

| | | | | | | |
|------------------|--|--|--|---|---|--|
| Science | Scientists Children look at important scientists and inventors & different careers. | Materials Compare and group together everyday materials | Forces Identify the effects of gravity, air and water resistance | Space Describe the movement of the planets, relative to the Sun | Life Cycles Describe the differences in life cycles | Growing up & Getting old Describe human life cycle |
| Computing | Search Engines To learn independently children are shown how to find relevant information quickly and how to credit their sources. | Online Safety Children consider the positives and negative aspects of online communication | Micro-bit Pupils create algorithms and program a micro:bit. | Music Composing music using code through Scratch. | Mars Rover Pupils explore inputs and outputs as well as Binary numbers to understand how the Mars Rover transmits and receives data and how scientists are able to control it! Children experiment with online CAD software to design new tyres for it | |
| RE | <u>Why do some people believe God exists?</u> Pupils learn from different religious and non-religious groups about belief in God, raising questions about the existence of God and focussing on Christian ideas about God. Pupils consider why people do or don't believe in God and the impact that might have on their everyday life. Children look at the Nativity story. | | <u>If God is everywhere, why go to a place of worship?</u> Pupils learn from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives. | | <u>What does it mean to be a Muslim in Britain today?</u> Pupils learn from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. Children have opportunity to learn about the Qur'an and other forms of guidance . | |
| PSHCE | Pioneering Nurses & Respect | Migration & Mind Maze | Martin Luther King & Jealousy | Health care & Why we pay taxes | Bereavement & Belonging to groups | Rights & responsibilities & Internet deceivers |
| PE | Gymnastics Handball | OAA Dodgeball | Dance Fitness | Swimming Gymnastics | Swimming Athletics | Swimming Dance |
| Spanish | School Subjects and giving opinions | In the city Places in town & Xmas shopping | Healthy Eating Going to market and recipes | Clothes Describing clothes | Space To give simple information about the planets | Seaside Persuasive sentences |
| Music | Livin' On A Prayer (Rock) Glock | Christmas song 'Jingle Bells' and production Ukulele | Ukulele course (Mixed styles) Ukulele | The Fresh Prince Of Bel-Air (Old-School Hip-Hop) Recorder | Classroom Jazz 1 (Bossa Nova and Swing) Glock | Reflect, Rewind & Replay (Classical) Ukulele Glock |
| History | <u>Local History</u> Did the Greg family have a positive impact on our local area? | | <u>Ancient Civilisations</u> What can we tell about the Ancient Egyptians from Tutankhamun's tomb? | | <u>Ancient Civilisations</u> What did the Greeks do for us? | |
| Geography | Maps Children explore a range of maps to develop their understanding of the key | | Food for thought Children consider how the geography of food is a relevant, topical, global | | Mountains Children find out about the major mountains of the world and the UK. They find out ways in which | |

| | | | |
|------------|--|--|---|
| | features of maps. They will learn to use the eight compass points and give grid references They will learn about the way that places have changed over time. | issue and learn about food chains and production.. They raise some issues for debate around food miles and investigate possible ways to help improve food production & distribution. | mountains have been formed, and shaped over time. Children consider what the weather is like in a mountainous environment and evaluate the impact that tourism has. |
| Art | <u>Art and Design Skills</u> Design, drawing, craft, painting and art appreciation | <u>Architecture</u> Colour, line, shape and form. | <u>Every Picture Tells a Story</u> Children reflect upon how we can interpret art and use pictures to communicate. |
| DT | <u>Year A</u> Children design and make a felt phone case | <u>Year A</u> Children design and make a marble run | <u>Year A</u> Children look at UK food traditions before planning and shopping for their own meal. |
| | <u>Year B</u> Children learn about James Dyson and design and make something to improve the classroom. | <u>Year B</u> Children design, develop, test and prototype computer- controlled electronic systems for rooms | <u>Year B</u> Children design their own seasonal meal and understand why this is important. |