

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Ancient Egyptians		Rainforests		Anglo-Saxons	
Science	<p>Can you feel the force? (Forces)</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Will we ever send another human to the moon? (Planets)</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Do all animals and plants start life as an egg? (living things)</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	<p>How different will you be when you are as old as the Queen? (Humans)</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<p>How can you be the next potions master at Hogwarts? (properties and changes in materials)</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	
History	<p>Would you have liked to be an Ancient Egyptian inventor? (Depth study) the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <ul style="list-style-type: none"> characteristic features of past non-European societies Place historical era on timeline at the beginning of unit gain and deploy a historically grounded understanding of abstract terms such as 'peasantry' understand historical concepts such as frame historically-valid questions and create their own structured accounts, including written narratives understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 				<p>How have the Anglo-Saxons influenced our life today? Law and justice (Overview study) Britain's settlement by Anglo-Saxons</p> <ul style="list-style-type: none"> Anglo-Saxon settlements and kingdoms: place names and village life how Britain has influenced and been influenced by the wider world (legacy) Place historical era on timeline at the beginning of unit understand historical concepts such as frame historically-valid questions and create their own structured accounts, including written narratives understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	

	<ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between international history; between religious and social history; and between short- and long-term timescales. 		<ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between regional and national history; between cultural, political, religious and social history; and between short- and long-term timescales.
Geography	<p style="text-align: center;">SPRING TERM Would you rather live in a rainforest? Including Amazon river</p> <ul style="list-style-type: none"> 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 name and locate the countries, counties and capital and major cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) understand geographical similarities and differences through the study of human and physical geography of a region within South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 describe and understand key aspects of human geography, including the distribution of natural resources 		
Art	<p style="text-align: center;">Egyptian pottery (sculpture)</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Rainforest collaborative art</p> <ul style="list-style-type: none"> 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 	
DT	<p style="text-align: center;">SUMMER TERM How can we make a mechanical toy for Key Stage One? (Cams)</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 		

Music	How and why is music made?		How important is music? How does it help us?		How are beats and rhythms used?	
MFL (Spanish)	School life (numbers, time, school subjects)		Home life (food, drink, home routines)		Life beyond school (eating, money, shopping)	
P.E.	Real P.E Unit 1 – Cognitive Skills	Real P.E Unit 2 – Creative Skills Gymnastics	Real P.E Unit 3 – Social Skills	Real P.E Unit 4 – Physical Skills	Real P.E Unit 5 –Health & Fitness	Real P.E Unit 6 – Personal Skills
R.E.	Expressions of faith		Faith in action		Pilgrimage	
P.S.H.E.	Jigsaw Being me in my World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
I.C.T.	We are game developers	E-safety & ICT Skills We are bloggers	We are web developers	We are artists (incorporate Art curriculum)	We are cryptographers	We are architects (+ a famous architect - Art)