



TOPIC	SCIENCE	HISTORY	MUSIC.	ICT capabilities	Literacy
Amazing Amazon Autumn 1 (HW)	Living things and their habitats Animals including humans Forces Properties and changes of materials Earth and Space (including Gg3, climate zones, biomes and vegetation belts) WORKING SCIENTIFICALLY	<ol style="list-style-type: none"> 1. he/she can make links between events and changes; giving reasons for them and explaining the result. 2. he/she can identify and describe changes within and between different period in history. 3. he/she can use and understands abstract terms such as empire, civilisation, parliament and peasantry. 4. he/she can place events, people and changes into correct periods of time and the periods of time in chronological order. 5. he/she can create historically valid questions about cause and significance. 6. he/she can suggest reasons for conflicting historical accounts. 7. he/she can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. 8. he/she can examine artefacts and explain what they show us about that time in history. 9. he/she can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. 10. he/she can discuss the impact and causes of historical changes in Britain. 11. he/she can examine periods in world history; identifying contrasts with and influences on British society at the time <p>N.B History Objectives 1-8 will be covered by both Mayans and Vikings and Anglo Saxons</p>	<ol style="list-style-type: none"> 1. he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. 2. he/she can compose melodic and rhythmic phrases. 3. he/she is starting to interpret musical notation. 4. he/she can reflect on his/her compositions dynamics, tempo & timbre. 7. he/she can sing expressively combining dynamics, tempo and pitch 8. he/she can perform his/her own compositions from memory. 9. he/she can perform his/her own rhythmic and melodic patterns on an instrument 10. he/she can take part] a group in performance. 11. he/she can begin to explore reasons for composers" tempo choices. 12. he/she can pick out details within a piece and recall these details from memory. 13. he/she can compare pieces thinking about texture, structure, timbre and dynamics. 14. he/she can evaluate others work thinking about texture, structure, timbre and dynamics. 15. he/she can find similarities and differences between different historical composers and musicians. 16. he/she can explain how the music of the past reflected the society of the time. 17. he/she can explain how music has changed over time 	<p>Searching Digital Research Level 3/4</p> <ol style="list-style-type: none"> 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 <p>Using software</p> <ol style="list-style-type: none"> 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"> • Data Handling Level 4 Excel • Text and Multimedia Level 3/4 Publisher 	<p>NON-FICTION</p> <p>Recount: autobiography</p> <p>Formal reports</p> <p>Explanation text</p> <p>Persuasion: radio or TV broadcast</p> <p>Discussion: Formal debate</p>
Volcanoes and Plate Techtonics (to be incorporated into Amazing Amazon Autumn ½ (HW)					
Mayans Autumn 2 VW	<p>DESIGN TECHNOLOGY</p> <ol style="list-style-type: none"> 1. he/she can design products that are innovative and appeal to individuals or groups. 2. he/she can create a prototype of his/her design. 3. he/she can create an exploded diagram of his/her design. 4. He/she can create his/her own simple sewing pattern or printing block to use in his/her design. 5. he/she can use more complex mechanical systems in his/her products e.g. Pulleys and linkages. 6. he/she can select the most appropriate way to join or secure materials within his/her design. 7. he/she can evaluate existing products in relation to their purpose and audience. 8. he/she can collect feedback from others to find out how to improve his/her product 9. he/she can explore the impact of well known designers and inventors and how their products helped to shape the world. 				
Vikings and Anglo Saxons Spring 1/2 To incorporate Book Art VW/HW		<p>GEOGRAPHY</p> <ol style="list-style-type: none"> 1. Making he/she can use photographs and standard and non-standard measurements to create an accurate map of an area. 2. he/she can make a scale drawing using scales based around the power of 10. 3. he/she can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. 4. he/she can locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities. 5. Locational Knowledge he/she can locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones. the water cycle. - <i>Science</i> 6. he/she can understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America. 7. he/she can describe and understand climate 	<p>ART</p> <ol style="list-style-type: none"> 1. he/she can use a sketchbook to show how ideas have been improved. 2. he/she can use a sketchbook to produce labelled diagrams for his/her 3D work. 3. he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser. 4. With coloured pencil, he/she can layer colours to create depth of colour and tone. 5. he/she can prepare a drawing surface to create a wax crayon image. 6. he/she can use pens to record minute detail. 7. he/she can choose a suitable format to work with: Portrait or Landscape. 8. he/she can select the most effective medium for different pieces of work and explain his/her choices. 9. he/she can make a clear plan for his/her working area and the equipment needed for a complete art project. 10. he/she can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials 11. he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying 12. he/she can use stylistic features of well known architects in their 3D work and explain how their work is similar/different. 13. he/she can explore the impact of well known architects" work on the 	<p>PSHE</p> <ol style="list-style-type: none"> 1 Social & Behavioural Focus Relationships- Families& friends. 1 week focus on Anti- bullying 2 Personal, Health, Safety & Citizenship Focus Making a Positive Contribution 3. Social & Behavioural Focus Emotional health & well being 4. Personal, Health, Safety & Citizenship Focus Keeping Healthy 5. Social & Behavioural Focus Keeping Safe 6. Personal, Health, Safety & Citizenship Focus SRE 	<p>POETRY</p> <p>Figurative language</p> <p>Classic Poetry</p>
Outer Space					<p>MATHS</p> <p><i>Possible links not forced</i></p>



Maps		zones, biomes, vegetation belts and water cycle. <i>Science</i> 8. Following directions and maps he/she can locate places on an OS map using a 6 figure grid reference 9. Following directions and maps he/she can use the 8 points on a compass. 10. Following directions and maps he/she can follow a route on a small scale map 11. Following directions and maps he/she can use a range of maps to plan the quickest route and find alternative routes 12. Following directions and maps he/she can read the scale on contour lines on an OS map.	society at the time.		
-------------	--	--	----------------------	--	--