

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year</b>	<p style="text-align: center;"><b>Space</b> (science)</p> <p>Curriculum Content:</p> <p><b>History</b> to develop a chronologically secure knowledge and understanding of British, local and world history,</p> <p>DT Develop design ideas through rough design through to final design To understand pneumatic systems To explain how well a product works.</p> <p><b>Art</b> Introduces different types of brushes for specific purposes Introduces primary and secondary colours with the addition of black and white. Mix colours.</p> <p>RE Identify religious leaders Understand why people follow them Understand basic beliefs of religion.</p> <p><b>Computing</b> To type with both hands To make text bold, italic and underlined To align text to the left, right and centre</p>	<p style="text-align: center;"><b>China</b> (History)</p> <p>Curriculum Content:</p> <p><b>History</b> To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Art</b> Join clay to make a simple model. Use different chisels to create different effects</p> <p>RE Recognise religious views and predict how this may affect people's lives.</p> <p><b>Computing</b> To use a child friendly search engine</p>	<p style="text-align: center;"><b>Romans</b> (History)</p> <p>Curriculum Content:</p> <p><b>History</b> note connections, contrasts and trends over time and develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources</p> <p><b>Art</b> Compares own image and pattern making with that of well-known artists (William Morris)</p> <p><b>Computing</b> To capture an image using a digital camera To locate an image on a memory card To import a picture To resize and crop an image the Roman Empire and its impact on Britain</p> <p style="text-align: center;"><b>Rocks</b></p> <p><b>Science</b> Explore different kinds of rocks and soils in the local environment.</p>	<p style="text-align: center;"><b>Say Cheese!</b> (DT and Computing)</p> <p>Curriculum Content:</p> <p>DT Design a product for a specific target audience To use a range of hand tools safely To make a free standing product using a strong/stable support (beginning to understand reinforcing) To evaluate against design criteria. To explain how well a product works. To evaluate considering the views of others.</p> <p>RE Recognise what (if any) religion they follow. Recognise values in and outside of school. Identify what laws they would bring in and why.</p>	<p style="text-align: center;"><b>From rock to metal</b> (3 weeks) (history)</p> <p>Curriculum Content:</p> <p><b>History</b> understand how our knowledge of the past is constructed from a range of sources changes in Britain from the Stone Age to the Iron Age</p> <p><b>Art</b> Develops awareness of contrasts in texture and colour Experiments with creating mood, and feeling using textures and colours</p> <p><b>Computing</b> To recognise and debug a bug in a programme</p> <p style="text-align: center;"><b>Light</b></p> <p><b>Science</b> <b>Explore</b> what happens when light hits a mirror or a different reflective surface. Understand why it is important to protect their eyes from direct sunlight. <b>Look for, observe and measure</b> shadows.</p>	<p style="text-align: center;"><b>Canals</b> (history and geography)</p> <p>Curriculum Content:</p> <p><b>Geography</b> Know the name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Know the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b>Art</b> Develop skills in shading-smooth Develop skills in shading-stippling (use a soft lead)</p> <p>RE Compare celebrations in different religions Understand what happens during the celebration.</p>

	<p>To undo and redo To combine a mixture of text and image To organise and present information for a specific purpose To animate</p> <p style="text-align: center;"><b>Animals including humans</b></p> <p><b>Science</b></p> <p>Continue to learn about the importance of <b>nutrition</b> in animals and humans. Introduce children to the <b>main body parts</b> associated with the skeleton and muscles. Focus on the <b>functions</b> of the skeleton and identifying different skeletons. Identify <b>muscle groups</b> and some main muscles in the body. <b>Group</b> animals with and without skeletons and compare how these move. <b>Research</b> different food groups and design healthy meals based on what they find out.</p> <p>ENRICHMENT: Space centre</p>	<p>To recognise when digital content is clearly wrong</p> <p><b>Geography</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p style="text-align: center;"><b>Forces and Magnets</b></p> <p><b>Curriculum Content:</b></p> <p>Understands that <b>magnetic forces</b> can act without direct contact unlike most other forces. Explore behaviour and everyday use of different magnets. Compare and group how</p>	<p><b>Observe</b> rocks in buildings and identify how and why they may have <b>changed over time</b>. Use a <b>hand lens</b> or <b>microscope</b> to classify rocks, identifying whether they have <b>grains, crystals</b> or <b>fossils</b>.</p> <p>Ask questions about what has been observed. Use information sources such as books and internet to answer questions Make accurate observations in order to sort and classify</p>		<p>Find out how shadows are formed and explore what might <b>cause shadows to change</b>. Look for patterns in what happens to shadows when the light source moves or the distance changes.</p>	<p>Experience aspects of celebrations. This could include tasting the food eaten. Understand why celebrations are important and what they symbolise.</p> <p style="text-align: center;"><b>Plants</b></p> <p><b>Science</b></p> <p>Begin to understand the <b>relationship between structure and function</b>. To know that every part of a plant has a job to do. Understand the role of the <b>roots</b> and stems (focus on nutrition and support) Understand the role of <b>leaves</b> (produces food). NOTE: children to not need to be aware of how plants create their own food at this stage. Understand the role of the <b>flowers</b> (reproduction) and the process in which this happens (pollination, seed formation, seed dispersal –wind, water, ejecting). Note children will have covered insect seed dispersal in Year 2. <b>Investigate</b> the effect of</p>
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