



	Autumn		Spring		Summer	
Unit	Cadishead and Beyond	Prehistoric World: The Stone Age	Wonders of the World: Ancient Greek Empire	Barcelona (Liverpool / Manchester)	Earth Explorer: Where we live	Roman Invasion
Geography	Create a survey to explore human or physical features in the local area. Make a simple sketch map of the human and physical features in his/her local area. Take photographs of the local area to help them produce a simple map.			Compare a region of the UK and a region of a European country. Read and interpret the globe as a flat map.	Describe and understand different types of settlement and land use. Use 4 points on a compass; North, South, East and West. Identify and interpret relief maps.	
Name and locate counties and cities of the UK.						
History		Give simple reasons as to why key events happened in history.	Examine and compare artefacts. Create historically valid questions about similarities and differences			Examine and compare artefacts. Discuss the impact of significant historical events, people and places in their own locality.
Use dates and vocabulary relating to the passing of time						
Art	Symbolism Edward Munch With wax crayon, can use different pressure. With coloured pencil, can block colour and control depth.		Myths and Legends Paul Rubens Select the brush size and type depending on the task. Mix and match paint colours for purpose.		City Scape Art Camille Pissarro Select the brush size and type depending on the task. Mix and match paint colours for purpose.	
Create images in the style of an artist from history. Prepare, organise and clear away art equipment.						
DT		Stone Age animals Use a wider range of stitches to join fabrics and choose the most appropriate. Use given sewing patterns or printing blocks.		Tapas (bread, cheese) Weigh ingredients to an appropriate level of accuracy. Understand that food is processed into different ingredients around the world.		Roman Aquaduct / Catapult Cut slots. Use simple mechanical systems in products.
Generate and develop ideas through discussion. Explain strengths and weaknesses of existing products.						

Trips	Local Area Fieldwork	Tatton Park Max 60 children	British Museum Free virtual workshop	Liverpool Mamars Bread and Cheese		Classical tour of Manchester
Parental Involvement		Parents Evening		Parents Evening		Sports Day

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Computing	Digital Literacy Online Safety Recognise acceptable/unacceptable behaviour and content	Information Technology Word processing using MS Word Collect and combine information and data	Computer Science Programming: Electric ukulele / Greek Lyre Design and create programs that use a sequence Control physical systems	Information Technology Filming with iMovie Trailer Collect and combine information and data	Digital Literacy Computer networks Understand the opportunities computer networks offer for communication	Computer Science Programming: Roman animations Design and create programs that use a sequence Control physical systems
	Digital Literacy Use technology responsibly					
Science	Plants Identify and describe the functions of different parts of flowering plants Explore the requirements of specific plants for life and growth Investigate how water is transported within plants Explore the part that flowers play in plant life cycles	Rocks Compare and group together different kinds of rocks Describe how fossils are formed when things that have lived are trapped in rock	Animals Including Humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains.	Light Recognise that we need light in order to see things and that dark is the absence of light Recognise that light from the sun can be dangerous and how to protect eyes Understand, and find patterns, in shadow formation	Forces and Magnets Compare how things move on different surfaces Group everyday materials on the basis of whether they are attracted to a magnet Understand magnetic poles	
	Working Scientifically Ask relevant questions when prompted Set up simple, practical enquiries and comparative tests Make systematic observations, gather and record data With prompting, record, group and display evidence and report findings With prompting, suggest conclusions, possible improvements or further questions					

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RE	L2.7 What does it mean to be a Christian in Britain today?	L2.7 What does it mean to be a Christian in Britain today?	L2.1 What do different people believe about God?	L2.5 Why are festivals important to religious communities? Easter.	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?
<p>Religious Enquiry Ask important questions about beliefs, making links between their own and others' responses. Explore similarities and differences in how religion is expressed in different world religions.</p> <p>Religious Knowledge Describe some key features of religions, including religious celebrations and worship. Recognise similarities and differences in the key features of religions. Make links between religious stories and sacred texts.</p>						
Music	How does Music bring us closer together?	What stories does Music tell us about the past?	How does Music help make the world a better place?	How does Music help us to get to know our Community?	How does Music make a different to us everyday?	How does Music connect us with our Planet?
<p>Composing Use voice and copy a given scale. Compose three note patterns. Create own symbols to represent different sounds and instruments in compositions</p> <p>Listening and Content Begin to identify how many beats are in a bar when listening to pieces of music. Explain what they think a piece of music's purpose could be. Express opinions about music from the past.</p> <p>Performing Sing expressively in time to the beat and rhythm. Perform given compositions/songs from memory.</p>						
PSHE	<p>Health and Wellbeing Share personal successes and describe how they achieved them. Understand how and why they should keep themselves clean. Describe a variety of ways to stay safe in different</p>		<p>Living in the Wider World Follow the classroom and school rules and work as a role model to younger children. Describe the different cultural, ethnic and religious groups that make up the UK.</p>		<p>Relationships Understand how actions impact on others and how they can address problems caused. Recognise what is fair and unfair, kind and unkind and right and wrong</p>	

	environments Understand when it is necessary to seek help from others and who they can ask for that help.		Describe differences between different cultural, ethnic and religious groups. Understand that our society has rules and laws which govern us.		Recognise a dare and understand how to not give in to pressure.	
SRE OBJECTIVES						
PE	OAA Follow a school map to navigate around a simple course designed by themselves and others. Use verbal communication within group activities to help solve problems/complete challenges. Follow the instructions of others when working within a team.	Games Jag Tag Show control of a range of different throws / passes	Games Tennis Hit a ball with a range of different bats/racquets.	Class Choice Dribble a ball in a straight line	Games Dodgeball Show control of a range of different throws / passes	Athletics Use a push throw to throw a discus and shot put. Run 200m
	Dance Perform basic dance actions with greater control over each element.	Gymnastics Perform a range of rolls with a good level of accuracy Balance on pads and points.	Games Wrestling ???	Games Kimball Show control of a range of different throws / passes	Dance Choreograph motifs using repetition, direction, level, speed & space Perform given routines from memory, performing all the elements in the correct order.	Gymnastics Make a range of different shapes when balancing.
MfL	Ourselves	Celebrations	School	Weather	Hobbies	Holidays
<p>Reading Read aloud a familiar sentence, rhyme or poem. Use sounds to help identify written words.</p> <p>Speaking and Listening Listen to and respond to simple rhymes, stories and songs. Recognise and respond to sound patterns and words. Respond to topic related questions with a simple answer. Understand instructions, everyday classroom language and praise words. Use mainly memorised language, with occasional variation Use short phrases to express personal responses for example, likes, dislikes and feelings.</p> <p>Writing Write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. Write words and short phrases from memory with comprehensible spelling.</p>						