



TOPIC	SCIENCE	HISTORY	MUSIC.	ICT capabilities	Literacy
UK Geography / Mapwork (8 weeks)	Living things and their habitats Animals including humans Sound Electricity Material	1) he/she can give simple reasons as to why key events happened in history. 2) he/she can identify and describe changes between specific periods of history. 3) he/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. 4) he/she knows that the past can be divided into different periods of time. 5) he/she can create historically valid questions about similarities and differences. 6) he/she is aware that the same time in history may be represented in different ways. 7) he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations. 8) he/she can examine and compare artefacts. 9) he/she can explain the achievements of ancient civilizations and their impact on the world in the past and today	1. He/she can use his/her voice and copy a given scale 2. He/she can compose three note patterns 3. He/she can compose simple tunes 4. He/she can improvise repeated patterns (ostinato). 5. He/she can use and understand staff and other musical notations 6. He/she can sing expressively in time to the beat and rhythm 7. He/she can perform given compositions/songs from memory 8. He/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song. 9. He/she can perform as part of a group and individually to an audience. 10. He/she can find similarities and differences in the work of a great composer/musician from history. 11. He/she can express his/her opinions about music from the past. 12. He/she can identify how many beats are in a bar when listening to pieces of music 13. He/she can listen to and appraise music from different traditions and genres	Searching Digital Research Level 3 1. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 2. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Using software 3. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <ul style="list-style-type: none"> • Simulations and Spreadsheets Level 3 Excel • Text and Multimedia Level 3 Powerpoint 	NON-FICTION Recounts: newspaper Non chronological report Explanation text Persuasion – sales pitch/ article Discussion debate/ report
	Moving Toys (5 weeks)				
Rivers (6 weeks)	GEOGRAPHY 1. he/she can make a simple scale drawing e.g. 1 sq cm = 1 sq m 2. he/she can use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. 3. he/she can locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities. 4. he/she can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles. 5. he/she can understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. 6. he/she can describe and understand the workings of rivers, mountains, 7. he/she can describe and understand different types of settlement and land use. 8. he/she can locate places on an OS map using a 4 figure grid reference 9. he/she can use 4 points on a compass; North, South, East and West. 10. he/she can follow a route on an OS map. 11. he/she can use the key to interpret symbols and marks on an OS map for routes.	ART 1. he/she can work with a variety of pen types to make a variety of lines. 2. With pastel/charcoal, he/she can vary the thickness of lines and build up layers of colour. 3. With coloured pencil and/or wax crayon, he/she can control depth of colour by applying different pressures on the pencil tip. 4. With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing/sketch an idea. 5. he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. 6. With pastel/charcoal, he/she can work on top of a background to create detail. 7. he/she can mix and match colours for purpose, e.g. identifying primary and secondary colours. 8. he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. 9. he/she can select the brush size and type depending on the task. 10. he/she can choose a suitable surface to work on and take responsibility for preparing, organising and clearing away his/her painting area. 11. he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache, natural materials. 12. he/she can create images in the style of an artist from history. 13. he/she can discuss and describe well known artists' work and explain how their work is similar/different 14. he/she can discuss and describe well known architects' work and explain how their work is similar/different.	POETRY Limericks Classic Poetry		
Ancient Egyptians (12 weeks)				Forest School (5 weeks)	MATHS <i>Links where possible</i>



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| | | <ol style="list-style-type: none">12. he/she can read and interpret the globe as a flat map.13. he/she can identify and interpret relief maps.14. he/she can read the scale on contour lines on an OS map.15. he/she can name and locate counties and cities of the UK, identifying key human and physical features and land use. | | | |
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