

	Alex app- Link to theme/ finding fossils.	Book Creator - link to geography volcanoes or Storm (text)	iMovie – link to science (magnets)	Hopscotch app	Lego Wedo – link to D.T. levers ,linkages and moving parts	Suggested resources : iMovie – link to science e.g. Healthy eating (cooking show)
Design and technology		<p><u>Structures - Making a volcano/mountain reinforcing shell structures,</u></p> <ul style="list-style-type: none"> • Sketch and label possible design ideas. • Create shell or frame; select and combine materials to ensure structure is stronger – i.e. a larger base or struts to strengthen. • Consider improvements to their designs to fit with the design brief. 			<p><u>Mechanisms- MAKE A SHADOW PUPPET (SCIENCE LINK)</u></p> <p>Levers and linkages</p> <ul style="list-style-type: none"> • Design products using ICT, evaluate the purpose of existing products with the same purpose. • Sketch and label possible design ideas. • Understand and use mechanical systems of levers and linkages in their product. • Construct levers and linkages and ensure they create a moving part. • Consider improvements to their designs to fit with the design brief. 	<p><u>Food</u> healthy and varied diet – savory dishes</p> <ul style="list-style-type: none"> • Discuss tastes of sweet and savory foods. • Select savory ingredients that could be used in a dish. • Use a range of techniques such as peeling, chopping, slicing, grating and mixing. • Use a heat source if appropriate when creating a savory dish. • Consider improvements to their designs to fit with the design brief.
History	<p>Stone age to Iron Age Using sources to investigate the past</p> <p>British History (taught chronologically) Stone Age to Iron Age Britain, including: - <i>hunter-gatherers and early farmers</i> - <i>Bronze age religion, technology & travel</i> - <i>Iron age hill forts</i></p>		<p>Celts Use sources to investigate everyday life in the past and compare with the present</p>		<p>Romans Use different sources to investigate reasons for events and form an opinion on them</p>	
Geography		<p><u>Human and Physical Geography</u> Describe/ Understand key aspects of mountains, volcanoes and earthquakes</p>		<p><u>Knowledge of the world:</u> Physical geography: biomes, climate zones and vegetation belts- looking at plant variation link to science. Identify position and</p>		<p><u>Locational Knowledge/ Human and Physical Geography-</u> South America Locate on the map- environmental</p>

				significance of longitude and latitude, Equator, Tropics, Southern/Northern Hemisphere etc.		regions, key physical and human characteristics, countries and major cities. Types of settlement and land use.
Art and design	<p>Colour mixing: primary/secondary colours</p> <p>Explore use of colour to express emotion and mood.</p> <p>Artist: Andy Goldsworthy</p> <p>(POSSIBLE FOCUS- CAVE PAINTINGS)</p>		<p>Printing:</p> <p>Stencil printing – link to Celtic patterns.</p>	<p>Sculpture:</p> <p>Plan and design 3D models using papier mache, linked to DT project</p> <p>Develop use of texture In observational drawings based on plants</p>		
<p>Languages</p> <p>Spanish</p> <p>To be able to understand a few familiar spoken words</p> <p>To be able to understand a few familiar spoken phrases</p> <p>To be able to say and repeat short simple phrases</p> <p>To be able to understand and read out a few familiar written phrases</p>	<p>Basic greetings</p> <p>To introduce yourself using 'Me llamo...' and soy (I am)</p> <p>Introductions and descriptions – yo tengo (I have)</p> <p>Gracias/por favor –thank you/please</p> <p>Days of the week, months.</p>	<p>Animals</p> <p>Names of animals - zoo</p>	<p>Family</p> <p>Family tree</p> <p>Describing people</p>	<p>Culture</p> <p>Spanish traditions</p> <p>Eg food</p>	<p>School day</p> <p>Subjects</p> <p>Times</p> <p>Places in school</p> <p>Journey to school</p> <p>Daily routines</p> <p>Likes/dislikes</p>	<p>Clothes</p> <p>Name items of clothing</p> <p>Describe what someone is wearing</p>

PSCHE	<p>Living in the wider world: Why and how rules are enforced How to take part in making and changing rules</p> <p>Health and well-being: school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>Relationships: to recognize and respond appropriately to a wider range of feelings in others to work collaboratively towards shared goals</p>	<p>Living in the wider world: There are different kinds of responsibilities. What being part of a community means, locally and nationally. Think about the lives of other people living in other places and people with different values and customs.</p> <p>Health and well-being:</p> <p>Relationships: to learn that their actions affect themselves and others</p>	<p>Relationships: Recognise and respond to others' feelings</p> <p>Living in the wider world: the role money plays in their lives. Think about the lives of other people living in other places and people with different values and customs.</p>	<p>Relationships: to recognise what makes a positive healthy relationship To learn that their actions affect themselves and others</p>	<p>Health and well-being: To recognise opportunities to make their own choices about food</p>	<p>Living in the wider world: what improves and harms their natural environment</p> <p>Health and well-Being: keeping physically and emotionally safe</p> <p>about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>
Religious	Themed Unit: Where did the world begin?	Christianity: Unit 5: The Bible	Christianity: Unit 7: Who was Jesus? – Human	Buddhism: Unit 1: The Buddha	Islam: Part 1: Unit 1 – Prophet	Hinduism: Part 2: Unit 3 –

Education	<p>In this unit pupils investigate patterns, rhythms in nature, change, growth and start to consider the cycle of life. It provides an opportunity to experience awe and wonder as pupils reflect on attitudes to life, living things and the world. The question is raised: 'Where did it all begin?' Through this unit pupils are introduced to the belief that for people of many faiths, and specifically for Jews, Christians and Muslims, the Creator, God, designed the world.</p>		<p>Key Questions</p> <ul style="list-style-type: none"> • how do Christians use the Bible? • what is the relationship between the life of Jesus and the Old and New Testaments? • what does the Bible contain? • how does using the Bible help Christians to grow in their faith? 	<p>and Divine</p> <p>Key Questions</p> <ul style="list-style-type: none"> • who do Christians believe Jesus to be? • what evidence do Christians base their beliefs upon? • what meaning does the life and death of Jesus have for Christians. 	<p>Key Questions</p> <ul style="list-style-type: none"> • what is a Buddha? • how did the Buddha teach that people should live? 	<p>Muhammad (pbuh)</p> <p>Key Questions</p> <ul style="list-style-type: none"> • what do Muslims believe? • why is Prophet Muhammad (pbuh) important to Muslims? • what is the Qur'an? 	<p>Hindu life</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • why is the natural world important to a Hindu? • how does belief about creation lead to vegetarianism and ahimsa?
PE	Tennis	Basketball	Cricket (Coach-Graeme)	Cricket (Coach-Graeme)	Athletics		Athletics
	Dance	Gym	Swimming	Swimming	Dance		Swimming
Music	Using pitched percussion and voice to perform together, creating music using combined elements.		Using voice, ukulele and pitched percussion to play simple tunes and accompaniments.		Using voice, ukulele and pitched percussion to explore chords and harmony.		