

Term	Objective	Topic Ideas/Links
<p><b>Darwin Delights</b>  <b>Autumn Term</b>                      Koinonia                      Thankfulness                      Hope                      Compassion                      Endurance                      Mutual respect</p> <p>Thankfulness                      Compassion                      Trust                      Endurance                      Mutual respect                      Individual liberty</p>	<p><b>Science</b>  <i>Evolution and Inheritance</i></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>SRE link</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels , classification keys , tables , scatter graphs , bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>Visitor  <b>Science</b>                      Beak investigation  <b>History</b>                      Evolutionary timelines.                      Timeline of Charles Darwin’s work.  <b>Geography</b>                      Research and create a traveller’s guide to the Galapagos Islands  <b>Art</b>                      Observational drawings of plants and animals</p>

<p>Endurance Mutual respect</p> <p>Trust Rule of law Mutual respect</p>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques , including drawing , painting and sculpture with a range of materials ( for example , pencil , charcoal , clay )</li> </ul> <p><b>Computing</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safety, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.</p>	
<p>Let it shine! Autumn /Spring Term</p> <p>Endurance Kononia Trust</p> <p>Rule of law</p>	<p><b>Science</b></p> <p><i>Electricity</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels , classification keys , tables , scatter graphs , bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>Design technology</b></p> <p>Make Christmas Cards with parts that light up. Stephen Irving (spinning record art) Buzzer game for Christmas fair.</p>

<p>Kononia Friendship Mutual respect</p> <p>Endurance Trust Rule of law</p>	<p><b>Design technology</b></p> <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products ( for example , series circuits incorporating switches , bulbs , buzzers and motors )</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Computing Coding</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> <p>Use technology safety, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.</p>		
<p>Inside Out Spring Term Koinonia Hope Compassion Trust Forgiveness Mutual respect Individual liberty Rule of law Democracy</p>	<p><b>Science</b> <i>Animals including humans</i></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><i>Life Cycles</i></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul>	<p>Jackson Pollock – Abstract art Growing Healthy food = planting</p>	

<p>Koinonia Hope Compassion Trust Forgiveness Mutual respect Individual liberty Rule of law Democracy</p> <p>Endurance Mutual respect</p> <p>Koinonia Hope Compassion Trust Forgiveness Mutual respect Individual liberty Rule of law Democracy</p>	<ul style="list-style-type: none"> <li>Recording data and results of increasing complexity using scientific diagrams and labels , classification keys , tables , scatter graphs , bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>PSHE/SRE link</b> PSHE – Drug Education Easy 6 programme</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> <li>Health and Hygiene – maintain health and well-being</li> <li>Drugs</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques , including drawing , painting and sculpture with a range of materials ( for example , pencil , charcoal , clay )</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Design technology</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> </ul>		
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<p><b>Endurance</b> <b>Trust</b> <b>Rule of law</b></p>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> </ul> <p>Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.</p>		
<p><b>Andale!</b> <b>Andale! Arriba!</b> <b>Arriba!</b> <b>Summer Term</b></p> <p><b>Kononia</b> <b>Thankfulness</b> <b>Hope</b> <b>Trust</b> <b>Friendship</b> <b>Endurance</b></p> <p><b>Mutual respect</b> <b>Individual liberty</b> <b>Rule of law</b></p> <p><b>Endurance</b> <b>Mutual respect</b></p> <p><b>Endurance</b> <b>Trust</b> <b>Rule of law</b></p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Ancient to now (jungle etc .....)</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early civilization, including a study of Baghdad c.AD 900 ; Mayan civilization c. AD 900 ; Benin (West Africa ) c. AD 900-1300.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>• Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques , including drawing , painting and sculpture with a range of materials ( for example , pencil , charcoal , clay )</li> <li>• About great artists, architects and designers in history.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Henry Rousseau</p>	

	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul> <p>Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<p><b>To Infinity and beyond</b> <b>Autumn Term</b></p> <p>Kononia Thankfulness Hope Trust Compassion Friendship Forgiveness Endurance Peace</p> <p>Democracy Mutual respect Rule of Law Individual</p>	<p><b>Science</b> <i>Earth and Space</i></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun , Earth and Moon as approximately spherical bodies</li> <li>Use the ideas of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><i>Light</i></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</li> <li>Explain 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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels , classification keys , tables , scatter graphs , bar and line graphs.</li> </ul>	<p>Make models of the Solar System</p>	



<p><b>Frozen Kingdom</b> <b>Autumn/Spring Term</b></p> <p><b>Thankfulness</b> <b>Compassion</b> <b>Hope</b> <b>Trust</b> <b>Forgiveness</b></p> <p><b>Democracy</b> <b>Mutual respect</b> <b>Rule of law</b> <b>Individual liberty</b></p>	<p><b>Science</b></p> <p><i>Evolution and Inheritance</i></p> <ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><i>Y6 Life Cycles</i></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><i>Y5 Life Cycles</i></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><i>Properties of Materials</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels , classification keys , tables , scatter graphs , bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>		
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<p>Endurance Mutual respect</p> <p>Koinonia Trust Mutual respect</p> <p>Endurance Trust Rule of law</p>	<ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques , including drawing , painting and sculpture with a range of materials ( for example , pencil , charcoal , clay )</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul> <p>Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<p>We'll Meet again Spring/Summer</p> <p>Koinonia Thankfulness Hope Compassion Trust Friendship Forgiveness Endurance Peace</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>A local history study</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Geography</b></p> <p>Location knowledge</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Dig for victory - planting</p>	

<p><b>Mutual respect</b> <b>Rule of law</b> <b>Democracy</b> <b>Individual liberty</b></p> <p><b>Koinonia</b> <b>Mutual respect</b></p> <p><b>Kononia</b> <b>Trust</b> <b>Hope</b> <b>Thankfulness</b> <b>Forgiveness</b> <b>Peace</b></p> <p><b>Mutual respect</b> <b>Individual liberty</b></p> <p><b>Kononia</b> <b>Hope</b> <b>Mutual respect</b></p>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom , geographical regions and their identifying human and physical characteristics , key topographical features ( including hills , mountains , coasts and rivers ) , and land- use patterns ; and understand how some of these aspects have changed over time.</li> <li>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.</li> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of 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.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the history of music ( songs from then )</li> </ul> <p><b>Science</b> Props and changes of materials</p> <ul style="list-style-type: none"> <li>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.</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels , classification keys , tables , scatter graphs , bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Design and technology</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown , reared , caught and processed.</li> </ul>		
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<p>Endurance Trust Rule of law</p>	<p><i>Design</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to performs practical tasks (for example, cutting, shaping, joining, and finishing), accurately.</li> <li>• 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.</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Computing</b> Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<p>Glint of Gold Summer term Kononia Thankfulness Hope Trust Friendship Endurance</p> <p>Mutual respect Individual liberty Rule of law</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> </ul>		

<p> <b>Koinonia</b>  <b>Thankfulness</b>  <b>Hope</b>  <b>Compassion</b>  <b>Trust</b>  <b>Friendship</b>  <b>Forgiveness</b>  <b>Endurance</b>  <b>Peace</b>  <b>Mutual respect</b>  <b>Individual liberty</b>  <b>Rule of law</b> </p> <p> <b>Endurance</b>  <b>Mutual respect</b> </p> <p> <b>Endurance</b>  <b>Trust</b>  <b>Rule of law</b> </p>	<p><b>Music</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques , including drawing , painting and sculpture with a range of materials ( for example , pencil , charcoal , clay )</li> <li>• About great artists, architects and designers in history.</li> </ul> <p><b>Computing</b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
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