



SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
SCIENCE	<p>Biology</p> <ul style="list-style-type: none"> Trees and Plants 	<p>Physics</p> <ul style="list-style-type: none"> Electricity 	<p>Chemistry</p> <ul style="list-style-type: none"> Everyday materials 	<p>Biology</p> <ul style="list-style-type: none"> Living things and their habitats. 	<p>Biology</p> <ul style="list-style-type: none"> Animals including Humans 	<p>Biology, Chemistry, Physics</p> <ul style="list-style-type: none"> Seaside science
ICT	<p>Multimedia</p> <p>Collects, organises and presents data and information in digital content. Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.</p>	<p>e-safety</p> <p>Navigates the web and can carry out simple web searches to collect digital content. Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p>	<p>Handling Data</p> <p>Recognises different types of data: text, number. Appreciates that programs can work with different types of data. Recognises that data can be structured in tables to make it useful.</p>	<p>Technology In our lives</p> <p>Recognises common uses of information technology beyond school and why we use technology in the classroom and beyond. Recognise differences between the internet and things in the physical world. Understand that other people have created the information I use.</p>	<p>Algorithms</p> <p>Shows awareness of task best completed by humans or computers. Designs solutions and creates sub solution for each part.</p>	<p>Programming and Development</p> <p>Uses arithmetic operators, if statements, and loops, within programs. Uses logical reasoning to predict the behaviour of programs. Detects and corrects simple semantic errors i.e. debugging, in programs</p>
TOPIC	<p>Castles</p> <ul style="list-style-type: none"> First ever castles Features of a castle Famous castles in the UK Inside a castle Roles of people who lived in a castle 	<p>Winter</p> <ul style="list-style-type: none"> Arctic/Antarctic environment Winter animals Winter habitats Weather Christmas 	<p>Homes (History Focus)</p> <ul style="list-style-type: none"> Facilities – then and now Maps – then and now Materials used Settlements Changing homes and things inside homes Homes in different places or countries –. Compare Distinctive features of Blackburn/homes etc Local history – mills etc. 	<p>An Island Home – Katie Morag (Geography Focus)</p> <ul style="list-style-type: none"> Mapping skills Journeys QCA – Unit 3 Suveys Different jobs/tasks/routines Goods and services N S E W directions Making maps 	<p>Eco Schools</p> <ul style="list-style-type: none"> Waste reduction – recycle, reuse, reduce Water conservation Energy efficiency School grounds Transport Litter reduction Healthy living 	<p>Seaside (Geography/History Focus)</p> <ul style="list-style-type: none"> Comparing life in two places On the coast/inland Mapping skills Photos maps etc Life in a seaside town Jobs/freetime/shops etc.
ART and DESIGN	<p>Colour Mixing</p> <ul style="list-style-type: none"> Develop vocabulary to name and describe colours/marks 	<p>Collage</p> <ul style="list-style-type: none"> Combine form and cut pieces <p>Use for a purpose</p>	<p>Printing</p> <ul style="list-style-type: none"> Explore effects made by different parts of an object <p>Pattern – repeating, overlapping rotating</p>	<p>Drawing</p> <ul style="list-style-type: none"> Use different colour or surfaces in different combinations <p><i>Leonardo Da Vinci</i></p>	<p>3D Sculpture</p> <ul style="list-style-type: none"> Experiment with carving – hard clays/soap/plaster of Paris Ways of decorating/covering 	<p>Textiles</p> <ul style="list-style-type: none"> Construct fabric Weaving into net etc Sewing
DESIGN TECHNOLOGY		<p>DT PROJECT 1</p> <p>Fridge Magnets</p>		<p>DT PROJECT 2</p> <p>Vehicles – Mechanisms (moving axles)</p>		<p>DT PROJECT 3</p> <p>Puppets - Textiles</p>
RE	<p>Christianity</p> <p>The Beginning of the World</p>	<p>Christianity</p> <p>Good news and News Bringers</p>	<p>Multi Faith</p> <p>How do we show we care?</p>	<p>Christianity</p> <p>Who is a Christian?</p>	<p>Symbols</p> <p>Can we find the meaning of symbols?</p>	<p>Sikhism</p>

MUSIC	<ul style="list-style-type: none"> Using symbols or pictures to represent sounds Composing simple rhythm and patterns Using untuned percussion and voice with others 	<ul style="list-style-type: none"> Making sounds on several musical instruments to accompany a song Moving to music according to how it feels Describing a move to the music that you hear 	<ul style="list-style-type: none"> Composition Making up short musical patterns with a beginning, middle, end (ostinato patterns ABA form) Using untuned percussion Making rhythms and patterns Describing and using the musical elements high/low 	<ul style="list-style-type: none"> Singing and taking part in a group performance Interpreting music according to how it feels and move to it Making up short musical patterns in a group to accompany a song 	<ul style="list-style-type: none"> Choosing sounds to represent ideas Describing music element words and how they affect the mood Making up rhythms and patterns Copying and playing simple rhythms with other people Taking part in a group song performance Mini Sing 	<ul style="list-style-type: none"> Keeping a beat on their own Making up rhythms and patterns Playing at different speeds Making up short musical patterns within a group
PE	Games/SOL Football	Gymnastics/SOL Balance	Sports Hall Athletics SOL	Games/SOL Striking and Fielding	Games/SOL Team Games	Athletics Sports Day practice/SOL
DANCE	Dance/SOL Topic	Dance/SOL Topic	Gymnastics/SOL Travel	Dance/SOL Topic	O & A New Scheme	Dance/SOL Topic
Life Education	LIFE PROCESSES	KEEPING SAFE SAFETY IN THE HOME	DIVERSITY AND DIFFERENCE FEELINGS AND EMOTIONS	PEOPLE WHI HAVE MADE A DIFFERENCE	HEALTHY EATING AND EXERCISE	BULLYING