



Mayans: What impact did the Mayans have? Terms 3 2023 – 2024

Rainforests: Why do they call the rainforests the lungs of the Earth? Term 4 2023 - 2024

	Nightingales Years Three and Four	Kestrels Years Five and Six	Falcons Years Three, Four, Five and Six
Art	<p>Clay masks</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Clay masks</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Clay masks</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
Computing	<p>Programming/ turtle logo</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>Scratch: questions and quizzes</p> <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Kodu programming</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>Scratch: animated stories</p> <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Programming</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>Scratch</p> <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Design and Technology	<p>Mechanisms – levers and moving links (animals)</p> <p>Design:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical 	<p>Mechanisms – levers and moving links (animals)</p> <p>Design:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical 	<p>Mechanisms – levers and moving links (animals)</p> <p>Design:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical



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	<p>tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate:</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate:</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate:</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Geography	<p>Locational Geography</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> 	<p>Locational Geography</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> 	<p>Locational Geography</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none">



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	<p>Human and physical geography</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Human and physical geography</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Human and physical geography</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
History	<p>Mayans</p> <ul style="list-style-type: none"> a non- European society that provides contrasts with British History, Mayan civilisation c. AD 900 	<p>Mayans</p> <ul style="list-style-type: none"> a non- European society that provides contrasts with British History, Mayan civilisation c. AD 900 	<p>Mayans</p> <ul style="list-style-type: none"> a non- European society that provides contrasts with British History, Mayan civilisation c. AD 900
Modern foreign language French	<p>Listen:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language <p>Spoken:</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<p>Listen:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language <p>Spoken:</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<p>Listen:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language <p>Spoken:</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases



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	<ul style="list-style-type: none"> describe people, places, things and actions orally* and in writing <p>Read:</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing <p>Written:</p> <ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally* and in writing <p>Coverage: (Year Four content) T3 verbs, vocabulary family members T4 questions on family, story vocab, easter</p>	<ul style="list-style-type: none"> describe people, places, things and actions orally and in writing speak in sentences, using familiar vocabulary, phrases and basic language structures (5/6) present ideas and information orally to a range of audiences(5/6) <p>Read:</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing <p>Written:</p> <ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally and in writing (5/6 Writing) understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. (5/6) write phrases from memory, and adapt these to create new sentences, to express ideas clearly (5/6) <p>Coverage: (Year Six Content) T3 house and home</p>	<ul style="list-style-type: none"> describe people, places, things and actions orally and in writing speak in sentences, using familiar vocabulary, phrases and basic language structures (5/6) present ideas and information orally to a range of audiences(5/6) <p>Read:</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing <p>Written:</p> <ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally and in writing (5/6 Writing) understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. (5/6) write phrases from memory, and adapt these to create new sentences, to express ideas clearly (5/6) <p>Coverage: (Year Four content) T3 verbs, vocabulary family members T4 questions on family, story vocab, Easter</p>
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		T4 planning a holiday to a French speaking country	
Music	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations develop an understanding of the history of music. 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations develop an understanding of the history of music. 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations develop an understanding of the history of music.
PSHEE	Dreams and goals Healthy me	Dreams and goals Healthy me	Dreams and goals Healthy me
RE	Judaism How important is it for Jewish people to do what God asks them to do? Discovery RE Christianity What kind of world did Jesus want? Gospel Understanding Christianity	Islam What is the best way for a Muslim to show commitment to God? Discovery RE Christianity What do Christians believe (what did) Jesus do to save human beings? Salvation Understanding Christianity	Islam What is the best way for a Muslim to show commitment to God? Discovery RE Christianity What difference does the resurrection make for Christians? Salvation Understanding Christianity
Science	Forces and magnetism Animals, including humans (what animals need to survive, movement and skeleton)	Forces Gravity, friction, air resistance, levers, pulleys and gears	Y3/4 Forces and magnetism Animals, including humans (what animals need to survive, movement and skeleton) Y5/6 Forces Gravity, friction, air resistance, levers, pulleys and gears