

Autumn C Our Wonderful World			
English	Class 3 Fables Poems with a structure Persuasion-letters Fairy tales Classic Poetry Recount - newspapers	Class 4 Legends Persuasion Fairy tales Classic Poetry Recount - newspapers	Class 5 Legends Persuasion Classic fiction Poetry – songs and lyrics Persuasion – a formal review
Geography	Geographical Skills and fieldwork <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human and Physical Geography <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		
History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred and the Great and Athelstan, first king of England Further Viking invasions and Danegald Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 Britain's Settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire Scots invasion from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 		
Science	Animals Including Humans <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts 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 Light <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 		
Art, Design and Technology	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 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) To learn about great artists, architects and designers in history Design <ul style="list-style-type: none"> 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 		

	<p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) • Understand how key events and individuals in design and technology have helped shape the world technical knowledge • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	
	<p>Years 3 and 4</p> <p>Drawing Form and shape Lines and marks Experimenting Tone Texture</p> <p>Textiles</p> <ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. 	<p>Years 5 and 6</p> <p>Drawing Lines and marks Experimenting Tone, form and texture Perspective and composition Working from a variety of sources</p> <p>Textiles</p> <ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
R.E.	<p><u>Questful R.E. Scheme (BDBofE)</u></p> <p>Theme A: How and why do Christians read the Bible? Theme B: How important are holy books in faiths other than Christianity? (Islam, Hinduism, Sikhism) Theme C: Christmas – exploring the symbolism of light Theme D: Chanukah – Jewish festival of light (Judaism)</p>	
P.S.H.E.	<p><u>Coram Life Education</u></p> <p>Theme: Me and My Relationships Collaboration challenge! Give and take; How good a friend are you? Relationship cake recipe; Being assertive; Our emotional needs; Communication Theme: Valuing Difference Qualities of friendship; Kind conversations; Happy being me; The land of the red people; Is it true? It could happen to anyone</p>	