

Subject	Term 1 - World War 2	Term 2 - Extreme Weather	Term 3 - Superhumans
Science	<p data-bbox="253 180 394 212"><b>Electricity</b></p> <ul data-bbox="280 252 824 1034" style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p data-bbox="857 180 1088 212"><b>States of matter</b></p> <ul data-bbox="862 252 1429 906" style="list-style-type: none"> <li>▪ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>▪ 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)</li> <li>▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p data-bbox="1469 180 1805 212"><b>Animals, including humans</b></p> <ul data-bbox="1447 252 2107 635" style="list-style-type: none"> <li>▪ describe the simple functions of the basic parts of the digestive system in humans</li> <li>▪ identify the different types of teeth in humans and their simple functions</li> <li>▪ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p data-bbox="1447 683 1525 715"><b>Sound</b></p> <ul data-bbox="1447 754 2107 1305" style="list-style-type: none"> <li>▪ identify how sounds are made, associating some of them with something vibrating</li> <li>▪ recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>

			<ul style="list-style-type: none"> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<b>Computing</b>	<p><b>We are co- authors</b></p> <ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> </ul>	<p><b>We are meteorologists</b></p> <ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> </ul> <p><b>We are historians</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</li> </ul>	<p><b>Espresso coding</b></p> <ul style="list-style-type: none"> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>

		concerns about content and contact.	
<b>Geography</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (<b>Shelter Box visit</b>)</li> </ul>	N/A
<b>History</b>	<p><b>The Battle of Britain</b></p> <ul style="list-style-type: none"> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>	<p><b>Ancient civilisations destroyed by natural disasters – e.g. Pompei</b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest</li> </ul>	N/A

	<b>Evacuation Day/ Museum visit</b>	civilizations - an overview of where and when the first civilizations appeared	
<b>Art and Design</b>	<b>Propaganda posters WW2</b> <ul style="list-style-type: none"> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	N/A	<b>Leonardo da Vinci?</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
<b>P.E.</b>	<b>Swimming</b> - (Every term) <ul style="list-style-type: none"> <li>□ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>□ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>□ perform safe self-rescue in different water-based situations.</li> </ul> <b>Gymnastics</b> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Dance</b> - perform dances using a range of movement patterns  <b>Rounders</b> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<b>Tennis</b> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  <b>Athletics</b> - develop flexibility, strength, technique, control and balance.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<b>R.E</b>	<p>Christianity</p> <p><b>Why is the Bible important to Christians now and in the past?</b> 1c 2f 3a 3d 3p</p> <p><u>The nature of the Bible</u> Basis of Christian faith as a witness to the actions of God in the life of humanity and especially in the birth, life, death, resurrection and ascension of Jesus Christ.</p> <p><u>Uses of the Bible</u> Its use in personal devotion. In public worship</p> <ul style="list-style-type: none"> <li>• How it is read in services in different Christian traditions</li> <li>• How the Gospels have special status</li> <li>• Use of Psalms as both readings and as songs for worship</li> <li>• Readings for festivals that focus on particular events in the life of Jesus in some churches.</li> </ul> <p>As a basis of art, song and culture</p> <p><b>How do Christians celebrate significant life events?</b> 1f 2c 3a 3f 3o</p> <p><b>The Church</b> <u>How the church celebrates its identity</u> Baptism and confirmation Ordination Worship</p> <p><b>The Christian Way of Life</b> <u>Significant Life events</u> Birth and growing-up and how in some traditions</p>	<p>Sikhism</p> <p><b>Introduction to Sikhism: what do the five K's tell us about Sikhism?</b> 1a 1j 2c 3b 3i 3n</p> <p><b>Belief</b> Sikhs believe in One God who is</p> <ul style="list-style-type: none"> <li>+ the Supreme Truth</li> <li>+ the Ultimate Reality</li> <li>+ the Creator of all things</li> </ul> <p>Gurbani (teachings of the Gurus)</p> <p><b>The Five K's (obligatory for members of the Khalsa)</b> Kesh, Kangha, Kara, Kachera, Kirpan</p> <p><b>The lives and teachings of the ten Gurus</b></p> <p><b>Why is the Gurdwara so important to Sikhs?</b> 1d 2a 3b 3j 3m</p> <p><b>Gurdwara</b> A place of Sikh worship, which extends a welcome to men and women of all races and creeds</p> <p>Features include</p> <ul style="list-style-type: none"> <li>+ congregation/community (sangat)</li> <li>+ common meal (langar)</li> </ul> <p>Significant people include</p> <ul style="list-style-type: none"> <li>+ Granthi, who reads the Guru Granth Sahib and preaches and explains the text</li> <li>+ musicians and singers</li> </ul> <p>The Golden Temple (Harmandir Sahib) and other historic gurdwaras</p> <p><b>Symbols</b> Ik Onkar (there is one God)</p> <ul style="list-style-type: none"> <li>+ appears at the beginning of each major composition in the scriptures</li> </ul> <p>Khanda+ the Sikh symbol</p>	<p>Christianity</p> <p><b>How did Christianity come to Cornwall?</b> 1b 2b 3a 3e 3l</p> <p><b>Cornwall as a place of Christianity</b> How Christianity came to Cornwall The Celtic Church and Celtic Christian spirituality The development of local celebrations which look beyond the origins of Christianity in Cornwall.</p> <p><b>What do the stories of Jesus teach us?</b> 1a 2a 3a 3c 3m</p> <p>A focus on the meaning and significance of stories</p> <p><b>Jesus</b> <u>Key features of Jesus Life</u> The life and teaching of Jesus as told in the Gospels</p> <ul style="list-style-type: none"> <li>• Baptism and temptation</li> <li>• Disciples, followers and friends</li> <li>• Teaching about parables and miracles</li> <li>• The Beatitudes and the two greatest commandments</li> </ul> <p><u>Jesus in Christian Experience</u> The effect of Jesus on the lives of the individuals.</p>

	<p>these relate to baptism and confirmation but not other traditions</p> <p>Marriage</p> <p>Death and the different ways funerals are conducted</p> <p>Different attitudes to death and why some Christians commemorate All souls Day and others' don't.</p>		
<b>Languages</b>	<p><b>Unit 7: On y va</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul> <p><b>Unit 8: L'argent de poche Pocket money</b></p> <ul style="list-style-type: none"> <li>count and understand numbers from 21 to 39; understand sums of money; develop</li> <li>skills in communicating in groups, using language learnt in the unit; develop their</li> <li>understanding of how sounds are represented in writing</li> </ul>	<p><b>Unit 9: Raconte - moi une histoire!</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing and responding</li> </ul> <p><b>Unit 10 Vive le sport! (Our sporting lives)</b></p> <ul style="list-style-type: none"> <li>say some sports that contribute to a healthy lifestyle; make a weekly record of</li> <li>sporting activities; understand related written information; know the names of some food and drinks</li> </ul>	<p><b>Unit 11 Le Carnaval des animaux ('Carnival of the Animals')</b></p> <ul style="list-style-type: none"> <li>ask and answer questions about animals; describe animals and begin to use</li> <li>feminine agreements; understand time on the hour; devise and perform a short</li> <li>dialogue, using structures learnt in this and previous units.</li> </ul> <p><b>Unit 12 Quel temps fait-il? (What's the weather like?)</b></p> <ul style="list-style-type: none"> <li>understand and say weather phrases; say which clothes they might wear in different</li> <li>conditions; respond appropriately when asked the date; use the new language in a short presentation</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li><b>Recorders</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> </ul>		
<b>Design/DT</b>	<b>Rationing and war - time cooking</b> <ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<b>Make survival shelters</b> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Make - select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities</li> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<b>Superfoods!</b> <ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>

<b>PSHE</b>	<b>Seal units:</b>  New beginnings  Getting on and falling out	<b>Seal units:</b>  Say no to bullying  Going for Goals!	<b>Seal units:</b>  Good to be me  Relationships  Changes
<b>English</b>	Poetry Diary entry Newspaper report		