



SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
SCIENCE	<p>BIOLOGY – ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> To identify that humans and some other animals have skeletons. To describe and explain the skeletal system. To describe the purpose of the skeleton in humans and animals (for support, protection and movement). To describe and explain the muscular system of a human. 	<p>BIOLOGY – ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> To explain how nutrients, water and oxygen are transported within animals and humans. To identify that humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 	<p>CHEMISTRY – ROCKS and SOILS</p> <ul style="list-style-type: none"> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise and describe that soils are made from rocks and organic matter. To describe and explain the difference between sedimentary and igneous rock. 	<p>BIOLOGY – PLANTS</p> <ul style="list-style-type: none"> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>PHYSICS – FORCES and MAGNETS</p> <ul style="list-style-type: none"> To compare how objects move on different surfaces. To notice that some forces need contact between two objects but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To 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. To describe magnets as having two poles. To predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>CHEMISTRY – LIGHT</p> <ul style="list-style-type: none"> To recognise that they need light in order to see things and that dark is the absence of light. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To explain that light can be reflected from a surface. To recognise and explain that shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the size of shadows change (shape and size)
ICT	<p>Algorithms</p> <p>Understands that iteration is the repetition of a process such as a loop. Represents solutions using a structured notion. Also identifies similarities and differences (pattern recognition)</p>	<p>Programming and Development</p> <p>Create programs that implement algorithms to achieve given goals. Uses post tested loop and sequence of selections in program.</p>	<p>Data and Data Representation</p> <p>Understands the difference between data and information. Knows why sorting data in a flat file can improve searching for information. Uses filters or can perform single criteria searches for information.</p>	<p>Hardware and Processing</p> <p>Knows that computers collect data from various input devices, including sensors and application software. Understands the difference between hardware and application software, and their roles within a computer system.</p>	<p>Communication and Networks</p> <p>Understands the difference between the internet and internet service e.g. world wide web. Shows an awareness of, and can use a range of internet services e.g. VOIP. Recognises what is acceptable and unacceptable behaviour when using technologies and online services</p>	<p>Information Technology</p> <p>Makes judgements about digital content when evaluating and repurposing it for a given audience. Recognises the audience when designing and creating digital content. Understands the potential of information technology for collaboration when computers are networked. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions.</p>
GEOGRAPHY HISTORY	<p>History Focus <i>The Romans</i> QCA History Unit 6A</p> <ul style="list-style-type: none"> British society as influenced by different people from 55 BC to 500 AD. Study of Roman Empire, invasions of Britain, British resistance including Caratacus and Boudica and the successful conquest by Claudius in AD 42. Romanisation of Britain – impact of technology, culture and beliefs. <p>Geography Link</p> <ul style="list-style-type: none"> Locations of Roman Empire across Europe Locations of Roman Empire in Britain 		<p>History Focus <i>Vikings</i> QCA History Unit 6C</p> <ul style="list-style-type: none"> British society as influenced by different people from 55BC → 11th century Lives/legacies/events etc <p>Geography Link <i>Village Settlers</i> QCA Geography Unit 9</p> <ul style="list-style-type: none"> Characteristics of early settlements Origins of place names 		<p>Geography Focus <i>The United Kingdom</i></p> <ul style="list-style-type: none"> Knowledge of the countries, areas and counties within Britain Human and physical features of areas of the United Kingdom including mountains, rivers and transport <p>The Lake District</p> <ul style="list-style-type: none"> Human and physical features of the Lake District A comparison of life in Blackburn and life in the Lake District The impact of tourism Famous people from the Lake District 	
ART and DESIGN	<p>Drawing</p> <p>Cubism buildings</p>	<p>Printing/Pattern</p> <p>Christmas patterns/wrapping paper.</p>	<p>3D Sculpture</p> <p>Extend modelling in response to drawing and observing Viking artefacts (pots, jewellery etc)</p>	<p>Collage</p> <p>Using different techniques and papers</p>	<p>Colour Mixing</p> <p>Seasons and colour palettes</p>	<p>Textiles</p> <p>Make a simple wall hanging linked to topic.</p>
DESIGN TECHNOLOGY		<p>DT PROJECT 1</p> <p>Musical Instruments – Materials and Structures</p>		<p>DT PROJECT 2</p> <p>Photograph Frames or bridges – Stable Structures</p>		<p>DT PROJECT 3</p> <p>Moving Monsters – Mechanisms (pneumatics)</p>

RE	Who is my neighbour? (Christianity & Humanism)	God with Us To give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now	How does a Christian follow Jesus? (Christianity)	Joy, Sadness, Joy To explore the Easter Story by focusing upon the feelings evoked by the different events throughout Holy Week	Creation and Green Issues (Christianity, Islam, Hinduism, Judaism & Buddhism)	
MUSIC	Drumming- Dholak <ul style="list-style-type: none"> • Strong and Weak Beats • Dynamics • Texture • Repeated patterns 		Voice <ul style="list-style-type: none"> • Pentatonic Patterns • Dynamics • Melodic Accompaniment • Ostinato Patterns 		Samba <ul style="list-style-type: none"> • What is samba? • Notating and reading rhythms • 4 beat rhythm patterns • Call and response • Creating and notating rhythms to play on samba drums 	
PE	Games Invasion Games	Sports Hall Athletics	Gymnasics Travel	Net Wall Games N-tennis/Table	Striking/Fielding Games Cricket	Outdoor Athletic Activities
DANCE	Roman Dance	Gymnastics - symmetry	Viking Dance	TOPS Challenge Cards	Orienteering	Lake District Dance