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| **Year A** | Autumn Term:  **Amazing Americas/Biomes** | | Spring Term:  **In a land before time** | | Summer Term:  **The Victorians/ Volcanoes and earthquakes** | |
| **English** | Fiction – The day the Crayons Quit.  Non-Fiction – Wheels, cars, cogs and carousels) | Fiction – Beasties  Poetry - Bethlehem | Non -Fiction – Everest  Fiction - Dragonology | Fiction – Straw into gold  Non-Fiction – Science in a flash series: Rocks | Fiction – Kensuke’s Kingdom  Non- Fiction – Fantastically great women who changed the world | Non-Fiction – Ask Dr K Fisher about animals  Fiction – Flood |
| **Maths**  **Year 3&4**  White Rose  Mixed age planning | Number – Place value  Number - addition and subtraction | Number – Multiplication and division | Number – Multiplication and division  Measurement – length, perimeter and area  Number – fractions | Year 3 – Measurement – Mass and Capacity  Year 4 – Number – decimals | Number – Decimals (including money)  Measurement – Time | Statistics  Geometry – Properties of shape (including Y4 position and direction) |
| **Maths**  **Year 5&6**  White Rose  Mixed age planning | Place value  Addition and subtraction | Statistics  Multiplication and division | Fractions  Decimals and Percentages | Multiplication and division  Algebra and ratio | Converting units  Geometry – Position and direction | Properties of shape  Investigations |
| **Science** | **Properties and changes of materials (Y5)**  **Vocab:**  Hardness**,** Solubility, Transparency, Conductivity (electrical and thermal)**,** Response to magnets, Dissolve/dissolving, Solution, Substance**,** Solids, liquids, gasses**,** Separated **,** Filtering, Sieving, Evaporation, Reversible changes, Formation **,** Burning, Action of acid on bicarb of soda**,** Systematic, Melting, Processes, Burning, Rusting, Reactions  **Working scientifically:**  - 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 | **States of Matter (Y4)**  **Vocab:**  Solids, liquids, gases, filtering, evaporation, condensation, sieving, reversible changes, irreversible changes.  **Working scientifically:**  - Comparing and grouping materials together, according to whether they are solids, liquids or gases  -observing that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  - identifying the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | **Earth and Space (Y5)**  **Vocab:**  Planet names, sun, moon, star, solar system, centre, Pluto as dwarf planet, celestial body, orbit, spherical, relative, rotation, geocentric model, heliocentric model,  **Working scientifically:**  - 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 | **Rocks (Y3)**  **Vocab:**  Appearance, physical properties, fossils, soil, organic matter, Igneous, Metamorphic, Sedimentary, Different types of rock, Grains, Crystals, Investigate  **Working scientifically:**  - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  - describe in simple terms how fossils are formed when things that have lived are trapped within rock  - recognise that soils are made from rocks and organic matter | **Living things and their habitats (Y5)**  **Vocab:**  Mammal, amphibian, insect, bird, life cycle, sexual reproduction, asexual reproduction, life process, local environment, naturalists, animal behaviourists, seeds, stem, root cutting, tubers, bulbs    **Working scientifically:**  - 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 | **Forces and Magnets (Y3)**  **Forces (Y5)**  **Vocab:**  Unsupported, gravity, air resistance, water resistance, friction, mechanisms, levers, pulleys, gears, theory of gravitation  **Working scientifically:**  - 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 |
| **D&T** | **Cooking and nutrition**  Pizza making linked to harvest.  **Vocab:**  Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design  Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.  Evaluate – investigate, analyse, products, design criteria  Nutrition, healthy eating, varied diet, sweet/savoury, seasonality, ingredients, reared, caught, processed, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend. | |  | | **Electrical**  Make Victorian shoebox houses which include and electrical circuit to turn on a light in the house.  **Vocab:**  Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design  Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.  Evaluate – investigate, analyse, products, design criteria | |
| **Art** | **Printing - Dan Mather/William Morris** (Y3) relief and impressed printing, recording textures/patterns, mono printing, colour mixing through overlapping colour prints  (Y4) use sketch books for recording textures/patterns, interpret environmental and man-made patterns, modify and adapt print.  **Printing – Dan Mather/William Morris**  (Y5) combining prints, design prints, make connections, discuss and evaluate own work and that and others.  (Y6) build up drawing and images of whole or part of items using various techniques, screen printing, explore printing techniques used by various artists | | **Drawing – Cave paintings/drawings/portraits**  (Y3) – experiment with the potential of various pencils, close observation, draw both the positive and negative shapes, initial sketches for preparation for painting, accurate drawings of people (particularly faces)  (Y4) Identify and draw the effect of light, scale and proportion, accurate drawings of whole people including proportion and placement, work on a variety of scales, computer generated drawings. | | **Pattern – Peter Thorpe**  (Y5) create own abstract pattern to reflect personal experiences and expression, create pattern for purposes.  (Y6) create own abstract pattern to reflect personal experiences and expression, create pattern for purposes. | |
| **Computing** | E-safety: Google Share with care  (Yr 3&4)  E-Safety: Google It’s cool to be kind  (Yr 5&6) | Digital Literacy: Explore a topic with research and collaboration.  (Yr 3,4,5&6) | Coding: Scratch maths  Building with numbers | Coding: Animations - Space | Coding: Scratch memory game | Coding: project |
| **History** |  | | **Stone age to Iron age**  **Vocab:**  Early man, copper mining, bronze age, stone henge, hill fort, druids, iron age, tools, crucial, survival, Skara Brae, hunting tool, tribe, mining, archaeologist, unreliable, evidence  **Historical aims:**  - Understand how evidence is used rigorously to make historical claims. | | **The Victorians**  **Vocab:**  Queen Victoria, Albert, Workhouse, invention, Victorian, steam engine, punch and Judy, rich, poor, chimney sweep, slate, chalk, cane, blackboard, abacus, whip & top, yo-yo, Diablo, horse, carriage, mangle, quill, ink, empire  **Historical aims:**  - Understand the expansion and dissolution of empires.  - Understand how Britain has influenced the wider world and how people’s lives has shaped this nation. | |
| **Geography** | **Study a region of Europe & America: Amazing Americas**  **Vocab:**  Continent, landmass, N America, S America, physical features, climate, tourist, destination, travel brochure, accommodation, tourist attraction, names of countries, cities & states, latitude, landscape,  **Biomes, vegetation belts, land use, economic activity, distribution of resources etc (Fair Trade)**  **Vocab:**  Biome, vegetation, wildlife, climate, indigenous people, names of biomes, light, water, nutrients, habitat, organisms, water cycle, condensation, evaporation, precipitation, photosynthesis, eco system, adaption  **Geographical skills:**  On a world map, can I locate the main countries of North and South America and their capital cities?Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles? Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn? Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? Can I identify their main environmental regions, key physical and human characteristics, and major cities? On a world map, can I locate areas of similar environmental regions, including desert, rainforest or temperature regions?Can I describe and understand key aspects of physical geography, including: climate zones, biomes? | | **Volcanoes and earthquakes**  **Vocab:**  Earthquake, volcano, disaster, natural, layer, crust, outer core, molten rock, vent, eruption, volcanic, lava, nickel, iron, expelled, mantle, magma, active, pumice, extinct, dormant, core, ash, tectonic plates, tsunami, ring of fire,  **Geographical skills:**  - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | |  | |
| **Music** |  | | Recorders | | BBC 10 Pieces | |
| **MFL** |  | | Spanish – La Jolie Ronde | | Spanish – La Jolie Ronde | |
| **PE** | Basketball  Invasion Games | Health and Fitness  Gymnastics | Volleyball  Dance | Hockey  Handball | Ultimate Frisbee  Rounders | Athletics  Tennis |
| **RE**  Devon and Torbay RE Syllabus    Y4 Units |  | 2a.3 INCARNATION / GOD: What is the Trinity? **Christmas** |  | 2a.5 SALVATION: why do Christians  call the day Jesus died ‘Good Friday’?  **Easter** | 2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? | Why do some people think that life is like a journey and what significant events mark this? |
| **RE**  Devon and Torbay RE Syllabus    Y5 Units | Why do Hindus want to be good? |  | 2b.2 CREATION/FALL: Creation and science – conflict or complimentary? | 2b.6 Salvation: what did Jesus do to save Human beings?  Easter OR  2b.7 SALVATION: what difference does the resurrection make to Christians? Easter | 2b.8 KINGDOM OF GOD: What kind of king is Jesus? OR 2B.3 PEOPLE OF GOD: How can following God bring freedom and Justice? | How does faith help people when life gets hard? |
| Jigsaw (PSHE)  **Vocab identified on weekly planning** | Being me in my world | Celebrating difference | Dreams and goals | Healthy me | Relationships | Changing me |