



	Autumn	Spring		Summer
Theme	Science Focus - Earth & Space	Geography Focus - Extreme Earth	Geography Focus - Spain	History Focus - Ancient Greeks
Exit point	Rocket Challenge	Class Book	Enterprise Day	Chicks in the classroom
Possible Trips	National Space Centre, Leicester		Trip to Mosque	Greek Day in school
Science	<p>Science - Earth & Space</p> <ul style="list-style-type: none"> Tell you about how the planets in our solar system move in relation to the Sun. Tell you about how the Moon moves relative to the Earth. Tell you the shape of the Moon, Sun and Earth. Explain how day turns into night. <p>Forces</p> <ul style="list-style-type: none"> Explain why objects fall to Earth. Tell you about the effects of air resistance, water resistance and friction. Tell you how mechanisms allow a smaller force to have a greater effect. 	<p>States of matter Classify materials by:</p> <ul style="list-style-type: none"> Transparency Hardness Solubility Electrical conductivity Thermal conductivity Response to magnets <ul style="list-style-type: none"> Tell you about how some materials dissolve to form a solution. Tell you how to separate materials in a solution. Decide how best to separate mixtures. Tell you using evidence why some materials are best suited to different uses. Tell you why some state changes are reversible, and some state changes aren't. 		<p>Living things and their habitats/ Animals including humans Describe the differences between the life cycles of:</p> <ul style="list-style-type: none"> A mammal A bird An insect An amphibian <ul style="list-style-type: none"> Describe the reproductive cycle of a plant. Describe the reproductive cycle of an animal. <p>Describe how humans change as they age.</p>
Geography	<p>Geography</p> <ul style="list-style-type: none"> Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 	<p>Geography - Extreme Earth</p> <ul style="list-style-type: none"> Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Have an understanding of extreme weather conditions and climates, and how these impact on people and the environment around the world. 		

	<ul style="list-style-type: none"> Locate and name the main counties and cities in England 	<p>Geography- Spain</p> <ul style="list-style-type: none"> Locate the main countries in Europe. Locate and name principal cities. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <p>Describe and understand key aspects of :</p> <ul style="list-style-type: none"> Physical geography including coasts, rivers and mountains. Human geography including trade between UK and Europe. 	
History	History of Space travel - 1 st man on the moon and the impact on the world.		<p>Ancient Greeks - History</p> <ul style="list-style-type: none"> Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past.
Writing/Topic links	<ul style="list-style-type: none"> Balanced Argument - Would you want to be an astronaut? Diary recount - Trip to National Space Centre Character / setting description - Alien and planet descriptions 	<ul style="list-style-type: none"> Newspaper - Natural disaster Letters - A holiday in Spain Letters - Looking after environment 	<ul style="list-style-type: none"> Create own myths and legends
RE	<ul style="list-style-type: none"> Why do some people believe in God? What would Jesus do? Can we live by the values of Jesus in the 21st Century? 	What does it mean to be a Muslim in Britain today?	If God is everywhere, why go to a place of worship?
PSHE	<ul style="list-style-type: none"> Being me in my world Anti- bullying week Celebrating difference 	<ul style="list-style-type: none"> Healthy me Dreams and goals 	<ul style="list-style-type: none"> Relationships Changing me

<p>PE</p>	<p>Swimming</p> <p>Games - Netball / Rugby</p> <ul style="list-style-type: none"> • Can gain possession by working as a team. • Can pass in different ways. • Can choose the best tactics for attacking and defending. • Can they use a number of techniques to pass and shoot. <p>Dance</p> <ul style="list-style-type: none"> • Can plan and perform dances confidently. • Can perform to an accompaniment, expressively. • Can compose motifs and plan dances creatively and collaboratively in groups. • Can adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. • Can suggest ways to improve their own and other people's work. • Can organise their own warm-up and cool-down exercises? • Can show an understanding of safe exercising? 	<p>Swimming</p> <p>Games - Hockey/Golf</p> <ul style="list-style-type: none"> • Can gain possession by working as a team. • Can pass in different ways. • Can choose the best tactics for attacking and defending. • Can they use a number of techniques to pass, dribble and shoot. • Demonstrate good hand/eye co-ordination. • Demonstrate the correct hold of a golf club. • Acquire experience of putting and chipping; and gain a knowledge of sport-specific terminology. • Demonstrate an understanding of safety issues. <p>Gymnastics</p> <ul style="list-style-type: none"> • Can they make complex or extended sequences, on the floor and over apparatus. • Can they combine action, balance and shapes together. • Can they perform consistently demonstrating movements that are accurate, clear and consistent. • Can evaluate their own and others work constructively. • Understand what is meant by symmetrical and asymmetrical shapes, movements, balances, jumps etc. 	<p>Swimming</p> <p>Athletics</p> <ul style="list-style-type: none"> • Can control their take off and landing in a jump. • Can throw with accuracy. • Can combine running and jumping. • Can follow specific rules. • Can work as part of a team. <p>Rounders / Tennis / Cricket</p>
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<p>Music</p>	<ul style="list-style-type: none"> • Show control, phrasing and expression in singing. • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. • Perform ensemble contexts using a variety of techniques, confidently, expressively and in tune. • Use a range of words to describe music (eg. ostinato, beat, rhythm, crescendo, tempo etc.) • Create own melodies/tunes. • Describe different purposes/effects/impact of music. 	<ul style="list-style-type: none"> • Use a variety of different musical devices including melody, rhythms and chords. • Record own compositions. • Create own songs (raps- structure). • Identify where to place emphasis and accents in a song to create effects (duration). • Perform in solo and ensemble contexts using a variety of techniques, confidently and expressively. • Know how pulse, rhythm and pitch fit together. 	<ul style="list-style-type: none"> • Describe different purposes of music in history/ other cultures. • Identify where to place emphasis and accents in a song to create effects (duration). • Know how pulse, rhythm and pitch fit together.
<p>Art / DT</p>	<p>Peter Thorpe - Space Artwork</p> <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Use a range of media to create collages • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Show an awareness of how paintings are created ie. Composition • Develop a painting from a drawing. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • Identify artists who have worked in a similar way to their own work. <p>Raft designs/simple lever machines</p> <ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information, for their designs. • Can they suggest some alternative plans 	<p>Hokusai (Great Wave) Window - Jeannie Baker (collage) Gaudi</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created ie. Composition • Develop a painting from a drawing. • Create imaginative work from a variety of 	<p>Greek Art</p> <p>Making Friezes Clay pots Design pillars to support a given weight.</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

	<p>and say what the good points and drawbacks are about each.</p> <ul style="list-style-type: none"> • Understand the need to keep checking that their design is the best it can be. • Can suggest whether anything could be improved. • Can evaluate their finished product and its function against the original criteria. 	<p>sources e.g. observational drawing, themes, poetry, music</p> <ul style="list-style-type: none"> • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. • Use recycled, natural and man-made materials to create a finished product. • Use a range of media to create collages. • Working with colour and sculpture. 	
ICT	<ul style="list-style-type: none"> • Be able to choose an appropriate program to perform a task • Be able to combine and refine information from various sources. design and create a presentation or digital film • Has experience with a range of ICT equipment and software 	<p>Excel - data handling - spreadsheets</p> <ul style="list-style-type: none"> • Can enter numbers and labels and formulae into cells. • Can copy cells. • Can use SUM to calculate the total of a set of numbers in a range of cells. • Can use spreadsheets to create a graph. • Can extend use of PowerPoint to include importing images, hyperlinks and the use of sounds recorded independently. • Can move, rotate and re-size shapes. • Can draw lines and add text. • Can import an image from a drive or another application. • Can use bullet points, speech bubbles, auto shapes and text boxes to enhance their work. 	<ul style="list-style-type: none"> • Can create stop animation/movies. • Can edit video or music footage. • Can review and add to, replace and edit clips to make messages clearer.
<p>Across the Year:</p> <ul style="list-style-type: none"> • Use and practise their word processing skills in a range of contexts • Continue to use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose • Know that files can be send via email as attachments • Know that email can be sent or copied to more than one person • Know that an email can be forwarded to another person • Begin to be aware that computer viruses can be sent via email 			