SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
SCIENCE	SC4 PHYSICAL PROCESSES • SOUND • Sound and Vibration • Pitch/Loudness • Sound travels	**SC4 PHYSICAL PROCESSES ELECTRICITY**	**SC3 States of Matter** •To compare and group materials together, according to whether they are solids, liquids or gases •To 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) •To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		• **SC2 LIFE PROCESSES** • **Animals incl humans** • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey .	**SC2 Life Processes All Living Things** • To identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups • To recognise that environments can change and that this can sometimes pose dangers to living things.
ICT	**Communication and Networks** Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'. Selects, combines and uses internet services. Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.	**Information Technology** Evaluates the appropriateness of digital devices, internet services and application software to achieve given goals. Recognises ethical issues surrounding the application of information technology beyond school. Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution.	**Algorithms** Understands a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem/	**Programing and Development** Understands the difference between and appropriately uses if and if, then and else statements. Design writes and debugs modular programs using procedures.	**Data and Data Representation** Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions.	**Hardware and Processing** Understands why and when computers are used. Understands the main functions of the operating system. Knows the difference between physical, wireless and mobile networks.
TOPIC	**Ancient Egypt** **Achievements of the earliest civilisations** Geography Link • The Geography of Egypt • The River Nile	**Our World**	**Changes in Britain from the Stone Age to the Iron Age).** - Late Neolithic hunter-gatherers and early farmers, e.g., Skara Brae - Bronze Age religion, technology and travel, e.g., Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture.		**Geography Focus** South America/Brazil	**Geography Focus** The Amazon Rainforest
ART and DESIGN	**Printing** Printing block	**3D Sculpture** Construct in response to observation	**Textiles** Create texture Develop drawing into fabric work	**Drawing** Collect, sort, describe, match Lines in natural/ man-made objects	**Colour Matching** Match colours in nature and the made environment Responses to colour	**Collage** Cutting skills → repeated units Develop work in united colour
DESIGN TECHNOLOGY	**DT PROJECT 1** Money Containers – Textiles			**DT PROJECT** Control Mechanisms (more complex levers and linkages)		**DT PROJECT 3** Making Bread/ Healthy Snacks
RE	**God, David and the Psalms**	**Christmas**	**Jesus, Son of God**	**Easter**	**Churches**	**Prayer**
MUSIC	**Drumming- Dholak** • Strong/weak beats • Call and response – repeated patterns Changes in tempo/pulse		Voice • Song writing and composition • Timbre – tuned and untuned percussion – orchestral 4 beat rhythm patterns	Voice • Song writing and composition • Timbre – tuned and untuned percussion – orchestral 4 beat rhythm patterns	Samba • What is samba? • Notating and reading rhythms • Call and response • Texture -Layering samba rhythms to create an ensemble piece • Creating and notating rhythms to play on samba drums **Leading the ensemble**	Samba • What is samba? • Notating and reading rhythms • Call and response • Texture -Layering samba rhythms to create an ensemble piece • Creating and notating rhythms to play on samba drums Leading the ensemble
PE	**Generic Invasion Games**	**Sportshall Athletics/Fitness**	**Gymnastics/Rolling**	**Net Wall Games Tennis**	**Striking/Fielding Games** Tri Golf	**Outdoor Athletics Activities**
DANCE	**Gymnastics** *Bridges/Symmetry*	**Dance Topic** Egypt	**O &A** TOPS	**O & A** New Scheme	**Dance Topic** The Rainforest	**Dance Topic** Tudors
LIFE EDUCATION	**INTRODUCTION TO FIRST AID**	SMOKING DRUG AWARENESS	**RESPIRATION AND CIRCULATION**	FOCUS ON FEELINGS	**KEEPING SAFE** **EMERGENCY SERVICES**	RIGHTS AND RESPONSIBILITIES
FRENCH	The Weather *Le Temps*	The Weather *Le Temps*	Months of the year *Les mois de l'annee*	Months of the year *Les mois de l'annee*	The classroom *Le salle de classe*	The classroom *Le salle de classe*