

Broad time span	September		July
Science	<p>Materials: Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle. Examine the properties of materials using various tests. Look at solubility and recovering dissolved substances. Separate mixtures. Examine changes to materials that create new materials that are usually not reversible</p>	<p>Plants: Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. To then identify different types and look at the life cycle of plants.</p>	<p>Animals: Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. Look at the human circulatory system. Look at the effect of diet, exercise and drugs</p>
History	<p>Ancient Greece: A study of Ancient Greece including investigating and interpreting the past through resources that we can find and that have been discovered. To then build an overview of Greek history from this. Children must also understand chronology and timelines of Greek events and to use historical language.</p>		<p>Mayan Civilisation: A non- European society that contrasts with British history – the Mayan Civilization. Children must research the rise of the Aztecs including understanding the chronology and timelines of key events.</p>
Geography including Outdoor classroom ad pond, garden	<p>Human and Physical Geography in Europe: Locate the world’s countries, with a focus on Greece. Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of Greece.</p>	<p>Tropical (Climate Zones) Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils. Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p>	<p>Human and Physical Geography in North/South America: Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils. Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p>
Art and Design	<p>Greek Vases (Clay): Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and</p>		<p>Aztec Designs: Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products.</p>

	in finished products. Improve mastery of techniques involving clay .		Improve mastery of techniques involving different textures .
Design and Technology	Labyrinths: Children will make a labyrinth after learning about Theseus and the Minotaur. They will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making and using carpentry.	Chocolate: Through a variety of creative and practical activities the children will design and create the packaging for chocolate bars. They will study chocolate's use and need in leisure, culture, enterprise, industry and the wider environment.	Headdresses/Togas Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of designing and making Aztec clothing. They will study the Aztec home, school and leisure to do this.
Computing	Coding: Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs	Algorithms: Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.	Computer programming: Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Languages French	Catherine Cheater Programme of Study Introductions – How are you? What is your name? Where do you live? How old are you? Numbers Singing French songs	Catherine Cheater Programme of Study Going shopping for food Colours – 'Toutes Les Couleurs' book Singing French songs	Catherine Cheater Programme of Study Naming parts of the body Clothing Singing French songs
Music	Musical Express Scheme Roundabout – Exploring rounds Journey into Space – Exploring sound sources	Musical Express Scheme Song Writer – Exploring lyrics and Melody Cyclic Patterns – Exploring Rhythm and Pulse	Musical Express Scheme Stars, hide your fires – Performing together Who knows? – Exploring musical processes
Physical Education	Volleyball & Gymnastics Swimming	Dance & Basketball Swimming	Rounders & Athletics Swimming
Religious Education Christianity and 1 other religion	R.E for All scheme Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? (Christianity, Islam and Hinduism) Christmas: Incarnation – God becoming human	R.E for All scheme Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? (Christianity, Islam and Hinduism)	R.E for All scheme Religion, family and community: What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect? (Various religions and views, particularly Christianity, Islam and Hinduism)

		Easter: Eucharist – remembering Jesus worldwide	Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? (Christianity, Islam and Hinduism)
Personal Development: 8 areas of success	SEAL/ Citizenship Greek myths - morals	SEAL/ Citizenship Equality – Martin Luther King, Nelson Mandela etc.	SEAL/ Citizenship Transition to secondary school

NB: Transition to new classes in July