Class 1 – Curriculum coverage and SMSC (continuous)

	Science	Geography	History	Art	PE	RE	Music	DT	ICT
Autumn A	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Everyday Materials**	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Our Country Cycle**	Events beyond living memory that are significant nationally or globally **Great Fire of London**	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination **Landscapes and City Scapes**	Running, Jumping, throwing and catching applied in a range of activities. Balance, agility, co-ordination applied in a range of activities. Participate in team games, developing simple tactics for attacking and defending.			Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [eg, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Our Fabric Faces**	
Spring A	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Animals Including Humans**	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Our Local Area**	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Nurturing Nurses**	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Miro**	Balance, agility, co-ordination applied in a range of activities. Perform dances using simple movement patterns.			Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. **Sensational Salads**	

Summer A	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. **Plants**	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Our School Cycle**	Significant historical events, people and places in their own locality. **Great Explorers – Charles Darwin**	To use a range of materials creatively to design and make products **Natures Sculptures**	Running, Jumping, throwing and catching applied in a range of activities. Participate in team games, developing simple tactics for attacking and defending.			Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Bunting**	
Autumn B	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. **Seasonal Changes Autumn/Winter**	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Wonderful Weather**	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Great Explorers – Neil Armstrong**	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Portraits**	Running, Jumping, throwing and catching applied in a range of activities. Balance, agility, co-ordination applied in a range of activities. Participate in team games, developing simple tactics for attacking and defending.			Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Moving Pictures**	

Spring B	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Scientists and Inventors**	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Let's Go to China**	Events beyond living memory that are significant nationally or globally **Travel and Transport**	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Let's Sculpt**	Balance, agility, co-ordination applied in a range of activities. Perform dances using simple movement patterns.			Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. **Dips and Dippers**	
Summer B	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. **Seasonal Changes Spring/Summer** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. **Electricity**	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **By The Seaside**	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Toys**	To use a range of materials creatively to design and make products **Fabricate**	Running, Jumping, throwing and catching applied in a range of activities. Participate in team games, developing simple tactics for attacking and defending.			Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics . Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Lighthouse Keepers Lunch**	

SMSC	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me.	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me.	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me. Cultural Development – I understand and have an appreciation of a wide range of cultural influences that have shaped my own heritage and that of others.	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me. Cultural Development – I understand and have an appreciation of a wide range of cultural influences that have shaped my own heritage and that of others.	Cultural Development – I have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities. I have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. I have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which I understand, accept, respect and celebrate diversity, as shown by my tolerance and attitudes towards different religious, ethnic and socio-economic groups in my local, national and global communities. **Sports Day, Cluster Sports events**	Moral Development – I understand the consequences of my behaviour and actions. Cultural Development – I understand and have an appreciation of a wide range of cultural influences that have shaped my own heritage and that of others. Spiritual Development – I have an ability to be reflective about my own beliefs, religious or otherwise, that informs my perspective on life and my interest in and respect for different peoples faiths, feelings and values. Cultural Development – I have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which I understand, accept, respect and celebrate diversity, as shown by my tolerance and attitudes towards different religious, ethnic and socio-economic groups in my local, national and global communities.	Spiritual Development – I have a good use of imagination and creativity in my learning. Cultural Development – I have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities, **Christmas Performance Music lessons and performances in assembly. Cluster Singalong**	Spiritual Development – I have a good use of imagination and creativity in my learning.	Social Development - I develop and demonstrate skills and attitudes that allow me to participate fully in and contribute positively to life in Modern Britain.

Class 2 – Curriculum coverage and SMSC

	Science	Geography	History	Art	PE	RE	Music	DT	ICT
Autumn A	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Use of Everyday Materials** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. **Light**	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Magical Mapping**	Events beyond living memory that are significant nationally or globally **Gunpowder Plot**	To create sketch books to record their observations and use them to review and revisit ideas. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Lowry**	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.			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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 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].Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors. Apply their understanding of computing to program, monitor and control their products. **Batteries and**	

Spring A	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Living Things and Their Habitats** Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces and Magnets** Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Animals Including Humans**	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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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). **The UK**	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Kings and Queens**	About great artists, architects and designers in history. **British Artists**	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns			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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. **Juggling Balls**	

Summer A	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Plants**	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Rainforests**	Significant historical events, people and places in their own locality. **The Railway**	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Colour Chaos**	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges individually. Take part in outdoor and adventurous activity challenges as a team.			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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Edible Garden**	
Autumn B	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Animals Including Humans**	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **What a Wonderful World**	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **War and Remembrance**		Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.			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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. **Let's Go Fly A Kite**	

Spring B	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. **Rocks**	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Extreme Earth**	The Roman Empire and its impact on Britain **The Romans**	About great artists, architects and designers in history. **European Art and Artists**	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns			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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 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]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers & motors. Apply their understanding of computing to program, monitor and control their products. **Mechanical Posters**	
Summer B		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. dentify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. **Sensational Safari**	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **Vikings and Anglo Saxons** Britain's settlement by Anglo-Saxons and Scots **Anglo Saxons and Scotts**	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] **Insects**	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Take part in outdoor and adventurous activity challenges individually. Take part in outdoor and adventurous activity challenges as a team.			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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **The Great Bread Bake Off**	

SMSC	Moral Development – I understand the consequences of my behaviour and actions. Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me.	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me. Moral Development – I have an ability to recognise the difference between right and wrong, readily applying this to my understanding in my own life and, in doing so, respect the civil and criminal law of England. Social **Our position in the universe. Comparing different countries using aerial maps.**	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me. Cultural Development – I understand and have an appreciation of a wide range of cultural influences that have shaped my own heritage and that of others.	Spiritual Development – I have a good use of imagination and creativity in my learning. Cultural Development – I understand and have an appreciation of a wide range of cultural influences that have shaped my own heritage and that of others.	Cultural Development – I have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities, Cultural Development – I have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Cultural Development – I have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which I understand, accept, respect and celebrate diversity, as shown by my tolerance and attitudes towards different religious, ethnic and socio-economic groups in my local, national and global communities. **Sports Day** **Activ Sports** **Cluster Sports Events**	Spiritual Development – I have an ability to be reflective about my own beliefs, religious or otherwise, that informs my perspective on life and my interest in and respect for different peoples faiths, feelings and values. Cultural Development – I have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Cultural Development – I have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which I understand, accept, respect and celebrate diversity, as shown by my tolerance and attitudes towards different religious, ethnic and socio-economic groups in my local, national and global communities.	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me. Cultural Development – I have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities, **Christmas Play** **Cluster Sing a long**	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me.	Social Development - I develop and demonstrate skills and attitudes that allow me to participate fully in and contribute positively to life in Modern Britain.

Class 3 – Curriculum coverage and SMSC

	Science	Geography	History	Art	PE	RE	Music	DT	ICT
Autumn A	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **States of Matter** Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Light**	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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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). **Exploring Eastern Europe** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Somewhere to Settle**	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **Ancient Egypt**	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]. About great artists, architects and designers in history. **Ancient Egypt**				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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. **Marbulous Structures**	
Spring A	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the changes as humans develop to old age. **Animals Including Humans** Explain that unsupported objects fall	Describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☐ human geography, including: types of settlement and land use, economic activity including trade links, and the	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Riotous Royalty**	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a				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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety	

	towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Forces**	distribution of natural resources including energy, food, minerals and water **Trade and Economics** Describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Magnificent Mountains**		range of materials [for example, pencil, charcoal, paint, clay] **Bodies**				of ingredients are grown, reared, caught and processed. **Global Foods**	
Summer A	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. **Living Things in their Habitats**	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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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). **Our Local Area** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers,	A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **Crime and Punishment**	To create sketch books to record their observations and use them to review and revisit ideas. 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] **Plants and Flowers**				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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. **Felt Phone Cases**	

		mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Water Cycle**							
Autumn B	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. **Animals Including Humans** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Earth and Space**	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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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). **All Around The World** Describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. **Mayans**	To create sketch books to record their observations and use them to review and revisit ideas. 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] **South and Central America**			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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 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]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers & motors. Apply their understanding of computing to program, monitor and control their products. **Automata Animals**	

		food, minerals and water **Enough For Everyone**							
Spring B	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. **Sound** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Properties and Changing Materials**	Describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Our changing World** **Raging River**	Ancient Greece – a study of Greek life and achievements and their influence on the western world. **Ancient Greece**	To create sketch books to record their observations and use them to review and revisit ideas. 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] **Wildlife Birds**				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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Super Seasonal Cooking**	
Summer B	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. **Living Things and their Habitats** Recognise that living things have changed	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to	Changes in Britain from the Stone Age to the Iron Age **Stone Age to the Iron Age**	To create sketch books to record their observations and use them to review and				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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products	

	over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Evolution and Inheritance** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. **Electricity**	build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Amazing Americas**		revisit ideas. 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]. About great artists, architects and designers in history. **North American**				[for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products. **Nano Rovers**	
SMSC	Moral Development – I understand the consequences of my behaviour and actions. Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me.	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me. Moral Development – I have an ability to recognise the difference between right and wrong, readily applying this to my understanding in my own life	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around	Spiritual Development – I have a good use of imagination and creativity in my learning. Cultural	Cultural Development – I have a willingness to participate in and respond positively to artistic, sporting and cultural	Spiritual Development – I have an ability to be reflective about my	Spiritual Development – I have a sense of enjoyment and fascinatio	Spiritual Development – I have a sense of enjoyment and fascination in learning about myself, others and the world around me.	Social Development - I develop and demonstrate skills and attitudes that allow me to

		and, in doing so, respect the civil and criminal law of England. Social **Our position in the universe. Comparing different countries using aerial maps.**	me. Cultural Development – I understand and have an appreciation of a wide range of cultural influences that have shaped my own heritage and that of others.	Development – I understand and have an appreciation of a wide range of cultural influences that have shaped my own heritage and that of others.	opportunities, Cultural Development – I have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Cultural Development – I have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which I understand, accept, respect and celebrate diversity, as shown by my tolerance and attitudes towards different religious, ethnic and socio-economic groups in my local, national and global communities. **Sports Day** **Activ Sports** **Cluster Sports Events**	own beliefs, religious or otherwise, that informs my perspective on life and my interest in and respect for different peoples faiths, feelings and values. Cultural Development – I have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Cultural Development – I have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which I understand, accept, respect and celebrate diversity, as shown by my tolerance and attitudes	n in learning about myself, others and the world around me. Cultural Development – I have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities, **Christmas Play** **Cluster Sing a long**		participate fully in and contribute positively to life in Modern Britain.

						towards different religious, ethnic and socio-economic groups in my local, national and global communities.			