| Subject | NC Objective | Skills | Knowledge | Vocabulary | |
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| Science | * identify and name the main parts of the human circulatory system, and 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. | Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeat readings when appropriate.  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Using test results to make predictions to set up further comparative and fair tests.  Identifying scientific evidence that has been used to support or refute ideas or arguments.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. | The circulatory system is made up of the heart, blood vessels and blood.  The function of the heart is to pump blood around the body.  Blood is carried to the lungs to be oxygenated and then to the heart to be pumped around the body.  Arteries carry oxygenated blood away from the heart.  Veins carry de-oxygenated blood towards the heart.  I know how diet, drugs, exercise and alcohol can affect the way in which the body functions.  I know how nutrients and water are transported within animals.  **Assessment**  Name the main parts of the human circulatory system.  How does blood travel around the body?  How are nutrients and water transported around animals?  Identify ways in which diet, exercise, drugs and lifestyle impact a person’s body. | Circulatory system  heart  blood vessel   veins  capillaries  lungs  oxygenated  de-oxygenated  respiration  pulse  ventricle  aorta  atrium  arteries  oxygen  carbon dioxide  diet  exercise  drugs  alcohol  nicotine  tar  legal illegal  impact | prediction  equipment  measure  accurate  reliable  aim  purpose  method fair test  control variable independent variable dependent variable relationship  trend  conclusion  evaluation |
| History | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **Chronological understanding**  Uses timelines to place events, periods and cultural movements from around the world.  Names date of any significant event studied from past and place it correctly on a timeline.  **Knowledge and understanding**  Chooses reliable sources of factual evidence to describe findings.  Describes how some changes affect life  today.  **Historical enquiry**  Evaluates the usefulness and accurateness of different sources of evidence.  **Organisation and communication**  Presents information in an organised and clearly structured way.  Makes use of different ways of presenting information. | Shakespeare was allegedly born on the 23rd Of April 1564 in Stratford-Upon-Avon.  He died on April 23rd 1616.  Shakespeare is known for his impact on English Literature as he was a playwright, a poet and an actor.  Elizabethan theatre was a popular past time for both rich and poor citizens.  The most renowned theatre ‘The Globe’ was made for Shakespeare’s company The Lord Chamberlain’s Men.  The Globe Theatre was destroyed by fire on 29 June 1613.  Shakespeare’s plays continue to be well-read and performed in today’s society.  Know key events within the life of William Shakespeare.  Know some of his plays.  **Assessment**  Who was William Shakespeare? What was life like in the time of William Shakespeare?  What was Elizabethan theatre like?  What happened to the Globe Theatre?What impact does William Shakespeare still have on the world today? | Tudor Elizabethan  Era  Period  Renaissance Monarch  Reign Significant  Date  Source  Timeline Chronological  William Shakespeare  Anne Hathaway Globe Theatre  Wooden O  Groundlings  Tragedy | Comedy  Historical  Bard  Playwright  Sonnet  Iambic Pentameter  Lord Chamberlains Men  Royal Shakespeare Company  Literature  Lifespan  1564 – 1616  Stratford-Upon-Avon Impact |
| Geography | Taught in Autumn 2 | | | | |
| Art | * about great artists, architects and designers in history. * 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] | Use the work of artists to replicate ideas or inspire own work.  Use sketchbooks to record drawings from observation.  Experiment with different tones using graded pencils.  Include increased detail within work. | Theo Crosby was the architect behind the reconstruction of the Globe Theatre.  Crosby researched for 17 years to ensure his replica was true to the original.  A portrait should show an awareness of proportion.  The light on a portrait affects the shade.  Apply different amounts of pressure on a pencil will cause different shades.  **Assessment** Who was the architect behind the reconstruction of the Globe?  Can the child use a range of sketching techniques to draw a portrait of William Shakespeare? | Architect  Theo Crosby  Reconstruction  Replica  Model  Design  Structure  Sketch  Shade  Light  Detail  Proportion  Spacing  Portrait | |
| DT | **Design**  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.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * 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   **Evaluate**   * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world | **Plan and communicate ideas**  Communicate their ideas though detailed labelled drawings, annotated sketches, exploded diagrams,  Sketch or model alternative ideas.  Develop a design specification.  Explore develop and communicate aspects of their design proposals by model-ling their ideas in a variety of ways e.g. prototypes and pattern pieces.  Plan the order of their work choosing appropriate materials tools and techniques. Consider costs and availability of materials.  **Make (technical knowledge)**  Select appropriate tools, materials, components and techniques.  Assemble components to make working models.  Use tools safely and accurately.  Construct products using permanent joining techniques  Assemble components and make working models.  Use tools safely and accurately.  Construct products using permanent joining techniques.  Make modifications as they go along.  Achieve a quality product.  **Evaluate**  Evaluate their products identifying strengths and areas for development and carrying out appropriate tests.  Evaluate against their original criteria and suggest ways that their product could be improved. | The Globe Theatre was reconstructed after being destroyed by a fire.  Understand the role of a replica building. Identify ways in which they could achieve a multi-story structure.  Follow the planning, making and evaluating method of working to create a replica of The Globe Theatre.  **Assessment**  Can the child plan thoroughly with annotated diagrams and alternative ideas?  Can the child create their own design specification?  Can the child select appropriate materials for their replica?  Can the child make modifications as they go?  Can the child evaluate their product? | Design  Plan  Model  Criteria/Specification  Scale  Annotate  Material  Construct  Assemble  Replica  Interior  Exterior  Amphitheatre  Stories  Stage | |
| Computing | * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Use technology safely,  responsibly and educate others  about it.    Recognise acceptable/  unacceptable behaviour;  identify a range of ways to  report concerns about content  and contact.    Appreciate how results are selected  and ranked and be discerning in  evaluating digital content. | I understand what it means to be a digital citizen.  I can recognise acceptable and unacceptable behaviour online.  I know how to report concerns and the importance of talking to a trusted adult about anything that upsets me.  I know results and ranked and can be critical of reputable sources of information on the internet.  **Assessment**  Can the child discuss the difference between acceptable and unacceptable online behaviour?  Can the child identify ways to report any unacceptable online behaviour?  Can the child discuss how results are ranked and discuss reputable sources of information? | Online Click-bait  Safety  self-image  Citizen cyber-bullying  Digital  privacy  Resilience ownership  Social Media copyright  CEOP  Acceptable/unacceptable | Report  security  Block ownership  Concern  Source  Reputable  Reliable  Sharing  Fake News |
| Music | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * 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 | **Performing (singing/playing):**  Take the lead in performances and provide suggestions to others.  **Improvising and experimenting:**  Compose a piece of music based on a theme.  Describe how music can be used to create expressive effects and  convey emotion.  Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.  **Listening, developing knowledge and understanding:**  Identify how sounds can be  combined and used expressively,  layering sounds and singing in tune  with other performers. | Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.  **Assessment**  Can the child use Garage Band to create music to accompany a rap?  Can the child write lyrics?  Can the child perform their music in front of a group? | Compose  Theme  Rhythm  Lyrics  Melody  Tempo  Verse  Chorus  Track | Loop  Mixing  Pan  Time Signature  Metronome  Chords  Major  Minor |
| French | N/A French is taught alternatively with RE  French Autumn 2 | | | | |
| PE | * To choose, combine and perform skills more fluently and effectively. * To understand, choose and apply a range of tactics and strategies for defence and attack. * To use these tactics and strategies more consistently in similar games. * To understand why exercise is good for their fitness, health and wellbeing. * To understand the need to prepare properly for games. * To develop their ability to evaluate their own and others work, and to suggest ways to improve. | Use tactics effectively to plan my approach for attacking and defending in a range of invasion games.    Show control and sportsmanship in victory and congratulations in defeat, ensuring reflection is taken on how to improve for next time. | I can combine and perform skills with control, adapting them to meet the needs of the situation.  I can perform skills with greater speed. I can choose when to pass or dribble, so that they keep possession and make progress towards the goal.  I can use attacking and defending skills appropriately in games.  I can choose and use different formations to suit the needs of the game.  I know the importance of being fit, and what types of fitness are most important for games.  I understand how playing games can contribute to a healthy lifestyle.  I can recognise and describe the best points in an individuals and teams performance.  I can identify aspects of their own and others performances that need improvement, and suggest how to improve them.  **Assessment**  Can the child combine skills to support their team?  Can the child use a range of defence and attacking strategies during games?  Does the child understand the importance of a healthy lifestyle?  Can the child evaluate their own and the team’s performance? | Tag-Rugby  Dribble  Pass  Score  Defend  Attack  Strategy  Sportsmanship  Discs  Bibs  Evaluate  Feedback  Stamina  Resilience  Formation | |
| PSHE | **Being me in my World**  My Year Ahead  Being a Global Citizen  The Learning Charter  Consequences  Owning our Learning Charter | | I can identify my goals for this year, understand my fears and worries about the future and know how to express them.  I know that there are universal rights for all children but for many children these rights are not met.  I understand that my actions affect other people locally and globally.  I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.  I understand how an individual’s behaviour can impact on a group.  I understand how democracy and having a voice benefits the school community.  **Assessment**  Can the child verbalise their fears and worries?  Does the child have an understanding of rights?  Does the child show an awareness of consequences? | Goal  Future  Worries  Rights  Unicef  Local  Global  Choice  Behaviour  Reward  Punishment  Responsibilities  Democracy  Council  Parliament | |
| RE | **Theme:**  Beliefs and Practices  **Key Question:**  What is the best way for a Muslim to show commitment to God?  **Religion:** Islam | Practices and ways of life  Values and commitments  We are learning to understand some of the ways Muslims show commitment to God and to  evaluate whether there is a best way. |  | Muslim  Islam | |