



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject focus	History - Ancient Greece	Geography - Volcanoes and Earthquakes	Geography - Frozen Kingdom	Geography - The United Kingdom	History - Ancient Egypt	
Texts which may be used to support the curriculum						
History	The Ancient Greeks A study of Greek life and achievements and their influence on the Western World.				Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.	
Geography		Volcanoes and Earthquakes Human and physical geography: Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes.	Human and physical geography: Describe and understand key aspects of physical geography, including climate zones, Locational knowledge: Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	The United Kingdom Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		
Design and Technology Kapow Scheme	Year 3/4 Structures: Constructing a castle: Identify and learn about the key features of a	Year 3/4 Digital world: Electronic Christmas charm: Design, develop a program, house and	Year 3/4 Digital world: Mindful moments timer: Explore what is meant by mindfulness and write	Year 3/4 Mechanical systems: Making a slingshot car: Using a range of materials, design and make a car	Year 3/4 Textiles: Cross-stitch and appliqué: Learn and apply two new sewing techniques – cross-stitch	Year 3/4 Food: Eating seasonally: Learn about various fruits and vegetables, and when,

castle, before designing and making a recycled-material castle (structure).



Year 5/6

Food: What could be healthier?: 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.



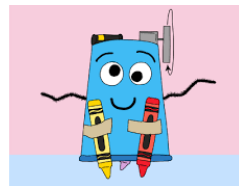
promote a Micro:bit electronic charm to use in low-light conditions.



Year 5/6

Electrical systems:

Doodlers: 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. Encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.



design criteria to fulfil a brief to develop a programmed product for timing a mindful moment.



Year 5/6

Mechanical systems:

Pop-up book: Create a functional four-page pop-up book design, using lever, sliders, layers and spacers to create paper-based mechanisms.



with a working slingshot mechanism and house the mechanism using a range of nets.



Year 5/6

Structure: Bridges: 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.



and appliqué. Utilise these new skills to design and make a cushion or Egyptian collar.



Year 5/6

Textiles: Stuffed toys:

Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.



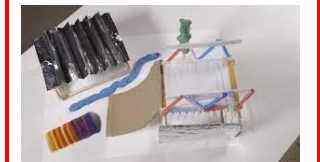
where and why they are grown in different seasons. Discover the relationship between colour and health benefits.



Year 5/6

Structure: Playgrounds:

Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.



Art and Design

Sculpture – Animals (Wire)

Kendra Haste
Lisa Smith
Alberto Giacometti

Printing – Lino printing

Henri Matisse William Rice

Graphic Design – Form, Furniture (sketching/coloured pencils)

Frank Lloyd Wright
Vico Magistretti

Treescapes – (chalk pastels)

Mary Brigid Mackey
Paul Cezanne

Architecture – religious buildings (charcoal)

St Paul's Cathedral
La Sagrada Familia
Cathédrale Notre-Dame d'Amiens - Robert of Luzarches
Dohány Street Synagogue
The Blue Mosque

Portraits –oil

Jan Vermeer, Girl with a Pearl Earring (1665)
Hans Holbein

<p>Science</p>	<p>Year 3/4 <u>Sound</u> Vibrations The ear Investigate sounds Explore volume Explore pitch Plan – volume experiment Investigate – volume experiment Findings – volume experiment.</p> <p>Year 5/6 <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>Year 3/4 <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</p> <p><u>Energy</u> What is energy How can we reduce our energy usage?</p> <p>Year 5/6 <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>Year 3/4 <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>Year 5/6 <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>Year 3/4 <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>Year 5/6 <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>Year 3/4 <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>Year 5/6 <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 Drugs Cigarettes</p>	<p>Year 3/4 <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>Year 5/6 <u>Forces</u> Friction Air resistance Plan – parachute experiment Investigate – parachute experiment</p>
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			Explore fossils (Mary Anning)		Plan – heart rate experiment Investigate – heart rate experiment Evaluate – heart rate experiment	Evaluate – parachute experiment Plan – water resistance Investigate – water resistance Explore gravity Use small forces for greater effects
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