

Term 1: Active Planet

Subject	Content
Art	Mixed media volcano art, pastels and paint. Blowing paint onto an oil pastel volcano to create eruptions.
Design Technology	Design and make erupting volcano models
Computing	Coding: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 3 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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
Geography	Zones and Maps Tsunami Hurricanes Volcanoes Hemisphere Map studies Physical features Understand and use a widening range of geographical terms e.g. Specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Measure straight line distances using the appropriate scale. Draw accurate maps with more complex keys. Plan the steps and strategies for an enquiry. Understand the effect of landscape features on the development of locality. Describe how people have been affected by changes in the environment. Explain about key natural resources e.g. Water in the locality. Explore weather patterns around parts of the world. Explain about weather conditions/patterns around the UK and parts of Europe.
History	
Music	Charanga- Let Your Spirit Fly
PSHE	Being Me in my world (Jigsaw)
Religious Education	What do different people believe about God? (Christians, Hindus and/or Muslims – believing)
MFL	Learning French
Science	Animals inc. Humans Y3 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.

Class novel: Escape from Pompeii

Term 2: Passport around the world

Subject	Content
Art	<p>Watercolour - Using an increasing range of painting tools and simple techniques. Learn how to use wet and dry brushes and how to use brushes in different ways. Identify the primary colours needed to mix all secondary colours. Experiment with creating lighter, darker and brighter shades of colour. Artists- Turner and Monet Research the artists, create artist studies and paintings inspired by their style.</p>
Design Technology	
Computing	<p>Online safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, 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</p> <p>Spreadsheets: 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</p>
Geography	<p>Economic activity, Trade links, Tropics, GMT Time Zone</p> <p>Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if it continues?</p> <p>Analyse evidence and draw conclusions e.g. Make comparisons between locations using aerial photos/pictures e.g. Population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin understand some of the reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Understand and use a widening range of geographical terms e.g. Specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork instruments e.g. Camera, rain gauge.</p> <p>Use and interpret maps, globes, atlases and digital /computer mapping to locate countries and key features.</p> <p>Know location of: capital cities of countries of British Isles and UK seas around UK. European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>Recognise there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Recognise the different shapes of continents.</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Identify where countries are within Europe, including Russia.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p> <p>Know how the locality is set within a wider geographical context.</p>
History	
Music	Charanga- Glockenspiel 1
PSHE	Celebrating differences (Jigsaw)
Religious Education	<p>Why are festivals important to religious communities? (Christians – expressing)</p> <p>Discovery unit - Christmas</p>
MFL	Colours and Numbers
Science	<p>Living things and habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>

Class novel: The Lion, The Witch and The Wardrobe

Term 3: Roman Britain

Subject	Content
Art	Combine paint and other materials effectively to create detail and texture. Mix shades of primary and secondary colour. Identify complementary colours.
Design Technology	
Computing	Writing for different purposes: 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 Effective Searches: 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
Geography	
History	Roman Empire & impact on Britain Chronological understanding - Use an increasing range of common words and phrases relating to the passing of time. Understanding of events, people and changes. Describe the Roman Empire and its impact on Britain. Place some historical periods in a chronological framework. Use historic terms related to the period of study. Historical enquiry - Use sources of information in ways that go beyond simple observations to answer questions about the past. Use variety of resources to find out about aspects of life in the past. Historical interpretations - Understand that sources can contradict each other. Organisation and communication - Communicate his/her learning in an organised and structured way, using appropriate terminology.
Music	Charanga- Three Little Birds
PSHE	Dreams and Goals (Jigsaw)
Religious Education	What does it mean to be a Christian in Britain today? (Christianity -living)
MFL	Vegetables
Science	States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Class novel: Roman Myths

Term 4: Victorians

Subject	Content
Art	<p>Compare the differences and similarities of artists, craft makers and designers from different cultures and historical periods and make links with their own work. Make drawings in a sketchbook to record observations in detail, making notes where appropriate- autumn study</p> <p>Compare the differences and similarities of artists, craft makers and designers from different cultures and historical periods and make links with their own work.</p>
Design Technology	
Computing	<p>Logo: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
Geography	
History	<p>Victoria Britain and impact on Swindon (local study) Chronological understanding -Use an increase range of common words and phrases relating to the pass of time. Describe memories of key events in his/her life using historical vocabulary. Understanding of events, people and changes. Describe a local history study Chronological understanding - Place some historical periods in a chronological framework. Use historic terms related to the period of study. Historical enquiry - Use sources of information in ways that go beyond simple observations to answer questions about the past. Use variety of resources to find out about aspects of life in the past. Historical interpretations - Understand that sources can contradict each other. Organisation and communication - Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>
Music	Charanga- The Dragon Song
PSHE	Healthy Me (Jigsaw)
Religious Education	<p>Why is the Bible so important for Christians today? (Christianity -believing) Discovery unit – Easter and forgiveness</p>
MFL	<p>Pets Introduces 8 common pets Introduces j'ai and et to talk about what pets we have Consolidating the positive including what pets are called Introduce the negative Consolidating the common pets and using mais</p>
Science	Recap

Class novel: The Little Matchstick Girl

Term 5: Iron Man (Electricity)

Subject	Content
Art	Figure (RE cultural focus - study Hindu gods, teach children how to draw figures using figure statues and apply this to drawing Hindu Gods.
Design Technology	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams Use techniques which require more accuracy to cut, shape, join, and finish his/her work e.g. Cutting internal shapes, slots in frameworks. Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. Understand and use electrical systems in products.
Computing	Animation: 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
Geography	
History	
Music	Charanga- Bring Us together
PSHE	Relationships (Jigsaw)
Religious Education	Why do people pray? (Hindus – expressing) Discovery unit – Hindu beliefs
MFL	Musical Instruments Introduce first 5 instruments Introduce next 5 instruments Consolidation of all 10 instruments Introduction of Je joue – I play Consolidation of je joue – I play
Science	Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

Class novel: Iron man

Term 6: Let it Grow

Subject	Content
Art	<p>Observations</p> <p>Observational drawings- labelled, accurate drawing of flowers-botanical style</p> <p>Rainforest art- significant artist-Henri Rousseau linked to rainforest topic.</p> <p>Produce textile art inspired by Rousseau.</p>
Design Technology	<p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Create designs using exploded diagrams</p> <p>Use techniques which require more accuracy to cut, shape, join, and finish his/her work e.g. Cutting internal shapes, slots in frameworks.</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.</p> <p>Understand and use electrical systems in products.</p>
Computing	<p>Hardware investigators: 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</p> <p>Spreadsheets: 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</p>
Geography	
History	
Music	Charanga- Reflect, Rewind and Replay
PSHE	Changing Me (Jigsaw)
Religious Education	Discovery unit - What is the best way for a Sikh to show commitment to God? (Sikhism – living)
MFL	I can...
Science	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants, roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination seed formation and seed dispersal.</p>

Class novel: Jack & The Beanstalk