnastics - floor</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate</p>	<p><b>Gymnastics - apparatus</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate</p>	<p><b>Dodgeball/bench ball</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p><b>Dance</b> Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Aerobics</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p><b>Fitness</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>



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	<b>Games - invasion – Rugby</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Badminton</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Hockey</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Games - invasion – netball</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Games - striking and fielding – cricket</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Athletics</b> Use running, jumping, throwing and catching in isolation and in combination  Take part in outdoor and adventurous activity challenges both individually and within a team
<b>RE</b>	An Introduction to Hinduism	Christianity	Expressing meaning Hinduism – Prayer	Belonging Christianity Belonging Hinduism	An Introduction to Hinduism	Ideas about light (festivals Christianity and Hinduism)
<b>SEAL</b>	New Beginnings Setting class rules Understanding school rules Learning to Learn	Getting on and falling out Sensitive Issues 3 – Me and my relationships (Pg 174 Real Health for Real Lives Ages 8-9)	Going for goals Aspirations Week	Good to be me Healthy Lifestyles 2 – Me My Family and Friends (Pg. 60 Real Health for Real Lives Ages 8-9)	New Beginnings Setting class rules Understanding school rules Learning to Learn	Getting on and falling out Sensitive Issues 3 – Me and my relationships (Pg 174 Real Health for Real Lives Ages 8-9)