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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Brazil:**  **Leon and the place between**  **Robot Girl**  Geography:   * 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, and a region within North or South America * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   Science  Electricity   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors   Art and Design   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]   French  All around town  Computing  Programming | **Black history:**  **Varmints**  **Hidden Figures**  History:   * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century   Science  Living things and their habitats   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things.   French  On the move  Computing  Programming | **Settlements and land use:**  **Winters Child**  **The Lost Thing**  Geography:   * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   Science:  States of Matter   * compare and group materials together, according to whether they are solids, liquids or gases * 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) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.   Art and Design   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.. * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   French  Going shopping  Computing  Animation | **Leisure and entertainment in 20th century:**  **The Lion and the Unicorn**  **The Tempest**  History:   * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century * Anglo-Saxon art and culture   Science:  Sound   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases.   Art and Design   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   French  Where in the world?  Computing  Photo Stories | **Map work and compass skills:**  **Shackleton**  **Firebird**  Geography:   * 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 * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   Science:  Animals including Humans   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey.   Art and Design   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.. * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   French  What’s the time?  Computing  Using and applying skills | **Anglo Saxons and Scots**  **Jabberwocky**  **The day I swapped my dad for a goldfish**  History:   * Britain’s settlement by Anglo-Saxons and Scots * Anglo-Saxon invasions, settlements and kingdoms: place names and village life   Science:  Working Scientifically   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations   identifying scientific evidence that has been used to support or refute ideas or arguments  Art and Design   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.. * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   French  Holidays and hobbies  Computing  Using and applying skills |