

**AUTUMN TERM – DISCOVER ‘Legions of the Eagle’ (Romans)**

**IN DEPTH STUDY - HISTORY**

**1. HISTORICAL STUDY**

1. Use a simple database to organise information
2. Interpret the past through role play – e.g. hot seating
3. Choose and discriminate between a range of information, and use this to ask questions
4. Use more complex sources of primary and secondary information
5. Use the internet for research
6. Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict.

**2. HISTORICAL KNOWLEDGE AND AWARENESS**

1. Guess what objects from the past were used for, using evidence to support answers
2. Summarise the main events from a period in history, using their characteristics
3. Understand that some events of the past affect people’s lives today
4. Give reasons for main events and changes
5. Begin to understand why some people acted as they did and give reasons
6. Understand the life and works of an inspirational person from recent or past history and the impact their work has had on society.

**3. CHRONOLOGY AND CHANGE**

1. Sort events or objects into groups
2. Use dates and terms accurately, using key dates when describing events
3. Use some dates on a time line
4. Understand the concept of decades and centuries and use this to divide the past into periods of time
5. Use a timeline with dates, including both BC and AD
6. Use evidence to describe changes within a time period.

Find out about the life and works of an inspirational person from recent or past history and the impact their work has had on society.

**IN DEPTH STUDY - ART AND CRAFT**

**1. EXPLORING AND DEVELOPING**

1. Begin to work more abstractly
2. Collect visual and other information
3. Use a sketchbook to make notes about artists, skills and techniques
4. Annotate a sketch book
5. Experiment in many different ways
6. Experiment with mood using colour
7. Make their own choices
8. Use a digital camera to collect ideas
9. Create artwork following an idea or towards a specific purpose

**2. USING MATERIALS**

1. Mix and use tertiary colours
2. Design, draw, paint or make images for different purposes using knowledge and understanding
3. Use watercolour to produce a wash
4. Use an ICT paint program with edit
5. Use mosaic, montage and other effects
6. Use a range of materials and techniques in 3D work
7. Use a digital camera to produce art work

**3. CONTROL AND EXPERTISE**

1. Practise to improve skills
2. Create texture by adding dots and lines
3. Make different tones of colour using black and white
4. Use pencils of different grades and at different angles to create different effects
5. Use brushes in different ways
6. Use repeat pattern in design
7. Indicate movement using lines
8. Use art to illustrate in other subjects

**4. EVALUATING**

1. Make comments on the work of others, including both ideas and techniques
2. Apply previous knowledge to improve work
3. Adapt and refine work to reflect purpose

Understand the life and works of a famous artist/sculptor from recent or past history and the impact their work has had on society.

## SPRING TERM – EXPLORE *'The Great British Countryside'*

### IN DEPTH STUDY - GEOGRAPHY

#### 1. GEOGRAPHICAL STUDY and FIELD WORK

1. Use prediction and prior knowledge to find out about unknown places, and combine this with observation.
2. Make detailed and labelled field sketches.
3. Make field measurements over time.
4. Collect statistics and present them appropriately.
5. Record information on charts, graphs and tables.
6. Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate.
7. Begin to use the computer to draw graphs
8. Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires.
9. Suggest own ways of presenting information, including graphically and in writing.
10. Work out a location using a range of information
11. Understand the different uses of different places

#### 2. MAPS

1. Draw maps of local places, including sketches from field work
2. Use and draw maps with a simple key
3. Use maps with simple grid references
4. Work out routes on maps and plans
5. Find longest and shortest routes using maps
6. Plan routes using 4 points of the compass
7. Compare information from atlases with that from a globe
8. Use atlases which show physical and human features
9. Use contents and index pages of an atlas

#### 3. KNOWLEDGE AND UNDERSTANDING

1. Express views and recognise how people affect the environment, summarising the issues
2. Understand that different places may have similar / different characteristics and give reasons for these.
3. Understand and use the concept of reciprocal link between physical and human features
4. Describe and identify how a place has changed.
5. Understand how economic development can change a place
6. Identify the parts of a river, and land use around and how these can change people's lives
7. Suggest ways of improving local environment
8. Understand how weather changes an environment
9. Know the difference between weather and climate
10. Suggest ways towards a reduction in climate change

Understand the life and works of a famous explorer from recent or past history and the impact their work has had on society.

### IN DEPTH STUDY - MUSIC

#### 1. COMPOSING

1. Recognise and explore how sounds can be organised
2. Create a range of musical patterns
3. Improvise within a group
4. Improvise repeated patterns
5. Carefully choose and order sounds to achieve an effect
6. Order sounds within simple structures (beginning, middle, end)
7. Use sound to create abstract images
8. Read a simple musical staff
9. Compose simple melodies and songs
10. Use pitch to communicate ideas
11. Sequence long and short sounds

#### 2. LISTENING

1. Listen with greater attention to detail
2. Recognise well defined changes in sounds
3. Identify mood in music
4. Identify beat and pulse in music
5. Recognise pattern in music
6. Describe music using appropriate vocabulary
7. Begin to compare different kinds of music
8. Recognise differences between music of different times and cultures

#### 3. PERFORMING

1. Understand and use the concept of pulse
2. Use ostinato to accompany
3. Repeat short rhythmic and melodic patterns
4. Sustain a rhythmic accompaniment
5. Play clear notes on instruments and use them to make a range of sounds
6. Hold a part in more complex round
7. Control the way some sounds are made, through breathing
8. Control both short and long sounds
9. Follow instructions when performing
10. Gain a sense of occasion when performing, showing an awareness of others
11. Perform with increasing expression, and control and sing with good intonation and articulation
12. Sing songs from memory
13. Sing with a sense of the shape of the melody
14. Make range of vocal sounds: tone, timbre, volume
15. Work to improve their own work

Understand the life and works of a famous musician/composer from recent or past history and the impact their work has had on society.

## SUMMER TERM – INVENT ‘Cracking Contraptions’

IN DEPTH STUDY - SCIENCE	IN DEPTH STUDY - COMPUTING	IN DEPTH STUDY – DESIGN TECHNOLOGY
<p><b>1. WORKING SCIENTIFICALLY:</b></p> <ol style="list-style-type: none"> <li>1. setting up simple practical enquiries, comparative and fair tests</li> <li>2. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>3. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>4. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>5. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>6. identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>7. asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>8. using straightforward scientific evidence to answer questions or to support their findings.</li> <li>9. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ol> <p><b>2. ENQUIRY, PREDICTION, TESTING</b></p> <ol style="list-style-type: none"> <li>1. Identify features of a fair test and carry out a fair test with help.</li> <li>2. Think of questions to ask during testing.</li> <li>3. Decide on approaches to answer questions and suggest own ideas.</li> <li>4. Begin to repeat observations and measurements.</li> <li>5. Select suitable equipment.</li> <li>6. Predict before testing.</li> <li>7. Suggest improvements in their work.</li> </ol> <p><b>3. DATA COLLECTION</b></p> <ol style="list-style-type: none"> <li>1. Use books and other sources of information</li> <li>2. Begin to suggest ways to collect data</li> <li>3. Recognise the importance of data collection</li> <li>4. Make suggestions about how to collect data</li> <li>5. Use graphs to find and interpret patterns</li> </ol> <p><b>4. RECORDING</b></p> <ol style="list-style-type: none"> <li>1. Begin to plot points for simple graphs.</li> </ol>	<p><b>1. DESIGN AND DEVELOP</b></p> <ol style="list-style-type: none"> <li>1. Use what they know about the properties of materials</li> <li>2. Plan their work to include a range of joins</li> <li>3. Ensure that plans are realistic and appropriate for the aim</li> <li>4. Measure and cut out using centimetres and weigh in grams</li> <li>5. Choose tools and equipment which are appropriate for the job</li> <li>6. Make the finished product neat and tidy</li> <li>7. Begin to select their own ingredients when cooking or baking</li> <li>8. Make good presentation of food</li> <li>9. Use others to help generate their ideas</li> <li>10. Show the order of working in plans</li> <li>11. Use models, pictures and words in designs</li> <li>12. Make increasing use of ICT to plan ideas</li> <li>13. Recognise that designs must meet a range of needs</li> <li>14. Say why something will be useful</li> <li>15. Apply what they know about mechanisms to create movement when planning and designing</li> <li>16. Investigate a range of products to see how they work</li> </ol> <p><b>2. MAKING</b></p> <ol style="list-style-type: none"> <li>1. Prepare for work by assembling components together before joining</li> <li>2. Use scoring and folding for precision</li> <li>3. Make holes using a punch and drill</li> <li>4. Work out how to make models stronger</li> <li>5. Alter and adapt materials to make them stronger</li> <li>6. Combine a number of components together in different ways</li> <li>7. Measure and cut out using centimetres and weigh in grams</li> <li>8. Choose tools and equipment which are appropriate for the job</li> <li>9. Make the finished product neat and tidy</li> <li>10. Begin to select their own ingredients when cooking or baking</li> <li>11. Make good presentation of food</li> </ol>	<p><b>1. NETWORK AND INTERNET</b></p> <ol style="list-style-type: none"> <li>1. Understand different ways to send a message</li> <li>2. Recognise an email address</li> <li>3. Use @ in emails</li> <li>4. Send an email and reply to one</li> <li>5. Navigate a website by clicking on links</li> <li>6. Use the back button to return to a previous website page</li> <li>7. Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction.</li> <li>8. Use child-friendly search engines independently to find information through key words.</li> </ol> <p><b>2. USING ICT</b></p> <ol style="list-style-type: none"> <li>1. Record using video and sound, and amend what they have recorded</li> <li>2. Use ICT to organise and present their work</li> <li>3. Use a spell checker</li> <li>4. Fill in a data collection sheet</li> <li>5. Enter information to make a graph</li> <li>6. Create and position text, alter font and align text</li> <li>7. Change page layout</li> <li>8. Find and use stored information</li> <li>9. Children develop awareness of online protocols, in order to stay safe on the web.</li> <li>10. Develop awareness of relevant e-Safety issues, such as cyber bullying.</li> <li>11. Children understand and abide by the school’s AUP and know that it contains rules that exist in order to keep children safe online.</li> <li>12. Understand what personal information should be kept private.</li> <li>13. Know that passwords keep information secure and that they should be kept private.</li> <li>14. Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult).</li> <li>15. Recognise the importance of ICT in the real world</li> </ol> <p><b>3. MAKING THINGS HAPPEN</b></p> <ol style="list-style-type: none"> <li>1. Understand the importance of clear and precise instructions</li> <li>2. Use algorithms to control movement</li> </ol>

<ol style="list-style-type: none"> <li>2. Record and label sketches and diagrams, sometimes with notes.</li> <li>3. Use ICT to record results.</li> <li>4. Record systematically.</li> <li>5. Record a series of observations in different ways.</li> </ol> <p><b>5. OBSERVATION AND CONCLUSION</b></p> <ol style="list-style-type: none"> <li>1. Compare what happened to what might have happened and give simple explanations.</li> <li>2. Make a precise series of observations and measurements.</li> <li>3. Classify simple features –flower, tree.</li> <li>4. Examine closely and question what is seen.</li> <li>5. Choose what observations to make.</li> <li>6. Know that questions can be answered in different ways.</li> </ol> <p>Understand the life and works of a famous scientist from recent or past, history and the impact their work has had on society.</p>	<p><b>3. PRODUCT AND EVALUATION</b></p> <ol style="list-style-type: none"> <li>1. Be clear about their ideas when asked</li> <li>2. Can alter and adapt original plans following discussion and evaluation</li> <li>3. Recognise what has gone well, but suggest further improvements for the finished article</li> <li>4. Suggest which elements they would do better in the future</li> <li>5. Identify where evaluation has led to improvements</li> <li>6. Understand safe food storage</li> </ol> <p>Understand the life and works of a famous inventor from recent or past history and the impact their work has had on society.</p>	<ol style="list-style-type: none"> <li>3. Create and debug simple programs</li> <li>4. Control an avatar in a game</li> <li>5. Make appropriate choices in simulations and models</li> </ol>
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## CONTINUOUS LEARNING

<b>SPEAKING AND LISTENING</b>	<b>PE and Sports</b>
<ol style="list-style-type: none"> <li>1. Gain the interest of listeners and respond to the comments of others, staying on topic</li> <li>2. Use previous information to ask question, clarifying the meanings of words</li> <li>3. Choose and filter information to use to illustrate</li> <li>4. Use information in drama and role play, and experiment with new vocabulary</li> <li>5. Speak audibly and fluently, with an appropriate register</li> <li>6. Demonstrate understanding through verbalisation, linking new meanings to known vocabulary</li> <li>7. Be active in discussions, and reiterate arguments</li> <li>8. Use increasingly correct vocabulary and terminology</li> </ol>	<p><b>Gymnastics and Dance</b></p> <ol style="list-style-type: none"> <li>1. Can move across a room in different ways and with an awareness of space</li> <li>2. Can make increasingly clear and fluent movements</li> <li>3. Shows contrast in shape and movement</li> <li>4. Understands different uses of tense, relax, stretch, curl in movement</li> <li>5. Improvises with ideas and movements</li> <li>6. Can copy, remember, repeat, explore simple actions and movements with control and co ordination</li> <li>7. Beginning to sequence moves and link actions</li> <li>8. Beginning to choose movement to show ideas</li> </ol> <p><b>Playing Games</b></p> <ol style="list-style-type: none"> <li>1. Moves a ball with control and accuracy</li> <li>2. Shows increasing confidence when rolling, hitting, kicking a ball</li> <li>3. Understands the importance of rules and fairness</li> <li>4. Can follow rules in games</li> <li>5. Understands the concept of both team and opponent</li> <li>6. Can use simple tactics in team games</li> </ol> <p><b>Evaluating and Improving</b></p> <ol style="list-style-type: none"> <li>1. Can talk about differences between his/her own and others' actions</li> <li>2. Comments on the skills and techniques used in his/her own and others' work</li> <li>3. Can refine movement after evaluation from others</li> <li>4. Understands the importance of practice</li> <li>5. Can describe what effects exercise has on his/her body</li> <li>6. Understands the importance of warming up and cooling down</li> </ol>

MFL (French)	PSHE
<p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1. Knows simple vocabulary for common nouns and verbs</li> <li>2. Listens to simple phrases with growing understanding</li> <li>3. Uses basic key vocabulary and builds on this through listening, practice, trial and error.</li> <li>4. Recalls simple phrases</li> <li>5. Can count to ten independently</li> </ol> <p><b>Reading and Writing</b></p> <ol style="list-style-type: none"> <li>1. Can label objects in the new language</li> <li>2. Can copy write in the new language</li> <li>3. Can make lists and memorise information</li> <li>4. Can name and label articles</li> </ol>	<p><b>Health and Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Can share personal successes and describe how they achieved them.</li> <li>2. Understands how and why they should keep themselves clean.</li> <li>3. Can describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</li> <li>4. Understands when it is necessary to seek help from others and who they can ask for that help.</li> </ol> <p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1. Can explain how others are feeling and describe how they can support them.</li> <li>2. Understands how his/her actions impacts on others and how they can address problems caused.</li> <li>3. Recognises from his/her own and others actions what is fair and unfair, kind and unkind and right and wrong</li> <li>4. Can describe how they are important to others and how they can care for others.</li> </ol> <p><b>Living in the Wider World.</b></p> <ol style="list-style-type: none"> <li>1. Understands his/her responsibilities at school.</li> <li>2. Follows the classroom and school rules and works as a role model to younger children.</li> </ol>