

## Autumn

## Spring

## Summer

Discover	Explore	Create
<p><i>Ancient Egypt</i> (History)</p> <p><b>Knowledge</b> – achievements of earliest civilisations</p> <p><b>Skill</b> – to conduct research using a range of sources and draw appropriate conclusions</p>	<p><i>Protector or plunderer?</i> <i>Can we save the Amazon Rainforest?</i></p> <p>– science/ geo- world geography</p> <p><b>Knowledge</b> Geo- worlds countries/ key physical features/ mapping / grid references / deforestation/ Rain forests / climate, biomes, rivers</p> <p>Science Yr3/ 4- Living things / habitats / food chains / classification Yr 5/6 – Living things/ habitats / evolution and inheritance/ adaptations in plants and animals/ life cycles of animals, amphibians, insects</p> <p><b>Skill</b> – Geo- ask questions and use a range of sources to collect and record evidence to help you to examine the evidence and draw conclusions (Comparative Study)</p> <p><b>SMSC link</b>- Should we protect the world in which we live?</p>	<p><i>Summer</i> – mixed media project (sketching, observational drawing, clay, photography)</p> <p><b>Skill-</b> <b>Yr 3 /4</b> Select and record images from first hand experience and imagination Use ICT to capture and manipulate images. Collect information and images in a sketch book Experiment with different grades of pencil and other media eg charcoal</p> <p><b>Yr 5/6</b> Select and record images from first hand experience and imagination Use ICT to capture and manipulate images Use a sketchbook to develop ideas Demonstrate a wide variety of ways to make different marks with dry media eg charcoal, ink</p>

<p>Discrete - <i>Electricity</i> (science)</p> <p><b>Knowledge –</b>  Yr 3 and 4 – simple circuits, switches, common conductors and insulators  Yr 5 and 6 – components and functions in circuits , symbols of circuits / brightness= voltage</p> <p>RE- Understanding Christianity Gospel</p> <p>Lower KS2 Unit 2a.4 What kind of world did Jesus want?  Upper KS2 Unit 2b.5 What would Jesus do?</p>	<p>Discrete- RE – (NAS)</p> <p>Lower KS2- 4.1 The Journey of Life and Death  Upper KS- 6.1 Theme teachings, wisdom and authority; sacred texts</p> <p>(2.15 How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment ?)</p>	<p>Discrete- <i>The Body</i> (science)</p> <p><b>Knowledge</b>  Yr 3 and 4 – Digestive system, nutrition, teeth  Skills- Use some scientific language to talk and, later, write about what they have found out.  Yr 5 and 6 – Life cycle of a human, heart, circulatory system, drugs DARE  Can use scientific ideas when describing simple processes.  Can use the correct science vocabulary</p> <p>RE NAS  Lower KS2-3.2 Religion, family and Community :Prayer  Upper KS2 5.3 beliefs about Questions</p> <p>(2.11 Beliefs and questions  How do people’s beliefs about God, the world and others have impact on their lives? )</p> <p>Visit St Peters Centre , Leicestershire</p>

<p><i>Oliver Cromwell- hero or villain?</i> (History)</p> <p><b>Knowledge</b> - Local study  <b>Skill</b> - Select/ organise historical information to answer the question</p>	<p><b>Plant Power</b>  <b>Knowledge</b> –  Yr 3 and 4- functions of parts in a plant/ requirements to grow/ life cycles of plants  Yr 5 and 6 – classifying plants/ reproduction in plants / microorganisms  <b>Skill-</b>  Y3/4  Begin/To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.  Set up simple practical enquiries, comparative and fair tests.  Record findings using simple scientific language, drawings, labelled diagrams  Y5/6  Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.  Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.  Report and present findings from enquiries.  Decide how to record data from a choice of familiar approaches.</p>	<p><b>Summer</b> – mixed media project (sketching, observational drawing, clay, photography)</p> <p><b>Skills-</b>  Yr 3 / 4  Join clay adequately and construct a simple clay base for extending and modelling other shapes  Make a simple papier mache object</p> <p>Yr 5 /6  Develop skills in using clay: slabs, coils, slips etc  Plan and create a sculpture</p>
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<p>Discrete – <b>The Water Cycle</b> (Geo)</p> <p>RE- Understanding Christianity - Lower KS2 Unit 2a.3 Digging Deeper What is the Trinity? Upper KS2 Unit 2b.1 What does it mean if God is holy and loving?</p>	<p>RE- UC Salvation Lower KS2- Unit 2a.5 Why do Christians call the day Jesus died ‘Good Friday’? Upper KS2 Unit 2b.7 What difference does the Resurrection make for Christians?</p>	<p>Discrete – <b>Materials</b></p> <p>Yr 3 and 4- Rocks / states of matter/ liquids, solids, gases Yr 5 and 6 –, dissolving, condensation, changes of state, separation, properties of materials / fossils</p> <p>RE- UC Creation/Fall Lower KS2- Unit 2a.1 What do Christians learn from the Creation story? Upper KS2 Unit 2b.2 Creation and science – conflicting or complimentary?</p>
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2020-2021

Discover	Explore	Create
<p><b>Mysteries of the Mayans</b></p> <p><b>Knowledge –</b> To know about Mayan Society through study of secondary sources</p> <p><b>Skill-</b> Yr 3- 6 To (begin to) ask historically valid questions Yr 3-4 To begin to use secondary sources to develop knowledge of the past Yr 5/6 To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b>What makes the Earth Angry?</b></p> <p><b>Earthquakes and volcanos</b> (science/ geography) World Geography</p> <p>Knowledge – Countries on a map where they are located/ key aspects of volcanoes and earthquakes</p>	<p><b>Colour-</b> Andy Warhol, David Hockney, Cezanne</p> <p><b>Knowledge</b> Explore the roles and purposes of artists working in different times and cultures Learn about great artists</p> <p><b>Skills</b> Yr 3-4 To use different media to show variations in light and shade To use their sketchbook to record and collect visual information from different sources</p> <p>Yr 5-6 To use their sketchbook to develop, manipulate and experiment with ideas using different or mixed media</p>

		<p>To explore the potential properties of tone and colour To use a variety of source material for their work</p>
<p>RE-(NAS)</p> <p>Lower KS2 4.3 Spiritual expression Upper KS2 5.4 Beliefs in Action ; Architecture, Charity, Generosity</p> <p>(How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?)</p>	<p>RE- UC People of God Lower KS2 – Unit 2a.2 What is it like to follow God? Upper KS2 – Unit 2b.3 How can following God bring freedom and justice?</p>	<p>Discrete- <b>Programming and debugging</b> Knowledge design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Discrete - <b>Light</b> <b>Knowledge LKS2</b></p> <ul style="list-style-type: none"> <li>▶ recognise that they need light in order to see things and that dark is the absence of light</li> <li>▶ notice that light is reflected from surfaces</li> <li>▶ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>▶ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>▶ find patterns in the way that the size of shadows change.</li> </ul> <p><b>Knowledge UKS2</b></p> <ul style="list-style-type: none"> <li>▶ Understand that because light travels in straight lines objects are seen because they give out or reflect light into the eye.</li> <li>▶ Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>▶ Know that light travels in straight lines and therefore shadows have the same shape as the objects that cast them.</li> </ul>

		<p><b>Skills Skills planning investigations and measuring LKS2</b>  Ask relevant questions and use different types of scientific enquiries to answer them  Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units  Use results to draw simple conclusions.</p> <p>UKS2  Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations  Identify scientific evidence that has been used to support or refute ideas or arguments.  Record data and results of increasing complexity using scientific diagrams and labels.</p> <p><b>RE- Understanding Christianity Kingdom of God</b>  Lower KS2 – Unit 2a.6 When Jesus left what was the impact of Pentecost?  Upper KS2 – Unit 2b.8 What kind of King is Jesus?</p>
<p><b>Why were the Ancient Greeks ruled by their Gods?</b>  <b>Knowledge:</b>  Greek life and achievements and influence on the Western World  <b>Skills:</b></p>	<p><b>Is there anybody out there? (Earth and Space)</b>  Knowledge  Yr 3 and 4 – order of the planets, stars/ constellations ,</p>	<p><b>Biscuits!!</b> DT -Investigate biscuits  <b>Skills</b>  Investigate and analyse existing products  Create a new product to meet the design brief  Advertise the USP of the product</p>

	Yr 5 and 6 – movements of the planets in the Solar System , day and night rotation / phases of the moon	Evaluate the product against the design criteria
<p>Discrete – <b>Would you go to Greece today?</b></p> <p>RE- UC Incarnation  Lower KS2 – Unit 2a.3 What is the Trinity?  Upper KS2 – Unit 2b.4 Was Jesus the Messiah?</p>	<p>Discrete -<b>Forces and Magnets</b>  Year 3 and 4- magnets (attract and repel) poles, magnetic materials  Year 5 and 6 – gravity, air resistance, water resistance, friction, mechanism, levers, pulleys, gears)</p> <p>RE - UC Salvation  Lower KS2 – Unit 2a.5 Why do Christians call the day Jesus died ‘Good Friday’?  Upper KS2 – Unit 2b.6 What did Jesus do to save human beings?</p>	<p>Discrete - <b>Sound/ vibrations, pitch, volume</b></p> <p><b>Knowledge</b>  Yr 3 and 4 – how sounds are made – vibrations, how sound travels, pitch, volume,  Yr 5 and 6 - revise knowledge from yr 3 and 4</p> <p><b>Skills</b>  Yr 3 and 4 - Investigate what provides the best insulation against sound  Yr 5 and 6 - using datalogger to record results of the experiment</p> <p>RE – NAS  Lower KS2- 3.1 Beliefs and Questions  Upper KS2 – 6.2 Religions, world views, family and community</p> <p>(2.6 How do people express their religious and spiritual ideas on pilgrimages?)</p>

2021-2022

Discover	Explore	Create
<p><b>Why were the Romans so powerful and what can we learn from them?</b></p> <p><b>Knowledge –</b> To know about the Roman Empire and its impact on Britain (including Julius Caesar, Boudicca)</p> <p><b>Skill-</b> Yr 3- 6 To (begin to) ask historically valid questions Yr 3-4 To begin to use secondary sources to develop knowledge of the past Yr 5/6 To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b>Animals</b> Yr3/ 4- Living things / habitats / food chains / classification Yr 5/6 – Living things/ habitats / evolution and inheritance/ adaptations in plants and animals/ life cycles of animals/ amphibians insects</p>	<p><b>Who?</b> (portraits)</p>
<p>Discrete – <b>Materials-</b> Yr 3 and 4- Rocks / states of matter/ liquids, solids, gases/ temperature Yr 5 and 6 –, dissolving, condensation, changes of state, separation, properties of materials / fossils</p> <p>RE- UC Lower KS2 Unit 2a.4 What kind of world did Jesus want? Upper KS2 Unit 2b.5 What would Jesus do?</p>	<p>Discrete- <b>Where in the world...?</b> (Geo)</p> <p>RE – NAS Lower KS2 - 3.3 Worship and Sacred Places</p> <p>Upper KS2 5.2 Religion and the individual: What matters to Christians?</p>	<p>Discrete –</p> <p>RE NAS Lower KS2 4.4 Hinduism Upper KS2 6.3 Beliefs in Action in the world: global issues/ environment</p>



Stone Age/ Anglo Saxons	<b>Electricity</b> Yr 3 and 4 – simple circuits, switches, common conductors and insulators Yr 5 and 6 – components and functions in circuits , symbols of circuits / brightness= voltage	Funky furnishing (DT)
Discrete - RE  UC Lower KS2 -Incarnation (Y4 DD focus) 2a.3 What is the Trinity?  Upper KS2 God 2b.1 What does it mean if God is holy and loving	Discrete- <b>The Body</b> Yr 3 and 4 – Digestive system, nutrition, teeth/ skeleton /muscles Yr 5 and 6 – Life cycle of a human, heart, circulatory system, drugs DARE / evolution and inheritance  RE- UC Salvation  Lower KS2- Unit 2a.5 Why do Christians call the day Jesus died ‘Good Friday’? Upper KS2 Unit 2b.7 What difference does the Resurrection make for Christians?	Discrete - <b>Plants / habitats</b> Yr 3 and 4- functions of parts in a plant/ requirements to grow/ life cycles of plants  Yr 5 and 6 – classifying plants/ reproduction in plants / microorganisms  RE- UC Lower KS2 – Unit 2a.1 What do Christians learn from the Creation story? Upper KS2 – Unit 2b.2 Creation and science : conflicting or complementary?

2022-2023

Discover	Explore	Create
<p>Behind Enemy Lines (WW2)</p>	<p>Big UK Project</p> <p>Geography- Mountains/ rivers/ cities/ water cycle/ London trip / coasts / fieldwork</p>	<p>Skylines and structures (Art and DT)</p> <p>Bridges (DT)</p>

<p>Discrete – RE- NAS Lower KS2- 4.2 Symbols and religious expression: Pilgrimage</p> <p>Upper KS2 6.4 Beliefs in Action in the World : Judaism WW2</p>	<p>RE- UC Lower KS2 – Unit 2a.2 What is it like to follow God? Upper KS2 – Unit 2b.3 What is the Trinity?</p>	<p>Discrete – RE- UC Kingdom of God Lower KS2 – Unit 2a.6 When Jesus left what was the impact of Pentecost? Upper KS2 – Unit 2b.8 What kind of King is Jesus?</p>
<p>Were the Vikings truly vicious?</p>	<p><i>Light and Sound</i> Yr 3 and 4 – Reflection/ shadows / the Sun / vibrations, pitch, volume Yr 5 and 6 – how light travels, shadows</p>	<p>A summer garden (science and DT)</p> <p>Evaluate products already on the market, Make bird houses/ feeders (DT) Living things – habitats Life cycles of birds</p>
<p>Discrete - <b>Earth and Space</b></p> <p>Yr 3 and 4 - Yr 5 and 6 – movements of the planets in the Solar System , day and night rotation</p> <p>RE- UC Lower KS2 – Unit 2a.3 What is the Trinity? Upper KS2 – Unit 2b.4 Was Jesus the Messiah?</p>	<p>Discrete – <b>Forces and Magnets</b> Year 3 and 4- magnets (attract and repel) poles, magnetic materials Year 5 and 6 – gravity, air resistance, water resistance, friction, mechanism (Levers, pulleys, gears)</p> <p>RE- UC Salvation Lower KS2 – Unit 2a.5 Why do Christians call the day Jesus died ‘Good Friday’? Upper KS2 – Unit 2b.6 What did Jesus do to save human beings?</p>	<p>Discrete – RE NAS Lower KS2- 3.4 Inspirational people from the past Upper KS2 5.1 Inspirational People in today’s world</p>

