

<b>Summer C Masterpiece</b>			
<b>English</b>	<b>Class 3</b> Stories from other cultures Debate Classic poetry Mystery/adventure/fantasy stories	<b>Class 4</b> Stories from other cultures Debate Folk tales Poems on a theme	<b>Class 5</b> Stories from other cultures Debate Novel as a theme Recount- autobiography Poems on a theme
<b>Geography</b>	<b>Geographical Skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Understand <b>geographical similarities</b> and differences through the study of human and physical geography of a region of the United Kingdom, a <b>region in a European country</b> and a region in North or South America</li> </ul>		
<b>History</b>	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> <ul style="list-style-type: none"> <li>The changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century</li> <li><b>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</b></li> <li>A significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>		
<b>Science</b>	<b>Plants</b> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>		
<b>Art and Design</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>To learn about great artists, architects and designers in history</li> </ul> <b>Design</b> <ul style="list-style-type: none"> <li>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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks (for example, <b>cutting, shaping, joining and finishing</b>), accurately</li> <li>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</li> </ul>		

	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Understand how key events and individuals in design and technology have helped shape the world technical knowledge</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</li> </ul>	
	<p><b>Years 3 and 4</b></p> <p><b>Drawing</b> Form and shape Lines and marks Experimenting Tone Texture</p> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes</li> <li>• Create surface patterns and textures in a malleable material</li> <li>• Use papier mache to create a simple 3D object</li> </ul>	<p><b>Years 5 and 6</b></p> <p><b>Drawing</b> Lines and marks Experimenting Tone, form and texture Perspective and composition Working from a variety of sources</p> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation or imagination</li> <li>• Use recycled, natural and man-made materials to create sculptures</li> <li>• Plan a sculpture through drawing and other preparatory work</li> <li>• Develop skills in using clay including slabs, coils, slips etc</li> <li>• Produce intricate patterns and textures in a malleable media</li> </ul>
R.E.	<b>Questful R.E. Scheme (BDBofE)</b>	
P.S.H.E.	<b>Coram Life Education</b>	