

Settlements by Anglo-Saxons and Scots Topic Overview 2021 2022

	Nightingales Years Three and Four	Kestrels Years Five and Six	Falcons Years Three, Four, Five and Six
History	<p style="text-align: center;">Year Three</p> <ul style="list-style-type: none"> • Use dates to place events, artefacts and historical figures on a timeline • Study two different accounts of the same event, exploring similarities and differences • Refer to more than one source of evidence for more accurate understanding of events <p style="text-align: center;">Year Four</p> <ul style="list-style-type: none"> • Explore main events and changes in history, giving causes and consequences • Independently suggest sources of evidence to answer their questions • Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. • Describe how some past events and actions of people affect life today. • Subject related vocabulary: during, chronology, era, dates, time period, change 	<p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> • Identify significant changes within and across historical periods studied • Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this • Select reliable sources of evidence to answer questions about the past. • Appreciate that there is not always a single answer to historical questions. <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> • Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) • Relate current studies to previous learning and make comparisons between different times in history • Select suitable sources of evidence, giving reasons for the choice. • Explore all available evidence to form their own opinion on a historical event 	<p style="text-align: center;">Year Three</p> <ul style="list-style-type: none"> • Use dates to place events, artefacts and historical figures on a timeline • Study two different accounts of the same event, exploring similarities and differences • Refer to more than one source of evidence for more accurate understanding of events <p style="text-align: center;">Year Four</p> <ul style="list-style-type: none"> • Explore main events and changes in history, giving causes and consequences • Independently suggest sources of evidence to answer their questions • Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. • Describe how some past events and actions of people affect life today. • Subject related vocabulary: during, chronology, era, dates, time period, change <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> • Identify significant changes within and across historical periods studied • Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this • Select reliable sources of evidence to answer questions about the past. • Appreciate that there is not always a single answer to historical questions. <p style="text-align: center;">Year Six</p>

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			<ul style="list-style-type: none"> Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) Relate current studies to previous learning and make comparisons between different times in history Select suitable sources of evidence, giving reasons for the choice. Explore all available evidence to form their own opinion on a historical event
Geography	<ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features Name and locate cities of the UK (Y3/4) Identify physical and human features of the locality Explain about weather conditions/ patterns around the UK and parts of Europe 	<p>Years Five and Six</p> <ul style="list-style-type: none"> Know about the wider context of places e.g. county, region, country (5/6) know and describe where a variety of places are in relation to physical and human features (5/6) 	<p>Year Three and Four</p> <ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features Name and locate cities of the UK (Y3/4) Identify physical and human features of the locality Explain about weather conditions/ patterns around the UK and parts of Europe <p>Years Five and Six</p> <ul style="list-style-type: none"> Know about the wider context of places e.g. county, region, country (5/6) know and describe where a variety of places are in relation to physical and human features (5/6)
Art	<ul style="list-style-type: none"> Draws familiar objects with correct proportions Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes 	<ul style="list-style-type: none"> Use line, tone and shading to represent things seen, remembered or imagined in three dimensions 	<ul style="list-style-type: none"> Draws familiar objects with correct proportions Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes

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	<ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work <p>Year Three</p> <ul style="list-style-type: none"> • e 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 • explain what he/she likes or dislikes about their work <p>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 • Articulate how he/ she might improve their work using technical terms and reasons as a matter of routine 	<ul style="list-style-type: none"> • Mix colours to impress mood, divide foreground from background or demonstrate tones • Develop skills in using clay including slabs, coils and slips • Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. • Experiment with using layers and overlays to create new colours/ textures • Return to work over longer periods of time <p>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>Year Six</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 • describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts 	<ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work <p>Year Three</p> <ul style="list-style-type: none"> • e 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 • explain what he/she likes or dislikes about their work <p>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 • Articulate how he/ she might improve their work using technical terms and reasons as a matter of routine <ul style="list-style-type: none"> • • Use line, tone and shading to represent things seen, remembered or imagined in three dimensions • Mix colours to impress mood, divide foreground from background or demonstrate tones • Develop skills in using clay including slabs, coils and slips • Add collage to a painted, drawn or printed background using a range of
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			<p>media, different techniques, colours and textures.</p> <ul style="list-style-type: none"> • Experiment with using layers and overlays to create new colours/ textures • Return to work over longer periods of time <p>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>Year Six</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 • describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
Science	Living things in their habitats Classification of living things, plants and animals and conservation Y4	Plants and environment Classifying	<p>Years Three and Four Living things in their habitats Classification of living things, plants and animals and conservation Y4</p> <p>Years Five and Six Plants and environment Classifying</p>
PSHEE	Relationships (RSE) Jigsaw Y3 and 4 content	Relationships (RSE) Jigsaw y5 and 6 content	Relationships (RSE) Jigsaw Ys3,4,5 and 6 content

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French	All around town	Let's visit a French town	All around town
<p>Music</p>	<ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Begin to develop understanding of history <p>Year Three</p> <ul style="list-style-type: none"> • Respond to graphic notation for pitch, duration and rhythm • Begins to compare and contrast different pieces in mood, character and changes. <p>Year Four</p> <ul style="list-style-type: none"> • Create graphic notation for pitch, duration and rhythm • Compare and contrast different pieces recognising how different musical elements are combined and used expressively. • Pupils can listen with increasing attention to detail and recall sounds with growing aural memory 	<p>Years Five and Six</p> <ul style="list-style-type: none"> • Perform with control and expression solo and in ensembles • Improvise and compose using dimensions of music • Listen to detail and recall aurally • Use and understand basics of staff notation <p>Develop an understanding of the history of music, including great musicians and composers</p> <p>Year Five</p> <ul style="list-style-type: none"> • They understand and start to use the staff and other musical notations. • Compare and contrast a range of pieces showing awareness of dimensions, context and purpose. • They suggest improvements to their own and others' work <p>Year Six</p> <ul style="list-style-type: none"> • They understand and use the staff and other musical notations. • Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose. • They suggest improvements to their own and others' work, commenting on how intentions have been achieved. 	<p>Year Three and four</p> <ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Begin to develop understanding of history <p>Year Three</p> <ul style="list-style-type: none"> • Respond to graphic notation for pitch, duration and rhythm • Begins to compare and contrast different pieces in mood, character and changes. <p>Year Four</p> <ul style="list-style-type: none"> • Create graphic notation for pitch, duration and rhythm • Compare and contrast different pieces recognising how different musical elements are combined and used expressively. • Pupils can listen with increasing attention to detail and recall sounds with growing aural memory

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Computing	Networks:	Networks:	Networks:

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	<ul style="list-style-type: none"> • I can understand that computer networks enabling the sharing of data and information (Y3) • I can understand that the internet is a large network of computers and that information can be shared between computers (Y3) • I can understand what services are and how they provide services to a network (Y4) <p>Net-searching:</p> <ul style="list-style-type: none"> • I can use simple search technologies (Y3) • I can use simple search technologies and recognise that some sources are more reliable than others (Y3) • I can understand how results are selected and ranked by search engines (Y4) 	<ul style="list-style-type: none"> • I can begin to use internet services to share and transfer data to a third party (Y5) • I can understand how computer networks enable to computers to communicate and collaborate (Y6) • I can begin to use internet searches within his/her own creations to share and transfer data to a third party (Y6) <p>Net-searching</p> <ul style="list-style-type: none"> • I can use filters in search technologies effectively (Y5) • I can use filters in search technologies effectively and appreciate how results are selected and ranked (Y5) • I can use filters in search technologies effectively and is discerning when evaluating digital content (Y6) 	<ul style="list-style-type: none"> • I can understand that computer networks enabling the sharing of data and information (Y3) • I can understand that the internet is a large network of computers and that information can be shared between computers (Y3) • I can understand what services are and how they provide services to a network (Y4) <p>Net-searching:</p> <ul style="list-style-type: none"> • I can use simple search technologies (Y3) • I can use simple search technologies and recognise that some sources are more reliable than others (Y3) • I can understand how results are selected and ranked by search engines (Y4) <p>Year Five and Six</p> <p>Networks:</p> <ul style="list-style-type: none"> • I can begin to use internet services to share and transfer data to a third party (Y5) • I can understand how computer networks enable to computers to communicate and collaborate (Y6) • I can begin to use internet searches within his/her own creations to share and transfer data to a third party (Y6) <p>Net-searching</p>
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			<ul style="list-style-type: none"> • I can use filters in search technologies effectively (Y5) • I can use filters in search technologies effectively and appreciate how results are selected and ranked (Y5) • I can use filters in search technologies effectively and is discerning when evaluating digital content (Y6)
Design and Technology	<p>Year Three and Four</p> <ul style="list-style-type: none"> • Demonstrate that his/her design meets a range of requirements • Complete a plan that shows the order and also what equipment and tools he/she needs • Use equipment and tools accurately • Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality • Investigate and analyse a range of existing products • Strengthen frames using diagonal struts 	<p>Year Five and Six</p> <ul style="list-style-type: none"> • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Create prototypes to show his/her ideas • Use tools and materials precisely • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	<p>Year Three and Four</p> <ul style="list-style-type: none"> • Demonstrate that his/her design meets a range of requirements • Complete a plan that shows the order and also what equipment and tools he/she needs • Use equipment and tools accurately • Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality • Investigate and analyse a range of existing products • Strengthen frames using diagonal struts <p>Year Five and Six</p> <ul style="list-style-type: none"> • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Create prototypes to show his/her ideas • Use tools and materials precisely

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