Class 3 Year B

Subject	Autumn 1 The Egyptians	Autumn 2 Mayan Civilisations.	Spring 1 Leonardo Da Vinci	Spring 2 The Roman Empire	Summer 1 Local History (Fountain, Pateley Bridge)	Summer 2 Mystery Topic
Literacy	Stories from other cultures: For example Anthony and Cleopatra		Argument texts, Performance poetry	Roman myths and legends, Explanation texts	Adventure and Mystery, Newspapers	Historical children's authors/significant settings, Poetry: finding a voice.
Numeracy	Number and Place Value (2 weeks); Addition and Subtraction (2 weeks); Geometry (3 weeks).	Geometry (3 weeks); Multiplication and Division (2 weeks); FDP (3 weeks).	Measures (3 weeks); Number and place value / Algebra [Y6 only] (2 weeks); Addition and subtraction (2 weeks).	Addition and subtraction (2 weeks)	FDP (4 weeks); Geometry (3 weeks).	Statistics (1 week); Measures (4 weeks).
Science	Evolution and Inheritance: Y5&6 Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Animals including humans: Y5: Describe the changes as humans develop to old age (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. Y6: Identify and name the main parts of the human circulatory system, and	States of matter / Properties and changes of materials Y5 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.	Forces: Y5 Pupils should be taught to: 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.		Mystery topic

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		describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.	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.			
Computing	Coding: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ACROSS ALL CURRICULUM: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Coding: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ACROSS ALL CURRICULUM: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	ACROSS ALL CURRICULUM: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	Coding: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ACROSS ALL CURRICULUM: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Coding: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ACROSS ALL CURRICULUM: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	ACROSS ALL CURRICULUM: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content . Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and

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RE	2b (v) What would Jesus do?	2b (i) Creation and Science – Conflicting or complimentary?	U2 13 U2 13 Why is pilgrimage important to some believers?	2b (vii) What difference does the resurrection make for Christians? RE - Easter RE - Beliefs and questions RE - Journey of life and death: what difference does belief in life after death make?	U2 12 What will make our city / village / town a more respectful place?	2b (viii) What kind of King is Jesus?
British Values	An understanding of how citizens can influence decision-making through the democratic process and an appreciation that living under the rule of law protects individual citizens and	Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament,	Understand that the freedom to choose and hold other faiths and beliefs is protected in law. SEAL 4: Going for goals – understanding other peoples' views. Learning to get on with different types of people. SEAL 7: Changes – learning to accept	Accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or	Understand the importance of identifying and combatting discrimination.	

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	is essential for their wellbeing and safety. SEAL 4: Going for goals – identifying strengths and weaknesses. Resilience – recovering from mistakes.	others such as the courts maintain independence.	different opinions and beliefs.	discriminatory behaviour.		
History	Egypt: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	*Linked to Art (see Art objectives).*	The Roman Empire and its impact on Britain [*This could include:* *Julius Caesar's attempted invasion in 55-54 BC* *The Roman Empire by AD 42 and the power of its army* *Successful invasion by Claudius and conquest, including Hadrian's Wall* *British resistance, for example, Boudica* *'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity]*	A local history study *A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)* *A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*	Mystery topic
Geography	Physical Geography: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.	Deepen an understanding of the interaction between physical and human processes.	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.	Mystery topic

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Art		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]	Learn about great artists, architects and designers in history. - *Da Vinci*			Mystery topic
Music	Improvise and compose music for a range of purposes using the inter-related dimensions of music.		Listen with attention to detail and recall sounds with increasing aural memory.	Develop an understanding of the history of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
PSHCE / SEAL	myHappymind: Meet Your Brain Y4	myHappymindPSHE: Friendships and Showing Respect (Bullying) LKS2	myHappymind: Celebrate Y4 myHappymindPSHE: First Aid UKS2	myHappymind: Appreciate Y4 myHappymindPSHE: Online Safety LKS2	myHappymind: Relate Y4 myHappymindPSHE: Economic wellbeing LKS2 Safe choices LKS2 Y6: Additionally complete Be Your Best, Non-Statutory: Sex Education lessons (Changing and Growing) UKS2 and Safe Relationships FGM lesson UKS2	myHappymind: Engage Y4 myHappymindPSHE: Safe Relationships Growing and Changing (Just 'Periods' lesson) LKS2 Y6: Additionally complete: Transition programme
Design Technology	Select tools and equipment suitable for the task. *Explain their choice of tools and equipment in relation to the skills and techniques they will be usin.* Select materials components or ingredients suitable for the task. Explain their choice of materials, components or ingredients according to functional properties and aesthetic qualities.		Across KS2 pupils should know: about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (eg Newcomen Watt engines). Across KS2 pupils should	Across KS2 pupils should: • share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces. • use annotated sketches, cross-sectional drawings and exploded	Across KS2 pupils should: • work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • describe the purpose of their products • indicate the design features of their products that will appeal to intended users • explain how particular parts of their products work • In late KS2 pupils should also:	

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	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. In late KS2 pupils should also: • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. *evaluate their ideas and products against their original design specification* In late KS2 pupils should also know: • *that recipes can be adapted to change the appearance, taste, texture and aroma* that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.		know: • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • *that materials can be combined and mixed to create more useful characteristics* • that mechanical and electrical systems have an input, process and output • *the correct technical vocabulary for the projects they are undertaking* Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	diagrams to develop and communicate their ideas. • use computer-aided design to develop and communicate their ideas. In late KS2 pupils should also: • generate innovative ideas, drawing on research *make design decisions, taking account of constraints such as time, resources and cost* Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	• carry out research, using surveys, interviews, questionnaires and web-based resources • identify the needs, wants, preferences and values of particular individuals and groups *develop a simple design specification to guide their thinking* In late KS2 pupils should also investigate and analyse: • how much products cost to make • how innovative products are • how sustainable the materials in products are what impact products have beyond their intended purpose In late KS2 pupils should also: • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. *evaluate their ideas and products against their original design specification.*	
MFL	Unit 19 – Les portraits	Unit 20 – Les cadeaux	Unit 21 – Le carnival des animaux	Unit 22 – Au café	Unit 23 – Tour de France	Unit 24 - Destinations
PE	Real PE - Social	Real PE – Personal	Real PE - Health and Fitness	Real PE – Cognitive	Real PE - Creative	Real PE - Physical