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	Year Three and Four Nightingale	Year Five and Six Kestrel	Years 3/4/5/6 Falcons
History	Not relevant to Year Group	<p>Rivers Year Five</p> <ul style="list-style-type: none"> • Describes causes and consequences of the main events, situations and changes in the period studied. • Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Identifies links and changes within and across the time periods and localities studied. 	<p>Rivers Year Five</p> <ul style="list-style-type: none"> • Describes causes and consequences of the main events, situations and changes in the period studied. • Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Identifies links and changes within and across the time periods and localities studied.
Geography	<p>Rivers Year Three</p> <ul style="list-style-type: none"> • Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc • Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • Make more detailed fieldwork sketches/ diagrams • Use fieldwork instruments e.g. camera, rain gauge <p>Year Four:</p>	<p>Rivers Year Five</p> <ul style="list-style-type: none"> • know about the physical features of coasts and begin to understand erosion and deposition <p>Year Six</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and identify human and physical characteristics, key topological features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time (Y5/6) • Know about the physical features of coasts and begin to understand erosion and deposition (Y5/6) 	<p>Rivers Year Three</p> <ul style="list-style-type: none"> • Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc • Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • Make more detailed fieldwork sketches/ diagrams • Use fieldwork instruments e.g. camera, rain gauge <p>Year Four:</p>

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	<ul style="list-style-type: none"> understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc. measure straight line distances using the appropriate scale 		<ul style="list-style-type: none"> understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc. measure straight line distances using the appropriate scale <p>Year Five</p> <ul style="list-style-type: none"> know about the physical features of coasts and begin to understand erosion and deposition <p>Year Six</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and identify human and physical characteristics, key topological features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time (Y5/6) Know about the physical features of coasts and begin to understand erosion and deposition (Y5/6)
Art	<p>Rivers</p> <ul style="list-style-type: none"> Explore shading, using different media Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours 	<p>Rivers</p> <ul style="list-style-type: none"> Explore shading, using different media Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours 	<p>Rivers</p> <ul style="list-style-type: none"> Explore shading, using different media Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours

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	<ul style="list-style-type: none"> • Compare and recreate form of natural and manmade objects • He/she is able to create a collage using overlapping and layering <p style="text-align: center;">Year Three:</p> <ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • experiment with different materials to create a range of effects and use these techniques in the completed piece of work <p style="text-align: center;">Year Four:</p> <ul style="list-style-type: none"> • use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Use taught technical skills to adapt and improve his/ her work 	<ul style="list-style-type: none"> • Compare and recreate form of natural and manmade objects • He/she is able to create a collage using overlapping and layering <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> • develop different ideas which can be used and explain his/ her choices for the materials and techniques used • confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/ her work <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> • select ideas based on first hand observations, experience or imagination and develop these through open ended research • refine his/ her use of learnt techniques • adapt his/ her own final work following feedback or discussion based on their preparatory ideas 	<ul style="list-style-type: none"> • Compare and recreate form of natural and manmade objects • He/she is able to create a collage using overlapping and layering <p style="text-align: center;">Year Three:</p> <ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • experiment with different materials to create a range of effects and use these techniques in the completed piece of work <p style="text-align: center;">Year Four:</p> <ul style="list-style-type: none"> • use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Use taught technical skills to adapt and improve his/ her work <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> • develop different ideas which can be used and explain his/ her choices for the materials and techniques used • confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/ her work <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> • select ideas based on first hand observations, experience or imagination
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			<p>and develop these through open ended research</p> <ul style="list-style-type: none"> • refine his/ her use of learnt techniques • adapt his/ her own final work following feedback or discussion based on their preparatory ideas
Science	<p>Years Three and Four Forces and Magnetism Y3 Animals, including humans - What animals need to survive, movement and skeleton Y3</p>	<p>Years Five and Six Forces Y5 Gravity friction air resistance levers pulleys and gears Living things in their habitats life cycles, reproduction, growth and old age Y5</p>	<p>Years Three and Four Forces and Magnetism Y3 Animals, including humans - What animals need to survive, movement and skeleton Y3</p> <p>Years Five and Six Forces Y5 Gravity friction air resistance levers pulleys and gears Living things in their habitats life cycles, reproduction, growth and old age Y5</p>
PSHEE	<p>Dreams and goals Jigsaw Y4 Healthy me Jigsaw Y4</p>	<p>Dreams and goals Jigsaw Y6 Healthy me Jigsaw Y6</p>	<p>Dreams and goals Jigsaw Y4 Healthy me Jigsaw Y4</p>
French	<p>Family and friends Gone shopping</p>	<p>Family and friends Let's go shopping</p>	<p>Family and friends Gone shopping</p>
Music	<p>Rivers Water cycle song BBC teach Charanga Years Three and Four</p> <ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music 	<p>Rivers Water cycle song BBC teach Charanga Years Five and Six</p> <ul style="list-style-type: none"> • Improvise and compose using dimensions of music • Listen to detail and recall aurally 	<p>Rivers Water cycle song BBC teach Charanga Years Three and Four</p> <ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music

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			<p>Years Five and Six</p> <ul style="list-style-type: none"> • Improvise and compose using dimensions of music • Listen to detail and recall aurally
Computing	<p>Coding:</p> <ul style="list-style-type: none"> • I can design, write and debug programs that control or simulate virtual events (Y3) • I can use logical reasoning to explain how some simple algorithms work (Y3) • I can decompose programs into smaller parts (Y4) • I can use logical reasoning to detect and correct errors in algorithms and programs (Y4) • I can select, use and combine a variety of software, systems and content that accomplish given goals (Y4) 	<p>Coding:</p> <ul style="list-style-type: none"> • I can design, input and test an increasingly complex set of instructions to a program or device (Y5) • I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (Y5) • I can design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated (Y5) • I can design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user (Y5) • I can use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency (Y5) • I can include use of sequences, selection and repetition with the hardware used to explore real world systems (Y6) • I can solve problems by decomposing them into smaller parts (Y6) • I can create programs which use variables (Y6) 	<p>Coding:</p> <ul style="list-style-type: none"> • I can design, write and debug programs that control or simulate virtual events (Y3) • I can use logical reasoning to explain how some simple algorithms work (Y3) • I can decompose programs into smaller parts (Y4) • I can use logical reasoning to detect and correct errors in algorithms and programs (Y4) • I can select, use and combine a variety of software, systems and content that accomplish given goals (Y4) <p>Year Five and Six</p> <p>Coding:</p> <ul style="list-style-type: none"> • I can design, input and test an increasingly complex set of instructions to a program or device (Y5) • I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (Y5) • I can design, write and test simple programs that follow a sequence of

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		<ul style="list-style-type: none"> • I can use variables, sequence, selection and repetition programs (Y6) • I can use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently (Y6) 	<p>instructions or allow a set of instructions to be repeated (Y5)</p> <ul style="list-style-type: none"> • I can design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user (Y5) • I can use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency (Y5) • I can include use of sequences, selection and repetition with the hardware used to explore real world systems (Y6) • I can solve problems by decomposing them into smaller parts (Y6) • I can create programs which use variables (Y6) • I can use variables, sequence, selection and repetition programs (Y6) • I can use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently (Y6)
Design and Technology	<ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work 	<ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work 	<ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work

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			<p>Year Five and Six</p> <ul style="list-style-type: none">• Use research and criteria to develop products which are fit for purpose• Use annotated sketches and prototypes to explain ideas• Evaluate existing products and improve own work• Use mechanical systems in own work
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