

From source to Sea Topic Overview 2021 2022

	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"> <li>• Describes causes and consequences of the main events, situations and changes in the period studied.</li> <li>• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>• Identifies links and changes within and across the time periods and localities studied.</li> </ul>	<p>Rivers Year Five</p> <ul style="list-style-type: none"> <li>• Describes causes and consequences of the main events, situations and changes in the period studied.</li> <li>• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>• Identifies links and changes within and across the time periods and localities studied.</li> </ul>
Geography	<p>Rivers Year Three</p> <ul style="list-style-type: none"> <li>• Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc</li> <li>• Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>• Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</li> <li>• Make more detailed fieldwork sketches/ diagrams</li> <li>• Use fieldwork instruments e.g. camera, rain gauge</li> </ul> <p>Year Four:</p>	<p>Rivers Year Five</p> <ul style="list-style-type: none"> <li>• know about the physical features of coasts and begin to understand erosion and deposition</li> </ul> <p>Year Six</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Know about the physical features of coasts and begin to understand erosion and deposition (Y5/6)</li> </ul>	<p>Rivers Year Three</p> <ul style="list-style-type: none"> <li>• Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc</li> <li>• Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>• Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</li> <li>• Make more detailed fieldwork sketches/ diagrams</li> <li>• Use fieldwork instruments e.g. camera, rain gauge</li> </ul> <p>Year Four:</p>

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	<ul style="list-style-type: none"> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc.</li> <li>• measure straight line distances using the appropriate scale</li> </ul>		<ul style="list-style-type: none"> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc.</li> <li>• measure straight line distances using the appropriate scale</li> </ul> <p>Year Five</p> <ul style="list-style-type: none"> <li>• know about the physical features of coasts and begin to understand erosion and deposition</li> </ul> <p>Year Six</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Know about the physical features of coasts and begin to understand erosion and deposition (Y5/6)</li> </ul>
Art	<p>Rivers</p> <ul style="list-style-type: none"> <li>• Explore shading, using different media</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> </ul>	<p>Rivers</p> <ul style="list-style-type: none"> <li>• Explore shading, using different media</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> </ul>	<p>Rivers</p> <ul style="list-style-type: none"> <li>• Explore shading, using different media</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> </ul>

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	<ul style="list-style-type: none"> <li>• Compare and recreate form of natural and manmade objects</li> <li>• He/she is able to create a collage using overlapping and layering</li> </ul> <p style="text-align: center;">Year Three:</p> <ul style="list-style-type: none"> <li>• use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> <li>• experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> </ul> <p style="text-align: center;">Year Four:</p> <ul style="list-style-type: none"> <li>• use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• Use taught technical skills to adapt and improve his/ her work</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and recreate form of natural and manmade objects</li> <li>• He/she is able to create a collage using overlapping and layering</li> </ul> <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> <li>• develop different ideas which can be used and explain his/ her choices for the materials and techniques used</li> <li>• confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/ her work</li> </ul> <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> <li>• select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>• refine his/ her use of learnt techniques</li> <li>• adapt his/ her own final work following feedback or discussion based on their preparatory ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and recreate form of natural and manmade objects</li> <li>• He/she is able to create a collage using overlapping and layering</li> </ul> <p style="text-align: center;">Year Three:</p> <ul style="list-style-type: none"> <li>• use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> <li>• experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> </ul> <p style="text-align: center;">Year Four:</p> <ul style="list-style-type: none"> <li>• use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• Use taught technical skills to adapt and improve his/ her work</li> </ul> <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> <li>• develop different ideas which can be used and explain his/ her choices for the materials and techniques used</li> <li>• confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/ her work</li> </ul> <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> <li>• select ideas based on first hand observations, experience or imagination</li> </ul>
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			<p>and develop these through open ended research</p> <ul style="list-style-type: none"> <li>• refine his/ her use of learnt techniques</li> <li>• adapt his/ her own final work following feedback or discussion based on their preparatory ideas</li> </ul>
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"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> </ul>	<p>Rivers Water cycle song BBC teach Charanga Years Five and Six</p> <ul style="list-style-type: none"> <li>• Improvise and compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> </ul>	<p>Rivers Water cycle song BBC teach Charanga Years Three and Four</p> <ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> </ul>

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

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

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