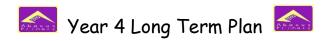


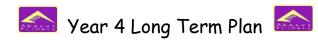
Term	Autumn	Spring	Summer	
Topic RAINFOREST		OUR UK	ROMANS	
Science	Working Scientifically Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings.  Sound I can explain how sounds are made, and show that some    Electricity   Animals including Humans   I can explain some parts of the digestive system in			
	of them are linked to vibrations.  I can explain that vibrations from sounds travel through a medium to the ear.  I can find patterns between the pitch of a sound and features of the object that produced it.  I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.  I can show that sounds get fainter as the distance from the sound source increases.	I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.  I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  I can show that some materials are conductors and some are insulators, and can explain that metals are good	humans. I can explain the different types of teeth in humans and what they do. I can describe and explain a variety of food chains, naming producers, predators and prey.  Living Things and their Habitats I can show that living things can be grouped together in various ways. I can explore and use classification keys to help group, identify and name a variety of living things.	
	States of Matter I can group materials together, according to whether they are solids, liquids or gases including tricky ones like gels, foams, mists and pastes. I can demonstrate and explain 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). I can correctly talk about the part played by evaporation and condensation in the water cycle and can show a link between the rate of evaporation and temperature.	conductors.	I can explain that environments can change and that this sometimes means that living things are put in danger.	
Computing	E-Safety I understand that what I say or post on the internet might be copied, shared and stored by others. I know what to do if I see anything worrying online.	Coding I can use more complicated input devices.  Digital Literacy	Coding I can break programs up into smaller parts. I can use logical thinking to identify and solve potential bugs during coding. I can use other programs as I code.	



	Digital Literacy I can use different software programs and different types of hardware. I can use a range of programs to complete a task.		I understand that some computers on a network serve			
			particular functions, such as controlling printers or sharing		E-Safety	
			files.	3.		ch engines order their search
					results.	
P.E			FOLLOWING GETS	ET4PE SCHEME OF WORK		
	Basketball	Gymnastics	Swimming	Swimming	Tennis	Athletics
	Hockey	Dodgeball	Dance	Handball	OAA	Rounders
History	,		Hi2/2.1 Local History: Pupils should be taught about an aspect of local history.  Describe a local history study (Understanding of events, people and changes). BAND 6 STATEMENT Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)  Wickford  Describe human features of UK regions, cities and /or counties.  Describe how people have been affected by changes in the environment.  Know about the wider context of places - region, country. Understand why there are similarities and differences between places.  Explore features on OS maps using 6 figure grid references.  Draw accurate maps with more complex keys.  Measure straight line distances using the appropriate scale.  Plan the steps and strategies for an enquiry.		Hi2/1.2 Roman Britain: Pupils should be taught about the Roman empire and its impact on Britain.  Use historic terms related to the period of study. (Chronological understanding) Place some historical periods in a chronological framework. (Chronological understanding) Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes) Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry) Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)  Extreme Weather - Volcanoes/Earthquakes - Pompeii Explore weather patterns around parts of the world. Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.	
Geography						



- 1	MFL	I can listen attentively to snoken language and show under	rstanding by joining in and responding			
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	I can listen attentively to spoken language and show understanding by joining in and responding.  I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.				
		I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.				
		I can speak in sentences, using familiar vocabulary, phrases and basic language structures.				
		I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.				
		I can present ideas and information orally to a range of audiences.				
		I can read carefully and show understanding of words, phrases and simple writing.  I can appreciate stories, songs, poems and rhymes in the language.  I can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  I can describe people, places, things and actions orally* and in writing Languages - key stage 2.  I can 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.				
		Ancient Britain	Habitat	Classroom		
		Presenting Myself	Family	My House		
		Tresening Mysen	1 diffiny	My House		
Ī	R.E	Where do religious beliefs come from?	What do we mean by truth? Is seeing believing?	Why is there so much diversity of belief within?		
		Begin to identify the impact of religious teachings,	Multi, including <u>Sikh</u> views on God as truth.	Christianity?		
		including the effect sacred texts have on believers'	Identify ultimate questions and behaviour that there are	Develop religious and moral vocabulary to describe key		
		lives, identify religious symbols and how they may be	no universally agreed answers to these and start to develop	features and know beliefs, ideas and teachings for some		
		interpreted in different ways both within and between	your own answers to these questions	religions.		
		religions.	Develop religious and moral vocabulary to describe key	Know the function of objects/places/people within		
		Recognise what influences him/her in his/her life, and	features and know beliefs, ideas and teachings for some	Religious practices and lifestyles and describe		
		identify the influence religion has on lives, cultures and	religions	similarities and differences in Religious practices and		
		communities including his/her own.	Recognise and begin to ask important questions about how	lifestyles both within and between religions.		
		Recognise and begin to ask important questions about	religious and moral values, commitments and beliefs can	Recognise and begin to ask important questions about		
		how religious and moral values, commitments and beliefs	influence behaviour	how religious and moral values, commitments and beliefs		
		can influence behaviour.	Title State Softwice	can influence behaviour.		
		Develop religious and moral vocabulary to describe key		can influence benaviour.		
		features.		What does sacrifice mean?		
		Tourist co.		Identify ultimate questions and behaviour that there		
		What do we mean by truth? Is seeing believing?		are no universally agreed answers to these and start to		
		Multi, including <u>Sikh</u> views on God as truth.		develop your own answers to these questions.		
		Identify ultimate questions and behaviour that there		Recognise and begin to ask important questions about		
		are no universally agreed answers to these and start to		how religious and moral values, commitments and beliefs		
		develop your own answers to these questions		can influence behaviour.		
		Develop religious and moral vocabulary to describe key		Begin to identify the impact of religious teachings,		
		features and know beliefs, ideas and teachings for		including the effect sacred texts have on believers'		
		some religions		lives, identify religious symbols and how they may be		
		Recognise and begin to ask important questions about		interpreted in different ways both within and between		
		how religious and moral values, commitments and beliefs		religions.		
		can influence behaviour		- Chylond.		



Art & Design	I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. I can use skills I have been taught to adapt and improve my work. I can say how I would improve my work using technical terms and giving reasons. I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied.			
	Sculpture and 3D: Mega Materials  Drawing: Power Prints	Painting and Mixed Media: Light and Dark	Craft and Design: Fabric of Nature	
Design Technology	Construction- Moving Scene I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots. I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. I can apply techniques I have learnt to strengthen structures and explore my own ideas.	Electronics - Battery Operated Lights I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience. I can understand and use electrical systems in my products. I can create designs using exploded diagrams. I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.	Food- Seasonal Foods I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. I can understand seasonality and the advantages of eating seasonal and locally produced food. I can read and follow recipes which involve several processes, skills and techniques.	
Music	Pop Music- Abba (Charanga) I can sing as part of an ensemble with confidence and precision. I can listen to and recall sounds with increasing aural memory.  Body Percussion and Untuned Instruments I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can sing as part of an ensemble with confidence and precision.	Glockenspiels (Charanga) I can use musical language to appraise a piece or style of music. I can play and perform in solo or ensemble contexts with increasing confidence.  Spring Performance I can sing as part of an ensemble with confidence and precision.	Ukuleles I can confidently recognise a range of musical instruments and the different sounds they make. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can understand some formal, written notation which includes minims and quavers.	
PSHE	Health and wellbeing What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing set backs  Relationships How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights	Health and wellbeing How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour  Health and wellbeing How will we grow and change? Growing and changing; puberty	Living in the wider world  How can our choices make a difference to others and the environment?  Caring for others; the environment; people and animals shared responsibilities, making choices and Decisions  Health and wellbeing  How can we manage risk in different places?  Keeping safe; out and about; recognising and managing risk	