

Summer B Back to the Future			
English	Class 3 Playscripts Non-chronological reports Myths Reports Poems with figurative language	Class 4 Stories with a theme Poems with a structure Information booklets Myths Reports Poems with figurative language	Class 5 Short stories with flashbacks Discussion and debate Classic narrative poetry Myths Reports Poems with figurative language
Geography	Geographical Skills and fieldwork <ul style="list-style-type: none"> Use the 8 points of a compass, 4- and 6- figure references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Locational Knowledge <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
History	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China 		
Science	Electricity <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors Evolution and Inheritance <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 		
Art and Design	<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 Make		

	<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) 		
	<table border="1"> <tr> <td data-bbox="419 573 911 1397"> <p>Years 3 and 4</p> <p>Drawing Form and shape Lines and marks Experimenting Tone Texture</p> <p>Digital Media</p> <ul style="list-style-type: none"> • Record and collect visual information using digital cameras and video recorders • Present recorded visual images using software • Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision • Change the type of brush to an appropriate style • Create shapes by making selections to cut, duplicate and repeat • Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose </td> <td data-bbox="911 573 1399 1397"> <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>Digital Media</p> <ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras etc • Present recorded visual images using software e.g. Photostory, PowerPoint • Use a graphics package to create and manipulate new images • Be able to import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas </td> </tr> </table>	<p>Years 3 and 4</p> <p>Drawing Form and shape Lines and marks Experimenting Tone Texture</p> <p>Digital Media</p> <ul style="list-style-type: none"> • Record and collect visual information using digital cameras and video recorders • Present recorded visual images using software • Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision • Change the type of brush to an appropriate style • Create shapes by making selections to cut, duplicate and repeat • Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose 	<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>Digital Media</p> <ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras etc • Present recorded visual images using software e.g. Photostory, PowerPoint • Use a graphics package to create and manipulate new images • Be able to import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas
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R.E.	<p><u>Questful R.E. Scheme (BDBofE)</u></p> <p>Theme A: Ideas about God</p> <p>Theme B: Names for God (Islam and Hinduism)</p> <p>Theme C: The Lord's Prayer</p>		
P.S.H.E.	<p><u>Coram Life Education</u></p> <p>Theme: Being My Best What makes me ME! Making choices; SCARF hotel; Harold's seven R's; My school community 1; Basic first aid</p> <p>Theme: Growing and Changing How are they feeling? Taking notice of our feelings; Dear Hetty; Changing bodies and feelings; Growing up and changing bodies; Help I'm a teenager, get me out of here! Dear Ash; Stop, start stereotypes</p> <p><i>(Learning in this section is differentiated according to year group and is delivered in line with the National Curriculum guidance)</i></p>		