

Autumn A – The World Outside our Window	Spring A – A Drop in the Ocean	Summer A – Healthy Me
OBJECTIVES	OBJECTIVES	OBJECTIVES
<p>Science: <i>Living Things and their habitats</i></p> <ul style="list-style-type: none"> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics <p>Electricity</p> <ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - Use recognised symbols when representing a simple circuit in a diagram. <p>History:</p> <ul style="list-style-type: none"> - A local History Study <p>Geography:</p> <ul style="list-style-type: none"> - 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) and land-use patterns; and understand how some of these aspects have changed over time. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Use the 8 points of a compass, 4 and 6-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. <p>Art:</p> <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] - about great artists, architects and designers in history <p>Music:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Science: <i>Light</i></p> <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. <p>Forces:</p> <ul style="list-style-type: none"> - Identify the effects of water resistance <p>Properties and changes of materials:</p> <ul style="list-style-type: none"> - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <p>History:</p> <ul style="list-style-type: none"> - A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt <p>Geography:</p> <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> - Coasts and rivers - The Water Cycle 	<p>Science: <i>Animals including humans</i></p> <ul style="list-style-type: none"> - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans. <p>Forces</p> <ul style="list-style-type: none"> - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect - identify the effects of air resistance, water resistance and friction, that act between moving surfaces <p>Geography:</p> <ul style="list-style-type: none"> - Use the 8 points of a compass, 4 and 6-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 - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. - Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water

<ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the interrelated dimensions of music - use and understand staff and other musical notations <p>Languages:</p> <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <p>PE:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games and apply basic principles suitable for attacking and defending - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team (year 6) <p>Computing:</p> <ul style="list-style-type: none"> - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
CONTENT	CONTENT	CONTENT
<p>Content:</p> <p>Science:</p> <ul style="list-style-type: none"> - visited woodland habitats, set bug traps, studied bugs found - dissected plants - Visit to Bat houses - seeds germinating experiment - growing mould experiment - looked at fairy lights (built own) <p>History:</p> <ul style="list-style-type: none"> - visit local farm (old airfield site) - walked route of airfield - NDR visit - Kinda Kafe Trip History of Norwich (year 5) - Salhouse Road walk to study change of Rackheath <p>Geography:</p> <ul style="list-style-type: none"> - Map reading and orienteering on residential (year 6) - Salhouse road walk to discuss landuse 	<p>Ideas:</p> <p>Science:</p> <ul style="list-style-type: none"> Looking at and experimenting with light through water Water resistance ideas of building a boat. What size? Using foil Separate salt water <p>History:</p> <ul style="list-style-type: none"> Looking at Egyptian food Make some? (DT). <p>Geography:</p> <ul style="list-style-type: none"> Comparing broads to the Nile River study (features of rivers) Coastal study (sea defences) Balanced argument DT protecting a coast Major oceans major rivers (UK rivers and seas) <p>Art:</p> <ul style="list-style-type: none"> Plastic sculptures Prisms and colours? <p>RE:</p>	<p>Ideas:</p> <p>Science:</p> <ul style="list-style-type: none"> Bring bikes into school to look at how gears work Experiments around this. Clothes for swimming to see effect of water resistance (can experiment in pool with clothes on?) RSE links to science <p>History:</p> <p>Geography:</p> <ul style="list-style-type: none"> Set up orienteering course around school/jubilee park. Healthy meals menu – link with food miles Farm to fork trip? Easton college working farm trip? PASSPORT day – linked to Olympics

<ul style="list-style-type: none">- NDR visit (rackheath development)- Designing new estate to Rackheath- Traffic surveys <p>Art: Window – Jeannie Baker</p> <p>Music: - Ukulele</p> <p>Languages: - Mandarin</p> <p>PE: Hockey, Netball, Basketball, Tag Rugby, Dance</p>	<p>Noah’s Ark</p> <p>DT: protecting a coast Bridge building</p> <p>Floodland (Power of Reading)</p>	
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