









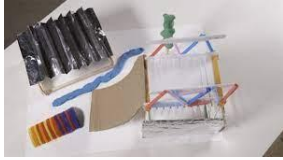







Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject focus	Stone Age to Iron Age	Britain over time - The Tudors	Recycling and Sustainability	Understand how land use changes over time	The White Horse – A local Area Study	Comparison of UK with a European Country
Texts which may be used to support the curriculum						
History	Changes from Britain from the Stone Age to the Iron Age	The Tudors A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			History of Bratton (The White Horse and the Iron Age Hill fort)– A local History study: A study of an aspect of History or a site dating from a period before 1066 that is significant in the locality.	
Geography	Human and physical geography: Describe and understand key aspects of human geography, including types of settlement and land use.		Revisit Climate Change and looking after the environment as part of this unit.  Human and Physical Geography: describe and understand key aspects of human geography including the distribution of natural resources including energy; food; minerals and water.	Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical features and land-use patterns. Understand how some of these aspects have changed over time.	Geographical skills and fieldwork: 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.  Geographical skills and fieldwork: 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,	UK comparison with Europe Place knowledge: 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.

					plans and graphs, and digital technologies.	
Design Technology	<p><b>Year 3/4</b>  <b>Textiles: Cross-stitch and appliqué:</b> Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a Stone age pouch.</p>  <p><b>Year 5/6</b>  <b>Textiles: Stuffed toys:</b> Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.</p> 	<p><b>Year 3/4</b>  <b>Digital world: Electronic Christmas charm:</b> Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions.</p>  <p><b>Year 5/6</b>  <b>Electrical systems: Doodlers:</b> Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p> 	<p><b>Year 3/4</b>  <b>Structures: Constructing a castle:</b> Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).</p>  <p><b>Year 5/6</b>  <b>Structure: Playgrounds:</b> Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p> 	<p><b>Year 3/4</b>  <b>Mechanical systems: Making a slingshot car:</b> Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p>  <p><b>Year 5/6</b>  <b>Structure: Bridges:</b> Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.</p> 	<p><b>Year 3/4</b>  <b>Digital world: Mindful moments timer:</b> Explore what is meant by mindfulness and write design criteria to fulfil a brief to develop a programmed product for timing a mindful moment.</p>  <p><b>Year 5/6</b>  <b>Mechanical systems: Pop-up book:</b> Create a functional four-page pop-up book design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p> 	<p><b>Year 3/4</b>  <b>Food: Eating seasonally:</b> Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p>  <p><b>Year 5/6</b>  <b>Food: What could be healthier?:</b> Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p> 
Art and Design	<p><b>Sculpture – “The legend of Black Shuck” (clay)</b>  <b>Lesley Anne Greene</b>  <b>François Pompon</b>  <b>François-Xavier-</b>  <b>Maxime Lalanne</b></p>	<p><b>Graphic Design – Form (packaging)</b>  <b>Tiffany’s jewellery</b>  <b>Food packaging</b>  <b>Chocolate Boxes</b></p>	<p><b>Portraits – Face-individual facial features</b>  <b>(sketching/charcoal)</b>  <b>John Singer Sargent</b>  <b>Paul Cadden</b>  <b>Kelvin Okafor</b>  <b>Dirk Dzimirsky</b></p>	<p><b>Printing – Collagraph printing</b>  <b>Akiko Taniguchi</b>  <b>Jenny Robinson</b>  <b>Muhammad Abrar</b></p>	<p><b>Architecture – houses around the world (sketching)</b>  <b>Images of houses in Europe, Africa and America</b></p>	<p><b>Cloudscapes (acrylics)</b>  <b>Martin Johnson</b>  <b>Heade</b></p>

<p>Science</p>	<p><b>Year 3/4</b>  <u>Sound</u>  Vibrations  The ear  Investigate sounds  Explore volume  Explore pitch  Plan – volume experiment  Investigate – volume experiment  Findings – volume experiment.</p> <p><b>Year 5/6</b>  <u>Animals including humans</u>  The human life cycle  Babies and children  Adolescence and puberty  Adults and the elderly  Gestation periods of mammals  Gestation periods and lifespan  <u>Life cycle</u>  Life cycles of mammals  Life cycles of amphibians  Life cycles of insects  Life cycles of birds  Compare life cycles</p>	<p><b>Year 3/4</b>  <u>Electricity</u>  Explore electricity  Common appliances that use electricity  Build and draw series circuits  What has gone wrong?  Conductors and insulators  Conductivity within a circuit  <u>Energy</u>  What is energy  How can we reduce our energy usage?</p> <p><b>Year 5/6</b>  <u>Variation</u>  Variation characteristics  <u>Adaptaion</u>  Animal adaptations  Plant adaptations  Evolution  Charles Darwin  Natural selection  Darwin’s finches  How have plants and animals evolved over time to adapt to their environments?</p>	<p><b>Year 3/4</b>  <u>States of Matter</u>  Explore solids, liquids and gases  Think differently – solids, liquid and gases  Change states  Use equipment  Plan – measure temperature changes  Investigate – measure temperature changes  The water cycle  Plan – evaporation experiment  Investigate – evaporation experiment  Evaluate – evaporation experiment</p> <p><b>Year 5/6</b>  <u>Adaption</u>  Animal adaptations  Plant adaptations  Evolution  Charles Darwin  Natural selection  Darwin’s finches  How have plants and animals evolved over time to adapt to their environments?  <u>Fossils</u>  Fossil formation  Compare fossils</p>	<p><b>Year 3/4</b>  <u>Rocks</u>  Identify rocks  Group rocks  Test rocks  Local rock survey  <u>Soil</u>  Explore soils  The importance of soils  Plan – soil experiment  Investigate – soil experiment  Evaluate – soil experiment  <u>Fossils</u>  Looking at fossils  Fossil formation</p> <p><b>Year 5/6</b>  <u>Light</u>  How we see  Light and straight lines  Shadow formation  Plan – shadow experiment  Investigate – shadow experiment  Make conclusions – shadow experiment  Refraction  Explore light  <u>Light pollution</u>  What is light pollution?  How can we reduce light pollution?</p>	<p><b>Year 3/4</b>  <u>Skeletons</u>  Name and identify bones in the human body  Functions of the skeleton  Name and identify bones in a range of animals  Animals with and without a spine  Are all skeletons the same?  <u>Joint Movment</u>  Joints  How we move  <u>Nutrition and diet</u>  Food groups  Understand the five food groups  Balanced diets  Compare diets  Animal diets</p> <p><b>Year 5/6</b>  <u>The circulatory system</u>  The circulatory system  The heart  Blood flow in the heart  Oxygenated and deoxygenated blood  Blood  Dissection of the heart  <u>Diet, Drugs and lifestyle</u>  Diet</p>	<p><b>Year 3/4</b>  <u>The digestive system</u>  Teeth – carnivores, herbivores and omnivores  Human teeth  Layers of the teeth  Plan – tooth decay experiment  The digestive system – moth and oesophagus  The digestive system – stomach and small intestine  The digestive system – large intestine and rectum  The digestive system Findings – tooth decay experiment  <u>Food chains</u>  What is a food chain?  Interpret food chains  Draw food chains  What would happen if?  <u>Food waste</u>  What is food waste?  How can we reduce our food waste?</p> <p><b>Year 5/6</b>  <u>Forces</u>  Friction  Air resistance  Plan – parachute experiment</p>
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			Explore fossils (Mary Anning)		Drugs Cigarettes Plan – heart rate experiment Investigate – heart rate experiment Evaluate – heart rate experiment	Investigate – parachute experiment Evaluate – parachute experiment Plan – water resistance Investigate – water resistance Explore gravity Use small forces for greater effects
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