CYCLE 1 – AUTUMN 1 - Coverage

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| HISTORY  TOPIC:  Stone Age | |  |  | | --- | --- | | Y3  1 | describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened | | 2 | use a timeline within a specific time in history to set out the order things may have happened | | 3 | use their mathematical knowledge to work out how long ago events would have happened | | 4 | appreciate that the early Brits would not have communicated | | 7 | recognise the part that archaeologists have had in helping us understand more about what happened in the past | | 8 | use various sources of evidence to answer questions and piece together information about a period in history | | Y4  1 | they plot recent history on a timeline using centuries | | 2 | place periods of history on a timeline showing periods of time | | 3 | use their mathematical skills to round up time differences into centuries | | 4 | explain how events from the past have helped shape our lives | | 6 | know that people in the past cooked and travelled differently and used different weapons from ours | | 8 | know that items found belonging to the past help us to build up an accurate picture of how people lived in the past | | 10 | they research what it was like for a child in a period from the past | | 11 | they give more than one reason to support an historical argument | | GEOGRAPHY  Topic:  Brazil | |  |  | | --- | --- | | Y5 – 1 | collect information about a place and use it in a report | | 2 | map land use | | 3 | find possible answers to their own geographical questions | | 4 | make detailed sketches and plans; improving accuracy later | | 6 | explain why many cities of the world are situated by rivers | | 7 | explain how a location fits into its wider geographical location; with reference to physical features | | 10 | explain why people are attracted to live by rivers | | 11 | explain how a location fits into its wider location (human and economical features) | | 13 | name and locate many of the world’s major rivers on maps | | 14 | name and locate many of the world’s most famous mountain regions on maps | | 16 | locate and name the main countries in South America on a world map and atlas | | Y6 – 5 | use maps, aerial photos, plans and web resources to describe what a locality might be like | | 6 | give extended descriptions of the physical features of different places around the world | | 7 | describe how some places are similar and others are different in relation to their human features | | 10 | give an extended description of the human features of different places around the world | | 11 | map land use with their own criteria | | 12 | describe how some places are similar and others are different in relation to their physical features | |
| MUSIC  Stone Age song | |  |  | | --- | --- | | 1 | sing a tune with expression | | 2 | sing songs from memory with accurate pitch | | 4 | perform a simple part rhythmically | | 5 | use different elements in my composition | | 6 | create repeated patterns with different instruments | | 7 | improvise using repeated patterns | | 12 | use notation to record compositions in a small group or on my own | | 13 | use musical words to describe a piece of music and compositions | | 14 | use musical words to describe what I like and what I do not like about a piece of music | | D/T  Favella’s  and Carnival Masks | |  |  | | --- | --- | | 3 | produce a detailed, step-by-step plan | | 5 | follow and refine my plans | | 8 | show that I consider culture and society in my plans and designs | | 12 | evaluate appearance and function against original criteria | | 13 | test and evaluate my products | | 14 | evaluate my product against clear criteria | |
| Art  Cave paintings | |  |  | | --- | --- | | 11 | use sketches to produce a final piece of art | | 12 | use line, tone, shape and colour to represent figure and forms in movement | | 13 | use marks and lines to show texture in my art | | 15 | identify the techniques used by different artists | | 16 | compare the work of different artists | | 17 | experiment with the styles used by other artists | | 18 | recognise when art is from different cultures | | 19 | recognise when art is from different historical periods | | 20 | explain some of the features of art from historical features | | 21 | collect my ideas and observations together to use as inspiration for my art work | | ART  Romero Britton | |  |  | | --- | --- | | 5 | identify and draw objects and use marks and lines to create texture | | 6 | organise line, tone, shape and colour to represent figures and forms in movement | | 9 | express emotion in my art | | 10 | explain why I have chosen specific techniques to create my art | | 12 | research the work of an artist and use their work to replicate a style | | 13 | explain the style of my work and how it has been influenced by a famous artist | | 14 | use feedback to make amendments and improvements to my art | | 15 | develop my artistic style by recording my observations and using them to review and revisit ideas | |

CYCLE 1 – AUTUMN 2

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| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| History  Topic:  Bronze Age and Iron Age | |  |  | | --- | --- | | Y3 – 1 | describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened | | 2 | use a timeline within a specific time in history to set out the order things may have happened | | 3 | use their mathematical knowledge to work out how long ago events would have happened | | 4 | appreciate that the early Brits would not have communicated | | 7 | recognise the part that archaeologists have had in helping us understand more about what happened in the past | | 8 | use various sources of evidence to answer questions and piece together information about a period in history | | 10 | identify similarities and differences between given periods in history | | Y4 – 1 | they plot recent history on a timeline using centuries | | 2 | place periods of history on a timeline showing periods of time | | 3 | use their mathematical skills to round up time differences into centuries | | 4 | explain how events from the past have helped shape our lives | | 6 | know that people in the past cooked and travelled differently and used different weapons from ours | | 8 | know that items found belonging to the past help us to build up an accurate picture of how people lived in the past | | 10 | they research what it was like for a child in a period from the past | | 11 | they give more than one reason to support an historical argument | | GEOGRAPHY  Topic: Tropical Rainforests  (Focus on The Amazon) | |  |  | | --- | --- | | Y5 – 1 | collect information about a place and use it in a report | | 3 | find possible answers to their own geographical questions | | 7 | explain how a location fits into its wider geographical location; with reference to physical features | | 11 | explain how a location fits into its wider location (human and economical features | | 12 | they explain what a place might be like in the future (issues impacting on human features | | Y6 – 6 | give extended descriptions of the physical features of different places around the world | | 7 | describe how some places are similar and others are different in relation to their human features | | 10 | give an extended description of the human features of different places around the world | | 12 | describe how some places are similar and others are different in relation to their physical features | |
| MUSIC  Christmas Play | |  |  | | --- | --- | | 1 | sing a tune with expression | | 2 | sing songs from memory with accurate pitch | | D/T  Christmas Fayre | |  |  | | --- | --- | | 1 | come up with a range of ideas after collecting information from different sources | | 2 | use market research to inform my plans and ideas | | 3 | produce a detailed, step-by-step plan | | 4 | suggest alternative plans; outlining the positive features and drawbacks | | 5 | follow and refine my plans | | 6 | explain how a product will appeal to a specific audience | | 8 | show that I consider culture and society in my plans and designs | | 9 | use a range of tools and equipment competently | | 11 | work within a budget | | 12 | evaluate appearance and function against original criteria | | 13 | show that I can test and evaluate my products | | 14 | evaluate my product against clear criteria | |
| ART  Remembrance | |  |  | | --- | --- | | 5 | sculpt clay and other mouldable materials | | ART  Collage – layers of the rainforest | |  |  | | --- | --- | | 10 | explain why I have chosen specific techniques to create my art | | 14 | use feedback to make amendments and improvements to my art | | 15 | develop my artistic style by recording my observations and using them to review and revisit ideas | |
| D/T  Christmas Stocking  Remembrance | |  |  | | --- | --- | | 1 | design a product and make sure it looks attractive | | 2 | use ideas from other people when I am designing | | 3 | produce a plan and explain it | | 4 | follow a step-by-step plan, choosing the right equipment and tools | | 5 | choose a textile for both its suitability and its appearance | | 6 | select the most appropriate tools and techniques for a given task | | 8 | present a product in an interesting way | | 9 | work accurately to measure, make cuts and make holes | | 10 | measure accurately | | 12 | evaluate products for both their purpose and appearance | | 13 | evaluate and suggest improvements for my designs |  |  |  | | --- | --- | | 1 | design a product and make sure it looks attractive | | 3 | produce a plan and explain it | | 4 | follow a step-by-step plan, choosing the right equipment and tools | | 6 | select the most appropriate tools and techniques for a given task | | 9 | work accurately to measure, make cuts and make holes | | 11 | I can prove that my design meets some set criteria | | 12 | evaluate products for both their purpose and appearance | | 13 | evaluate and suggest improvements for my designs | | 14 | I can persevere and adapt my work when my original ideas do not work | | 15 | I can explain how I have improved my original design | | MUSIC  Body percussion sounds of the rainforest  Samba Day | |  |  | | --- | --- | | 3 | maintain my part whilst others are performing their part | | 4 | perform parts from memory | | 5 | take the lead in a performance | | 7 | choose the most appropriate tempo for a piece of music when playing | | 8 | can change sounds or organise them differently to change the effect | | 9 | compose music which meets specific criteria | | 11 | use my music diary to record aspects of the composition process | | 12 | choose the most appropriate tempo for a piece of music when composing | | 14 | describe, compare and evaluate music using musical vocabulary | | 15 | explain why I think music is successful or unsuccessful | | 16 | analyse features within different pieces of music | | 18 | contrast the work of a famous composer and explain my preferences | | 19 | compare and contrast the impact that different composers from different times have had on people of that time | | 20 | suggest improvements to my own work and that of others |  |  |  | | --- | --- | | 3 | maintain my part whilst others are performing their part | | 4 | perform parts from memory | | 5 | take the lead in a performance | | 9 | compose music which meets specific criteria | |

CYCLE 1 – SPRING 1

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| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHY  Topic: Natural Disasters | |  |  | | --- | --- | | Y3 – 1 | use correct geographical words to describe places and events | | 2 | identify key features using a map | | 4 | plot North, South, East and West accurately on a map | | 6 | use maps and atlases using contents and indexes | | 7 | describe how volcanoes are created | | 8 | describe how earthquakes are created | | 9 | describe physical features around them | | 10 | recognise the 8 points of the compass | | 11 | describe how volcanoes have an impact on people’s lives | | 15 | name a number of countries in the northern hemisphere | | 16 | locate famous landmarks | | History  Topic: Anglo-Saxons  Including timelines  Geography  Maps | |  |  | | --- | --- | | Y5 - 1 | use dates and historical language in their work | | 2 | draw a timeline with different time periods outlined which show different information, e.g periods of history, when famous people lived | | 3 | use their mathematical skills to work out exact time scales and differences as need be | | 4 | describe historical events from different periods they are/have studied | | 6 | explain the role that Britain has had in spreading Christian values across the world | | 8 | appreciate that significant events in history have helped shape the country we have today | | 9 | have a good understanding as to how crime and punishment has changed over the years | | 10 | test out a hypothesis in order to answer a question | | 11 | appreciate how historical artefacts have helped us understand more about British lives in the present and the past | | Y6- 1 | say where a period of history fits on a timeline | | 2 | place a specific event on a timeline by decade | | 3 | place features of historical events and people from past societies and periods in a chronological framework | | 4 | summarise the main events from a specific period in history, explaining the order in which key events happened | | 7 | recognise and describe differences and similarities/changes and continuity between different periods of history | | 10 | describe a key event from Britian’s past using a range of evidence from different sources |  |  |  | | --- | --- | | 1 | collect information about a place and use it in a report | |
| Art  Art day – Escape to Pompeii | |  |  | | --- | --- | | 11 | use sketches to produce a final piece of art | | 12 | use line, tone, shape and colour to represent figure and forms in movement | | 13 | use marks and lines to show texture in my art | | 15 | identify the techniques used by different artists | | 17 | experiment with the styles used by other artists | | 20 | explain some of the features of art from historical features | | 21 | collect my ideas and observations together to use as inspiration for my artwork | | ART | |  |  | | --- | --- | | 5 | identify and draw objects and use marks and lines to create texture | | 6 | organise line, tone, shape and colour to represent figures and forms in movement | | 7 | use shading to create mood and feeling | | 8 | can successfully use shading to create mood and feeling | | 9 | express emotion in my art | | 10 | explain why I have chosen specific techniques to create my art | | 12 | can research the work of an artist and use their work to replicate a style | | 13 | explain the style of my work and how it has been influenced by a famous artist | | 14 | use feedback to make amendments and improvements to my art | |

CYCLE 1 – SPRING 2

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHY  Local Area (Skegby) | |  |  | | --- | --- | | Y3 – 2 | identify key features using a map | | 5 | use some basic OS map symbols | | 12 | describe human features around them? | | 13 | explain why a place is like it is | | Y4 – 12 | explain how a locality has changed over time (refer to human features?) | | 13 | find views about an environmental issue (what is their view?) | | 14 | suggest different ways a locality may be changed and improved | | HISTORY  Topic: Vikings  Viking Day | |  |  | | --- | --- | | Y5 – 1 | use dates and historical language in their work | | 4 | describe historical events from different periods they are/have studied | | 5 | make comparisons between historical periods; explaining things that have changed and things which have stayed the same | | Y6 – 1 | say where a period of history fits on a timeline | | 3 | place features of historical events and people from past societies and periods in a chronological framework | | 4 | summarise the main events from a specific period in history, explaining the order in which key events happened | | 6 | describe features of historical events and people from past societies and periods they have studied | | 7 | recognise and describe differences and similarities/changes and continuity between different periods of history |  |  |  | | --- | --- | | Y5 – 4 | describe historical events from different periods they are/have studied | | 8 | appreciate that significant events in history have helped shape the country we have today | | 11 | appreciate how historical artefacts have helped us understand more about British lives in the present and the past | | Y6 – 4 | summarise the main events from a specific period in history, explaining the order in which key events happened | | 6 | describe features of historical events and people from past societies and periods they have studied | |
| History  Victorians | |  |  | | --- | --- | | Y3 – 8 | use various sources of evidence to answer questions and piece together information about a period in history | | 10 | identify similarities and differences between given periods in history | | Y4 – 4 | explain how events from the past have helped shape our lives | | 10 | research what it was like for a child in a period from the past | | 11 | give more than one reason to support an historical argument | | 12 | communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out | | D/T  Creating shields  3D modelling in computing | |  |  | | --- | --- | | 4 | suggest alternative plans; outlining the positive features and drawbacks | | 5 | follow and refine my plans | | 6 | I can explain how a product will appeal to a specific audience | | 7 | justify my plans in a convincing way | | 8 | show that I consider culture and society in my plans and designs | | 9 | use a range of tools and equipment competently | | 14 | evaluate my product against clear criteria |  |  |  | | --- | --- | | 10 | make a prototype before making a final version | |
| D/T  Science Day  carousels | |  |  | | --- | --- | | 1 | design a product and make sure it looks attractive | | 2 | use ideas from other people when I am designing | | 3 | produce a plan and explain it | | 4 | follow a step-by-step plan, choosing the right equipment and tools | | 6 | select the most appropriate tools and techniques for a given task | | 7 | make a product which uses both electrical and mechanical components | | 8 | present a product in an interesting way | | 9 | work accurately to measure, make cuts and make holes | | 10 | measure accurately | | 11 | prove that my design meets some set criteria | | 12 | evaluate products for both their purpose and appearance | | 13 | evaluate and suggest improvements for my designs | | 14 | persevere and adapt my work when my original ideas do not work | | 15 | explain how I have improved my original design | |  |  |
| ART  L.S Lowry | |  |  | | --- | --- | | 1 | use different grades of pencil to shade and to show different tones and textures | | 3 | create a background using a wash | | 10 | show facial expressions and body language in sketches and paintings | | 11 | use sketches to produce a final piece of art | | 12 | use line, tone, shape and colour to represent figure and forms in movement | | 13 | use marks and lines to show texture in my art | | 15 | identify the techniques used by different artists | | 17 | experiment with the styles used by other artists | | 19 | recognise when art is from different historical periods | | 21 | collect my ideas and observations together to use as inspiration for my artwork | |  |  |

CYCLE 1 – SUMMER 1

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHY  Topic: Mediterranean | |  |  | | --- | --- | | Y3 - 1 | use correct geographical words to describe places and events | | 14 | explain how the lives of people living in a different country would be different from their own | | 17 | name and locate some European countries | | Y4 – 10 | explain why people are attracted to live in cities | | 11 | explain why people may live in a village rather than a city | | HISTORY  TOPIC: Vikings  Historical Enquiry: Were the Vikings Vicious?  GEOGRAPHY  MAPS | |  |  | | --- | --- | | Y5 – 1 | use dates and historical language in their work | | 4 | describe historical events from different periods they are/have studied | | 8 | appreciate that significant events in history have helped shape the country we have today | | 10 | test out a hypothesis in order to answer a question | | 11 | appreciate how historical artefacts have helped us understand more about British lives in the present and the past | | Y6 – 3 | place features of historical events and people from past societies and periods in a chronological framework | | 4 | summarise the main events from a specific period in history, explaining the order in which key events happened | | 6 | describe features of historical events and people from past societies and periods they have studied | | 10 | describe a key event from Britian’s past using a range of evidence from different sources |  |  |  | | --- | --- | | Y5 – 7 | explain how a location fits into its wider geographical location; with reference to physical features | | 11 | explain how a location fits into its wider location (human and economical features | | Y6 - 6 | give extended descriptions of the physical features of different places around the world | |
| MUSIC | |  |  | | --- | --- | | 8 | compose melodies and songs | | 10 | combine different sounds to create a specific mood or feeling | | 11 | use notation to record and interpret sequences of pitches. | | 12 | use notation to record compositions in a small group or on my own | | 13 | use musical words to describe a piece of music and compositions | | 14 | use musical words to describe what I like and what I do not like about a piece of music | | 15 | explain why silence is often needed in music and explain what effect it has | | 16 | identify and describe the character in a piece of music | | 17 | identify and describe the different purposes of music | | MUSIC  Composing about gods and goddesses with singing and instruments | |  |  | | --- | --- | | 1 | breathe in the correct place when singing | | 2 | sing in harmony confidently and accurately | | 3 | maintain my part whilst others are performing their part | | 4 | perform parts from memory | | 5 | take the lead in a performance | | 6 | improvise within a group using melodic and rhythmic phrases | | 7 | choose the most appropriate tempo for a piece of music when playing | | 8 | change sounds or organise them differently to change the effect | | 9 | compose music which meets specific criteria | | 11 | record aspects of the composition process | | 12 | choose the most appropriate tempo for a piece of music when composing | | 13 | use a variety of different musical devices in my composition (including melody, rhythms and chords) | | 14 | describe, compare and evaluate music using musical vocabulary | | 15 | explain why I think music is successful or unsuccessful | | 16 | analyse features within different pieces of music | | 20 | suggest improvements to my own work and that of others | |
| D/T  Mediterranean food for showcase | |  |  | | --- | --- | | 16 | describe how food ingredients come together | | 17 | I know how to be both hygienic and safe when using food | | D/T  Salt dough  Jewellery | |  |  | | --- | --- | | 1 | come up with a range of ideas after collecting information from different sources | | 3 | produce a detailed, step-by-step plan | | 4 | suggest alternative plans; outlining the positive features and drawbacks | | 5 | follow and refine my plans | | 6 | explain how a product will appeal to a specific audience | | 7 | justify my plans in a convincing way | | 8 | show that I consider culture and society in my plans and designs | | 9 | use a range of tools and equipment competently | | 12 | evaluate appearance and function against original criteria | | 14 | evaluate my product against clear criteria | |
| ART | |  |  | | --- | --- | | 3 | create a background using a wash | | 11 | use sketches to produce a final piece of art | | 12 | use line, tone, shape and colour to represent figure and forms in movement | | 15 | identify the techniques used by different artists | | 17 | experiment with the styles used by other artists | | 18 | recognise when art is from different cultures | | 21 | collect my ideas and observations together to use as inspiration for my artwork | | ART |  |

CYCLE 1 – SUMMER 2

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHY  Topic: Greece | |  |  | | --- | --- | | Y3 – 1 | they use correct geographical words to describe places and events | | 2 | identify key features using a map | | 4 | they plot North, South, East and West accurately on a map | | 6 | use maps and atlases using contents and indexes | | 14 | explain why a place is like it is | | 15 | name a number of countries in the northern hemisphere | | 16 | locate famous landmarks | | 17 | name and locate some European countries | | Y4 – 2 | find the same place on a globe and in an atlas | | 15 | locate the Tropic of Cancer and Capricorn | | 17 | know the countries that make up the European Union | | HISTORY  Topic: Mayans | |  |  | | --- | --- | | Y5 – 1 | use dates and historical language in their work | | 2 | draw a timeline with different time periods outlined which show different information, e.g periods of history, when famous people lived | | 4 | describe historical events from different periods they are/have studied | | 5 | make comparisons between historical periods; explaining things that have changed and things which have stayed the same | | 6 | explain the role that Britain has had in spreading Christian values across the world | | 10 | test out a hypothesis in order to answer a question | | Y6 – 1 | say where a period of history fits on a timeline | | 3 | place features of historical events and people from past societies and periods in a chronological framework | | 4 | summarise the main events from a specific period in history, explaining the order in which key events happened | | 6 | describe features of historical events and people from past societies and periods they have studied | | 7 | recognise and describe differences and similarities/changes and continuity between different periods of history | | 8 | look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint | |
| MUSIC  xylophones | |  |  | | --- | --- | | 3 | can play clear notes on an instrument | | 4 | perform a simple part rhythmically | | 5 | use different elements in my composition | | 6 | create repeated patterns with different instruments | | 7 | improvise using repeated patterns | | 8 | compose melodies and songs and create accompaniments for melodies and songs | | 10 | can combine different sounds to create a specific mood or feeling | | 11 | use notation to record and interpret sequences of pitches | | 12 | use notation to record compositions in a small group or on my own | | 13 | use musical words to describe a piece of music and compositions | | 14 | use musical words to describe what I like and what I do not like about a piece of music | | 15 | explain why silence is often needed in music and explain what effect it has | | 20 | improve my work; explaining how it has been improved | | D/T  Hot Chocolate  Worry dolls | |  |  | | --- | --- | | 1 | come up with a range of ideas after collecting information from different sources | | 2 | use market research to inform my plans and ideas | | 3 | produce a detailed, step-by-step plan | | 4 | suggest alternative plans; outlining the positive features and drawbacks | | 5 | follow and refine my plans | | 6 | explain how a product will appeal to a specific audience | | 8 | show that I consider culture and society in my plans and designs | | 13 | test and evaluate my products | | 14 | evaluate my product against clear criteria | | 15 | be hygienic and safe in the kitchen | | 16 | explain how products should be stored and give reasons |  |  |  | | --- | --- | | 1 | come up with a range of ideas after collecting information from different sources | | 2 | use market research to inform my plans and ideas | | 3 | produce a detailed, step-by-step plan | | 4 | suggest alternative plans; outlining the positive features and drawbacks | | 14 | evaluate my product against clear criteria | | 15 | be hygienic and safe in the kitchen | |
| ART  Print acropolis and draw reflection | |  |  | | --- | --- | | 2 | use a range of brushes to create different effects in painting (Y3). | | 3 | create a background using a wash | | 11 | use sketches to produce a final piece of art | | 12 | use line, tone, shape and colour to represent figure and forms in movement | | 14 | show reflections in my art | | Art  Printing | |  |  | | --- | --- | | 1 | explain why I have used different tools to create art | | 2 | create an accurate print design following criteria | | 3 | over print to create different patterns | | 4 | use images which I have created, scanned and found; altering them where necessary to create art | | 14 | use feedback to make amendments and improvements to my art | | 15 | develop my artistic style by recording my observations and using them to review and revisit ideas | |