



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ROMANS		POLAR ADVENTURE	TUDORS		CHOCOLATE
Science	<p><u>Sound</u></p> <ul style="list-style-type: none"> I can put forward my own ideas in a way that can be tested. I can predict what might happen in a test and begin to explain why using every day experience and scientific facts and ideas. I can set up my own test to test out my idea or someone else's ideas. I can set up a simple fair test and tell you why it is important to do so. I can record my data on bar charts by myself and begin to label and define my own axis. I can measure in standard units and choose the most suitable way to measure. I can explain my observations and results using cause and effect and my scientific facts and ideas. I can communicate my findings through talking and through writing. I can identify simple trends and patterns in results and give explanations for some of these. I can explain what the evidence shows and whether it supports any predictions. <ul style="list-style-type: none"> I can use books, websites etc independently to find information. I can collect evidence in a variety of places to test an idea or prediction. 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words I can construct a variety of tables to record my observations and measurements. I can explain my observations and results using cause and effect and my scientific facts and ideas. I can communicate my findings through talking and through writing. I can use books, websites etc independently to find information. I can talk about why it is important to collect data to answer questions. 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words I can predict what might happen in a test and begin to explain why using every day experience and scientific facts and ideas. I can set up a simple fair test and tell you why it is important to do so. <ul style="list-style-type: none"> I am beginning to select equipment I need for an investigation. I can explain my observations and results using cause and effect and my scientific facts and ideas. I can communicate my findings through talking and through writing. I can identify simple trends and patterns in results and give explanations for some of these. I can explain what the evidence shows and whether it supports any predictions. <ul style="list-style-type: none"> I can use books, websites etc independently to find information. I can talk about why it is important to collect data to answer questions. 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> I can put forward my own ideas in a way that can be tested. I can predict what might happen in a test and begin to explain why using every day experience and scientific facts and ideas. I can set up my own test to test out my idea or someone else's ideas. I can set up a simple fair test and tell you why it is important to do so. I am beginning to select equipment I need for an investigation. I can explain my observations and results using cause and effect and my scientific facts and ideas. I can communicate my findings through talking and through writing. I can identify simple trends and patterns in results and give explanations for some of these. I can explain what the evidence shows and whether it supports any predictions. <ul style="list-style-type: none"> I can use books, websites etc independently to find information. I can talk about why it is important to collect data to answer questions. I can collect evidence in a variety of places to test an idea or prediction. 	<p><u>Habitats</u></p> <ul style="list-style-type: none"> I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words I can put forward my own ideas in a way that can be tested. I can record my data on bar charts by myself and begin to label and define my own axis. I can explain my observations and results using cause and effect and my scientific facts and ideas. I can communicate my findings through talking and through writing. I can identify simple trends and patterns in results and give explanations for some of these. I can explain what the evidence shows and whether it supports any predictions. I can use books, websites etc independently to find information. I can talk about why it is important to collect data to answer questions. I can collect evidence in a variety of places to test an idea or prediction. 	<p><u>States of matter</u></p> <ul style="list-style-type: none"> I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words I can put forward my own ideas in a way that can be tested. I can predict what might happen in a test and begin to explain why using every day experience and scientific facts and ideas. I can set up my own test to test out my idea or someone else's ideas. I can measure in standard units and choose the most suitable way to measure. I am beginning to select equipment I need for an investigation. I can explain my observations and results using cause and effect and my scientific facts and ideas. I can communicate my findings through talking and through writing. I can identify simple trends and patterns in results and give explanations for some of these. I can explain what the evidence shows and whether it supports any predictions. I can use books, websites etc independently to find information. I can talk about why it is important to collect data to answer questions. I can collect evidence in a variety of places to test an idea or prediction.

PSHCE	<p><u>Identity</u></p> <ul style="list-style-type: none"> Show understanding of values, for example honesty, tolerance, respect and concern for others. They can express their views confidently and listen to and show respect for the views of others. Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice 	<p><u>Risk</u></p> <ul style="list-style-type: none"> Show understanding of values, for example honesty, tolerance, respect and concern for others. They can express their views confidently and listen to and show respect for the views of others. Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice 	<p><u>Health</u></p> <ul style="list-style-type: none"> Show understanding of values, for example honesty, tolerance, respect and concern for others. They can express their views confidently and listen to and show respect for the views of others. Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Show understanding of values, for example honesty, tolerance, respect and concern for others. They can express their views confidently and listen to and show respect for the views of others. Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice 	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> Show understanding of values, for example honesty, tolerance, respect and concern for others. They can express their views confidently and listen to and show respect for the views of others. Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice 	<p><u>Economic</u></p> <ul style="list-style-type: none"> Show understanding of values, for example honesty, tolerance, respect and concern for others. They can express their views confidently and listen to and show respect for the views of others. Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice
	Key Religions: Judaism, Sikhism, Islam and Christianity					
History	<p><u>Right & wrong</u></p> <ul style="list-style-type: none"> I can describe some of the things that are same and different for religious people. I can compare some of the things that influence me and that influence other people. I can use suitable words to describe what people believe. 		<p><u>Sacred writing</u></p> <ul style="list-style-type: none"> I can describe some of the different types of symbols and their meanings. I can name a special religious book and give a simple explanation. I can use suitable words to describe what people believe. 		<p><u>Initiation</u></p> <ul style="list-style-type: none"> I can make some links between what people do and what they believe. I can describe some of the things that are same and different for religious people. I can use suitable words to describe what people believe. I can describe some of the different types of symbols and their meanings. 	
	<ul style="list-style-type: none"> Establish clear narratives within and across periods studied. Use dates and terms related to the study unit and the passing of time. Identify reasons for and results of people's actions. 	<ul style="list-style-type: none"> Understand that different versions of the past may exist and give a reason why. Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> Construct informed responses by selecting and organising relevant historical information. Identify reasons for and results of people's actions. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Understand that different versions of the past may exist and give a reason why. Establish clear narratives within and across periods studied. Use dates and terms related to the study unit and the passing of time. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> Understand that different versions of the past may exist and give a reason why. Identify reasons for and results of people's actions. Begin to evaluate the usefulness of different sources.

Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate and name the main counties and cities in/around Yorkshire. <p>Place knowledge</p> <ul style="list-style-type: none"> Types of settlements in modern Britain: village. Towns and cities. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and computer mapping to locate countries and describe features. Learn to 8 points of the compass. Four figure grid references. 	<p>Place knowledge</p> <ul style="list-style-type: none"> Use fieldwork to observe human and physical features in the local area. <p>Place knowledge</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> On a map, locate areas of similar environmental regions desert, rainforest, temperate etc 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate and name the main counties and cities in/around Yorkshire. <p>Place knowledge</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Types of settlements in modern Britain: village. Towns and cities. 	<p>Place knowledge</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> On a map, locate areas of similar environmental regions desert, rainforest, temperate etc. Describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and computer mapping to locate countries and describe features. 	<p>Place knowledge</p> <ul style="list-style-type: none"> Understand the geographical similarities and differences between physical and human geography. Comparing the UK and South America (Brazil) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Four figure grid references. Use fieldwork to observe human and physical features in the local area.
Music	<p><u>Roman Music</u></p> <ul style="list-style-type: none"> Identify and explore the relationships between sounds. Maintain own part and awareness of how other parts fit together. Compose by developing ideas with musical structures. Suggest improvements for own and others' work. Evaluate music using appropriate vocabulary 			<p><u>Tudor Feast</u></p> <ul style="list-style-type: none"> Maintain own part and awareness of how other parts fit together. Compose by developing ideas with musical structures. Improvise melodic and rhythmic phrases as a group. Suggest improvements for own and others' work. Evaluate music using appropriate vocabulary 		<p><u>Samba</u></p> <ul style="list-style-type: none"> Identify how music reflects intentions. Maintain own part and awareness of how other parts fit together. Compose by developing ideas with musical structures. Improvise melodic and rhythmic phrases as a group. Suggest improvements for own and others' work. Evaluate music using appropriate vocabulary

Computing	<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> • Understand the dynamics of a search engine and know that there are different search engines • Know that they can use search engine tools for different types of media but understand that the results are not always what you expect • Understand the summary information for a site on a page of search results and rank according to relevance to their enquiry • Understand web sites are not always accurate/reliable • Use keywords and modified searches enter them into a chosen search engine and access relevant information quickly; • To be able to discuss the different search engines and their features 	<p><u>Multimedia</u></p> <p>Evaluate a range of electronic multimedia appropriate to task. Recognise key features of layout and design</p> <ul style="list-style-type: none"> • Select / create and import different sounds and images to include in their presentations • Combine text, sound and graphics and use font sizes and effects appropriately and consistently to communicate meaning for a given audience • To amend and improve text by using Spell Check, Thesaurus and other language tools appropriately • Develop increasing sense of audience and talk about their choices and decisions 	<p><u>Visual Media</u></p> <ul style="list-style-type: none"> • Begin to enhance a presentation by acquiring, storing and retrieving images from different sources • change and manipulate an image using features of the package including filters and effects • Use an object based graphics package to create, combine and manipulate objects • Talk about their choices and changes they have made to achieve a specific outcome or purpose • To storyboard and shoot a short stop-motion animated sequence • Use video editing software to make simple edits to captured / stored video. <p>Capturing images</p> <ul style="list-style-type: none"> • Independently capture, review and delete images on an image capture device 	<p><u>Computer Programming</u></p> <p>Create an instruction or set of instructions with the shortest number of commands to create a desired effect by using procedures</p> <ul style="list-style-type: none"> • Combine a number of procedures to create a desired effect • Debug a series of commands containing deliberate mistakes • Analyse pre-created code and debug it to improve the game and correct mistakes e.g. in Kodu <ul style="list-style-type: none"> • Create a visual representation of how a computer network works. 	<p><u>Modelling'</u></p> <ul style="list-style-type: none"> • Enter labels and numbers into a spreadsheet • Use 'SUM' to calculate the total of a set of numbers in a range of cells • Use a spreadsheet to model possible outcomes by adding and changing data. 	<p><u>Music and Sound</u></p> <ul style="list-style-type: none"> • Locate copyright free sound files from the school network, Internet sources, learning platform and other software • Select and import existing sound files using computer software • Use ICT to record a variety of sounds in and around the classroom • Use ICT to combine a variety of sounds and edit them into one piece of audio appropriate to task • Share there work on the Internet for others to play and review • Talk about how the software allows easy manipulation and creation of sound and music.
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Art/ DT	<p><u>DT- Romans – 3D weapons/shields/helmets</u></p> <ul style="list-style-type: none"> • Label drawings from different views. • Develop a plan to sequence actions needed to make a product (equipment, processes and suggesting alternative methods of making of first attempt fails.) • Can investigate product or images to collect ideas and help identify criteria that can be used in their designs. • Can select appropriate tools and techniques for making a product. • Can measure, mark out, cut and shape a range of materials and components accurately in temporary and permanent ways. • Can justify their decisions about materials and ways of construction. • Can evaluate their work both during and at the end of their assignment. • Can identify what does and does not work in the product. • Can carry out appropriate tests on their product to inform their evaluation. 	<p><u>Art – Painting and Drawing Polar/Innuvit Art</u></p> <ul style="list-style-type: none"> • Can draw whole sketches including background. • Can confidently work from imagination. • Can solidly fill shapes with coloured pencils and create a range of tones with each. • Can use appropriate language. • Can use paint and equipment correctly and with increasing confidence. • Can use the colour wheel to mix different shades of the same colour. • Can understand how to use tints and tones to lighten and darken with the use of black and white. • Can competently work with different consistencies of paint. • Can use the technique of overlaying. • Can shape, form, model and construct from imagination. • Can use surface patterns/textures. • Can use a relief and impressed printing process. • Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes. • Can identify the different forms art takes: books, pictures, wallpaper, fabric etc. • Can look at and talk about the work of other artists. 	<p><u>Art/DT – clay sculpture (3D) Polar statuettes</u></p> <ul style="list-style-type: none"> • Label drawings from different views. • Develop a plan to sequence actions needed to make a product (equipment, processes and suggesting alternative methods of making of first attempt fails.) • Can investigate product or images to collect ideas and help identify criteria that can be used in their designs. • Can select appropriate tools and techniques for making a product. • Can measure, mark out, cut and shape a range of materials and components accurately in temporary and permanent ways. • Can justify their decisions about materials and ways of construction. • Can evaluate their work both during and at the end of their assignment. • Can identify what does and does not work in the product. • Can carry out appropriate tests on their product to inform their evaluation. 	<p><u>Tudor purse/brooch sewing.</u></p> <ul style="list-style-type: none"> • Label drawings from different views. • Develop a plan to sequence actions needed to make a product (equipment, processes and suggesting alternative methods of making of first attempt fails.) • Can investigate product or images to collect ideas and help identify criteria that can be used in their designs. • Can select appropriate tools and techniques for making a product. • Can measure, mark out, cut and shape a range of materials and components accurately in temporary and permanent ways. • Can justify their decisions about materials and ways of construction. • Can evaluate their work both during and at the end of their assignment. • Can identify what does and does not work in the product. • Can carry out appropriate tests on their product to inform their evaluation. • Can sew in a range of different stitches. • Can measure, tape or pin, cut and join fabric with some accuracy. 	<p><u>Art – Drawing, printing, painting Brazilian/Abstract art</u></p> <ul style="list-style-type: none"> • Can draw whole sketches including background. • Can confidently work from imagination. • Can solidly fill shapes with coloured pencils and create a range of tones with each. • Can use appropriate language. • Can use paint and equipment correctly and with increasing confidence. • Can use the colour wheel to mix different shades of the same colour. • Can understand how to use tints and tones to lighten and darken with the use of black and white. • Can competently work with different consistencies of paint. • Can use the technique of overlaying. • Can shape, form, model and construct from imagination. • Can use surface patterns/textures. • Can use a relief and impressed printing process. • Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes. • Can identify the different forms art takes: books, pictures, wallpaper, fabric etc. • Can look at and talk about the work of other artists. • Can express feelings through drawing. 	<p><u>DT – Design own chocolate bar and packaging.</u></p> <ul style="list-style-type: none"> • Label drawings from different views. • Develop a plan to sequence actions needed to make a product (equipment, processes and suggesting alternative methods of making of first attempt fails.) • Can investigate product or images to collect ideas and help identify criteria that can be used in their designs. • Can select appropriate tools and techniques for making a product. • Can measure, mark out, cut and shape a range of materials and components accurately in temporary and permanent ways. • Can justify their decisions about materials and ways of construction. • Can evaluate their work both during and at the end of their assignment. • Can identify what does and does not work in the product. • Can carry out appropriate tests on their product to inform their evaluation.
PE	<p>PE Teacher: Football Class Teacher: Swimming</p>	<p>PE Teacher: Dance Class Teacher: Swimming</p>	<p>PE Teacher: Gymnastics Class Teacher: Swimming</p>	<p>PE Teacher: Basketball Class Teacher: Swimming</p>	<p>PE Teacher: Cricket Class Teacher: Swimming</p>	<p>PE Teacher: Athletics Class Teacher: Swimming</p>

MFL - Arabic	1. Introduction(getting to know the Arabic language) 2. Greeting 3. Class instruction(part1) 4. Class instruction(part2) What is your name grammar	5. Personal information 6. Numbers 1-10 7. Number 11-20- 8. Conversation Days of the week(song)	9. Month 10. Month(song) 11. Colours 12. Colours(song and sentences) Class equipment	13. Class equipment(sentences) 14. Clothes 15. Clothes and jewellery The weather	16. seasons 17. Fruit (song) 18. Fruit (likes, dislikes) 19. Vegetables 20. Vegetables(likes dislikes and because) 21. Transport	22. My family 23. Extended family 24. Body parts 25. Body parts (song) 26. Eid 27. Ramadan 28. Xmas
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