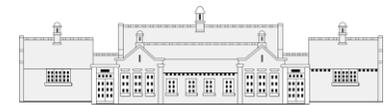


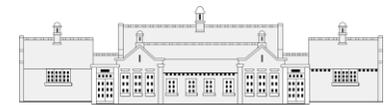
Subject	Autumn Term 1 st Half	Autumn Term 2 nd Half	Spring Term 1 st Half	Spring Term 2 nd Half	Summer Term 1 st Half	Summer Term 2 nd Half
Topic	SPIES		TIME TRAVEL		ULVERSTON, OUR TOWN	
English	Spy Dog	Escape from Pompeii	Story Telling	Varjak Paw	Edward Tulane	The Iron Man
Science	<p>Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.</p> <p>Working scientifically ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.</p>		<p>Rocks 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.</p> <p>Forces and magnets compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Working scientifically ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and</p>		<p>Animals, including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Working scientifically ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	



		<p>written explanations, displays or presentations of results and conclusions</p> <p>use results to draw simple conclusions, suggest improvements and raise further questions</p> <p>identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>use results to draw simple conclusions, suggest improvements and raise further questions</p> <p>identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>use straightforward scientific evidence to answer questions or to support their findings.</p>
Geography	<p>Location Knowledge Locate world's countries, focussing on Europe focus on key physical and human features.</p> <p>Human and Physical Geography - Volcanoes Describe and understand key aspects of physical geography: volcanoes linked to rock types.</p>	<p>Location Knowledge Locate world's countries, focussing on Europe focus on key physical and human features.</p>	<p>Human and Physical Geography -Ulverston Describe and understand settlements, trade links etc.</p> <p>Geographical skills and fieldwork Maps Use fieldwork to observe, measure and record – rail survey</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Make maps and plans using symbols.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
History		<p>Stone Age to Bronze Age Chronological Understanding Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events and artefacts</p> <p>Range and depth of Historical Knowledge Find out about everyday lives of people in the period studied Compare with our life today</p> <p>Historical Enquiry Use a range of sources to find out about a period Observe small details - artefacts, pictures Select and record information relevant to the study Begin to use the library and Internet for researching</p>	<p>Local History Chronological Understanding Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events and artefacts</p> <p>Range and depth of Historical Knowledge Identify reasons for and the results of people's actions Understand why people may have wanted something</p> <p>Interpretations of History Identify and give reasons for different ways in which the past is represented Compare different versions of the same story Look at representations of the period</p>



			<p>Historical Enquiry Use a range of sources to find out about a period Observe small details - artefacts, pictures Select and record information relevant to the study Begin to use the library and Internet for researching</p>
Art	<p>Painting – Volcanoes Painting mediums (building on previous years) – introduce watercolours. Mix a variety of colours effectively. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use watercolour paint to produce washes for backgrounds then add detail. Directly annotate work, sketches and drawings prior to creating final piece of work. Annotate sketches to explain and elaborate ideas.</p>	<p>Printing – Cats Use layers of two or more colours. Make precise repeating patterns. Make printing blocks (eg from coiled string glued to a block). Directly annotate work, sketches and drawings prior to creating final piece of work. Annotate sketches to explain and elaborate ideas.</p>	<p>Drawing and sketching/collages – our town Drawing tools (building on previous years) - different grades of pencils (2B – HB) to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Encourage accurate drawings of people – particularly looking at facial features and details. Selects and arrange materials for striking effect. Ensures work is precise. Uses coiling and overlapping Directly annotate work, sketches and drawings prior to creating final piece of work. Annotate sketches to explain and elaborate ideas.</p>
DT	<p>Cooking – Forest schools <i>Design and construct a reflective badge</i></p>	<p>Clay – Storage pots Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Plan, design and make clay models.</p>	<p>Cooking - Healthy Eating Plate <i>Design and construct an Ulverston themed model</i></p>
Computing	<p>Graphics Acquire, store and combine images from cameras</p>	<p>Scratch Use a variety of inputs</p>	<p>Unit 1: Blogging - When available Navigate to view their class/school blog.</p>



	<p>or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate an image. Edit pictures using various tools in paint or photo-manipulation software. eBooks (PowerPoint) Create a new eBook with a front cover and add or remove pages. Combine text and images within each page and embed sound clips. Add information about the author and title for publishing. Get quicker at typing using both hands. Use different fonts sizes, colours and effects to communicate meaning. Align text left, right and centre. Data Choose information to put into a data table. Recognise which information is suitable for their topic. Design a questionnaire to collect information. Sort and organise information to use in other ways.</p>	<p>Use the 'repeat' (loop) command within a series of instructions. Use the 'if... then' (conditional statement) command within a series of instructions Logo Write a simple program in Logo to produce a line drawing. Use more advanced Logo programming, including pen up, pen down etc. Write a program to reproduce a defined problem, e.g. geometric shape/pattern.</p>	<p>Understand that their class/school blog can be updated from a range of devices. Comment on their class/school blog. Subscribe with an adult's email to receive updates about their class/school blog. Internet research Type in a URL to find a website. Add websites to favourites. Use a search engine to find a range of media, e.g. images, text. Think of search terms to use linked to questions they are finding the answers for. Talk about the reliability of information on the internet, e.g. the difference between fact and opinion (link to E-Safety) E-safety Question the "validity" of what they see on the internet. Use a browser address bar not just search box and shortcuts. Think before sending and suggest consequences of sending/posting. Recognise online behaviours that would be unfair.</p>
<p>PE</p>	<p>Invasion Games Swimming</p>	<p>Gym Swimming</p>	<p>Athletics Striking and Fielding</p>
<p>French</p>	<p>Introductions, colours, food, numbers Listening Understand and respond to simple spoken classroom commands. Speaking Pronounce words accurately using a model. Speak using words and short phrases. Sing simple songs in French Show understanding of simple written words and sentences given in a familiar context. Reading Read and understand a simple children's story using cognates and known language to support their understanding Writing Copy words and phrases accurately.</p>	<p>Introductions, colours, food, numbers Listening Understand and respond to simple spoken classroom commands. Speaking Pronounce words accurately using a model. Speak using words and short phrases. Sing simple songs in French Show understanding of simple written words and sentences given in a familiar context. Reading Read and understand a simple children's story using cognates and known language to support their understanding Writing Copy words and phrases accurately.</p>	<p>Introductions, colours, food, numbers Listening Understand and respond to simple spoken classroom commands. Speaking Pronounce words accurately using a model. Speak using words and short phrases. Sing simple songs in French Show understanding of simple written words and sentences given in a familiar context. Reading Read and understand a simple children's story using cognates and known language to support their understanding Writing</p>



			Copy words and phrases accurately.
Music	Charanga – rehearse and perform	Charanga – Composition	Charanga - Exploring Musical Form
RE	<p>Judaism Explore the Synagogue as a place of worship, prayer and study. TORAH Sukkot</p>	<p>Christianity The work of church leaders and organisations which reflect Christian values e.g. The Vine Trust; Christian Aid Easter</p>	<p>Buddhism What do Buddhists believe? The Three Jewels Nirvana Four Noble Truths and the Rightfold Pathway</p>
Outdoor education		Forest schools	
Maths curriculum links	Number sequences and patterns – Codes in Spy Dog	Ordering numbers – History timeline	Coordinating Grid references Field work survey: Trains
Other Experiences	Manchester Trip (Jewish Museum/Theatre) STEM visit to school	STEM visit to Siemens	STEM visit to school Sir John Barrow Cottage