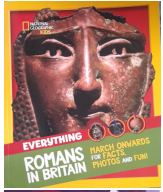
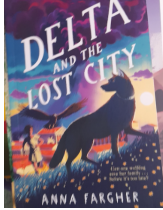
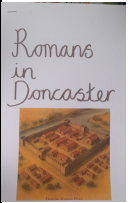
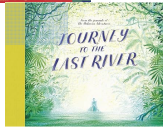
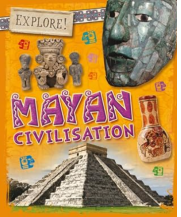
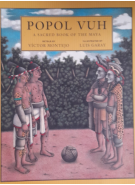
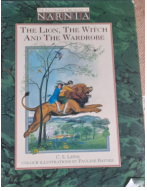




Autumn Term1	Autumn Term2	Spring Term		Summer Term1	Summer Term2
Roman Invasions	Roman Britain	Amazon: Rivers and Rainforests		The Mayan Civilisation	The USA
Core Text:  	Core Text:  	Core Text:  	Core Text:   	Core Text:  	Core Text:   
Hook: Visit to Murton Park	Hook: Visit to Doncaster Museum Parental workshop- making Roman helmets DT	Hook Visit: In school workshop	Hook: Yorkshire Wildlife Park	Hook: In School workshop	Hook: Visitor in School to share story of their journey across the USA Gulliver's Residential
Writing Outcomes: Non- chronologic report Character Description	Writing Outcomes: Newspaper report- Romans in Doncaster Setting Description	Writing Outcomes: Persuasive writing- look after the rainforests Diary	Writing Outcomes: Report about rivers Narrative	Writing Outcomes: Instruction writing Myth	Writing Outcomes: Report monument/national park Narrative



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Curriculum Drivers

Science Key Objectives & Outcomes

<u>Teeth and Digestion</u>	<u>States Of Matter</u>	<u>Classification and Environment</u>	<u>Sound</u>	<u>Electricity</u>
- The importance of looking after teeth and what can happen if we do not look after our teeth - How eating and drinking can damage teeth over time - That not all animals have the same teeth - The teeth that animals have greatly depend on whether that animal is a carnivore, an omnivore or an herbivore - The different organs that make up the digestive system - How the digestive system functions as a whole system	- What the three states of matter are and the properties of each one. - The processes of melting and freezing and how these processes affect the properties and state of a substance - Some of the conditions that can affect melting and freezing for example temperature	- A habitat is the natural home of an organism •all living organisms display the seven characteristics of life - Organisms within a habitat or ecosystem are interdependent - The relationships between organisms can be represented by food chains and food webs - The difference between a vertebrate and an invertebrate - Vertebrates can be classified into five different groups - Invertebrates can be classified into seven different groups - Characteristics of animals supports us with classification - We can use a key to identify and classify animals - Plants can be classified as flowering or non-flowering - Non-flowering plants can be classified into three groups - Who Libbie Hyman was and why she is considered significant - That environments can change due to natural causes and through the actions of humans and that these changes can be both positive and negative - The organisms and habitats found within their own local environment and how these are changing	- Sound is a form of energy which is produced when something vibrates - Different instruments make sound in different ways - Sound travels in waves - How sound travels through solids, liquids and gases - What makes up the inside of our ears - How we hear and how we can protect our hearing - Volume is the intensity of sound and is determined by the strength of vibrations - Pitch is how high or low a sound is and is controlled by the speed of vibrations - The distance we are from a sound impacts the volume at which we hear the sound	- Electricity is a form of energy which powers many things we use everyday - An electric current is a flowing charge of electricity - There are renewable and non-renewable methods of producing electricity - Some appliances use electricity



	• What the processes of evaporation and condensation are • What the water cycle is • where the processes of evaporation and condensation fit into the water cycle • The importance of the water cycle for plants and animals			and others do not • It is important to be safe and sensible around electricity • What a circuit is and which components are needed to construct a circuit • The difference between a complete and incomplete circuit • How the brightness of a bulb can change within a circuit • The function of a simple switch within a circuit • Which materials
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				are conductors and insulators of electricity and how to investigate this property
History Key Objectives & Outcomes				
<u>Roman Invasions</u> - Who were the Romans and why did Caesar want to invade Britain? - Who were the tribal Britons and what happened when Claudius invaded? - Why were the Roman military so successful in expanding Empire? - Who was Boudicca and how did she challenge the Roman occupation? - How did the Romans attempt to defend the land they had invaded whilst still conquering more? - What caused the decline and fall of Roman Britain?	<u>Roman Britain</u> - Who lived in Roman Britain? - What was life like in a Roman town and how were those towns connected? - What did the Romans believe and did they bring their beliefs to Britain? - How did the Romans link Britain to the rest of the Roman Empire? - What influence have the Romans		<u>Mayan Civilisation</u> - Learnt about when and where the ancient Maya lived - Explored what we know about the ancient Maya people and their cities - Discovered the ancient Maya beliefs - Learnt about the different foods the ancient Maya ate - Explored how the ancient Maya read, wrote and told the time - An understanding of what happened to the Ancient Maya evaluating the possible theories for their decline	



	had on our words and numbers? What can we learn from investigating an archaeological site?			
Geography Key Objectives & Outcomes				
		<u>Amazon: Rivers and Rainforests</u> - That South America is a continent found in the Southern Hemisphere. - What the climate and land is like across South America. - The names and locations of the countries within South America. - Information about the peoples of the countries of South America. - What tropical rainforests are and where in the world they are located. - What the different layers of a rainforest are and the key characteristics of each. - Which animals can be found living in a tropical rainforest and their characteristics. - Information about the people living in the Amazon Rainforest. - How and why the Amazon Rainforest is being destroyed. - The features of a river and where in the world major rivers are found. - How rivers shape the land through erosion and deposition. - How the Amazon and other rivers are used by humans.		<u>The USA</u> - The USA is located in North America and is in the Northern Hemisphere - There are four major climate zones found across North America and the USA - There are many physical features across the USA: Appalachian Mountains, Rocky Mountains, Great Salt Lake, Grand Canyon, Missouri and Mississippi rivers, Mojave Desert, Everglades and Niagara Falls - The USA is separated into states - The population differs across the states - There are man-made



				landmarks in the USA: Statue of Liberty, Mount Rushmore, Golden Gate Bridge, Space Needle, Hoover Dam A comparison of life in different states to their own lives in their own locality
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Art Key Objectives & Outcomes

Drawing and Sketchbooks

Storytelling Through Drawing

Explore how artists create sequenced drawings to share and tell stories.
Create accordion books or comic strips to retell poetry or prose through drawing.



Exploring Still Life

Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.



The Art of Display

Explore how the way we display our work can affect the way it is seen.





DT Key Objectives & Outcomes					
	<u>Mechanical systems – Sling shot car</u> - To build a car chassis - To design a shape that reduces air resistance - To make a model based on a chosen design - To assemble and test my completed product	<u>Electrical systems - Torches</u> - Identify electrical products and explain why they are useful. - Help to make a working switch. - Identify the features of a torch and how it works. - Describe what makes a torch successful. - Create suitable designs that fit the success criteria and their own design criteria. - Create a functioning torch with a switch according to their design criteria.	<u>Adapting a food recipe</u> - To follow a baking recipe - To make and test a prototype - To design a biscuit to a given budget - To make a biscuit that meets a given design brief	<u>Digital world – Mindful moments timer</u> - To create a design criteria for an electronic timer based on analysis of existing products - To apply understanding of computer programming to instruct and control a Microbit to function as a timer - To design, make and develop a prototype case for my mindful moment timer - To design a logo for a mindfulness company using computer-aided design.	



French Key Objectives & Outcomes

<u>French Greetings with Puppets</u>	<u>French adjectives of colour, size and shape</u>	<u>French playground games: numbers and age</u>	<u>In a French classroom</u>	<u>French Transport</u>	<u>A circle of life in French.</u>
• To know that in French there are formal and informal greetings and when it is appropriate to use each one. • To know that different greetings are used at different times of the day. • To know that tone of voice can indicate a question. • To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. • To know that French words are pronounced differently to the way they are spelt.	• To know that in French there are formal and informal greetings and when it is appropriate to use each one. • To know that different greetings are used at different times of the day. • To know that tone of voice can indicate a question. • To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. • To know that French words are pronounced differently to the way they are spelt.	• I can say the numbers one to six in French • I am can recognise some of the number words one-six in French • I can play a game using number words • I can say the numbers one to six in French • I am can recognise some of the number words one-six in French • I can play a game using number words • I can say the numbers one to six in French • I am can recognise some of the number words one-six in French • I can play a game using number words	• I can understand and respond to instructions in the classroom • I can give instructions in the classroom • I can recognise words which the teacher mouths silently • I can understand and respond to instructions in the classroom • I can give instructions in the classroom • I can recognise words which the teacher mouths silently • I can ask a question in French about something I have or don't have	• To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator • To know that a bilingual dictionary is a special dictionary to translate words from one language to another • To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the words are listed in English • To know that placing ne and pas around a verb makes the verb negative • To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)	• To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator • To know that a bilingual dictionary is a special dictionary to translate words from one language to another • To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the words are



			• I can answer a question in French about something I have or don't have • I can use and share different strategies to help me remember new vocabulary		listed in English • To know that placing ne and pas around a verb makes the verb negative • To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)
PHSE Key Objectives & Outcomes					
<u>Family and Relationships</u> • Learning that families are varied and differences must be respected;	<u>Health and Wellbeing</u> • Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others;	<u>Safety and Changing Body</u> • Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	<u>Citizenship</u> • Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community	<u>Economic Wellbeing</u> • Exploring: choices associated with spending, what makes something	



understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	developing a growth mindset; identifying calming activities and developing independence in dental hygiene.		diversity; looking at the role of local government.	good value for money, career aspirations and what influences career choices.
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Music Key Objectives & Outcomes

<u>Adapting and transposing motifs</u>	<u>Rock and Roll</u>	<u>Body Tuned percussion</u>	<u>Changes in pitch and tempo</u>	<u>Haiku music</u>	<u>Samba Carnival</u>
- Learn a new song, singing in time and in tune while following the lyrics. - Identify motifs aurally and play a repeated pattern on a tuned instrument. - Create and performing a motif, notating it with	- To understand the history of rock and roll music - To be able to stay in time to a piece of rock and roll music - To be able to perform with a sense of style - To play a walking bass line on tuned percussion - To be able to play a rock and roll bass line	- Identify the structure of a piece of music. - Have an idea as to when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Have two contrasting rhythms being played together. - Have two different melodies being played together. - Have a complete piece of music with four different layers with an appropriate structure.	- To sing in two parts using expression and dynamics - To recognise key elements of music - To perform a vocal ostinato	- To describe the festival of Hanami using words and sounds - To represent a blossom tree using sounds - To identify different musical features - To use descriptive vocabulary - To work as a group to create a piece of music to celebrate Hanami - To perform a piece of music to celebrate Hanami	- Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. - Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.



- reasonable accuracy. - Transpose their motif, using sharp or flat notes where necessary and change the rhythm. - Combine different versions of a musical motif and perform as a group using musical notation.	To be able to play a rock and roll piece of music		- To create and perform an ostinato - To improve and perform a piece of music based around ostinatos		- Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). - Play their break in time with the rest of their group and play in the correct place in the piece. - Play in time and with confidence; accurately playing their break.
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Computing Key Objectives & Outcomes

<u>Ebook creation</u>	<u>Animation</u>	<u>Programming in Scratch</u>	<u>Data Handling</u>	<u>Video Editing</u>	<u>Internet research and 3D design</u>
- Add page colour and style - Add, position and format text on different pages	Create a stop-motion video by duplicating slides that	Program inputs with loops, selection and sensing for interactions.	Change appearance of cells in a spreadsheet (fill colour and border) then add and align text.	- Add scene images. - Add scripted voiceover audio, adjust the volume and crop clips (including	Use search technologies to find specific



• Add and position images from camera/web • Add audio, including hiding it behind an object. • Add hyperlinks to text and images • Add and format shapes • Use hyperlinks for navigation • Add audio to pages	• include backgrounds and shapes. • Create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a screenshot. • Animate individual elements of objects. • Create animated GIF files by animating pixels.	• Work with variables and various forms of input and output. • Debug programs that accomplish goals. (Correcting errors) • Use selection, data variables and operators. • Program a virtual robot using Scratch blocks.	• Find and add data to a spreadsheet, resize cells and use the software to create a suitable chart with a title.	splitting a clip). • Add more clips and use transition effects. • Add titles. • Use elements such as shapes. • Add music background music and adjust the volume. • Export a project.	pieces of information. • Understand features of an Internet Browser. • Reference the correct source of information. • Be discerning in evaluating digital content. • Check the internet for fake news by cross-referencing facts.
R.E Key Objectives & Outcomes					



<u>Are all religions equal?</u> Bahá'í, Sikh, Hindu,	<u>How can books also be teachers?</u> Sikh, Christian, Buddhist (plus option to include locally represented worldview)	<u>Just how important are our beliefs?</u> Sikh, Muslim, Jewish (plus option to include locally represented worldview)	<u>Who was Jesus?</u> Christian, Jewish, Muslim	<u>Why is the Bible the best-selling book of all time?</u> Christian	<u>Does the language of scripture matter?</u> Christian, Muslim, Jewish
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P.E Key Objectives & Outcomes

<u>Tennis</u> - Utilise changes of direction, speed & level during performances/competition to succeed - Select and utilise appropriate tactics and techniques to cause problems for opponents - Displays an understanding of fair play, working well with others and leading a small group <u>Handball</u> - Select and utilise appropriate tactics and techniques to cause problems for opponents - Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)	<u>Dodgeball</u> - Select and utilise appropriate tactics and techniques to cause problems for opponents - Displays an understanding of fair play, working well with others and leading a small group - Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)	<u>OAA</u> - Utilise changes of direction, speed & level during performances/competition to succeed - Displays an understanding of fair play, working well with others and leading a small group - Change running styles according to distance, with the intention of beating personal best's <u>Gymnastics</u> - Utilise changes of direction, speed & level during performances/competition to succeed - Displays an understanding of fair play, working well with others and leading a small group	<u>Dance</u> - Create movements that convey a clear stimulus, refining these movements into sequences - Displays an understanding of fair play, working well with others and leading a small group - Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements <u>Hockey</u> - Utilise changes of direction, speed & level during performances/competition to succeed - Select and utilise appropriate tactics and	<u>Cricket</u> - Utilise changes of direction, speed & level during performances/competition to succeed - Select and utilise appropriate tactics and techniques to cause problems for opponents - Displays an understanding of fair play, working well with others and leading a small group <u>Tag Rugby</u> - Select and utilise appropriate tactics and techniques to cause problems for opponents - Demonstrates a developed understanding of how the body changes/functions during exercise	<u>Athletics</u> - Select and utilise appropriate tactics and techniques to cause problems for opponents - Demonstrates a developed understanding of how the body changes/functions during exercise <u>Rounders</u> - Select and utilise appropriate tactics and techniques to cause problems for opponents - Displays an
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	<u>Fitness</u> • To develop speed and strength. • To complete actions to develop co-ordination. • To complete actions to develop agility. • To complete actions to develop balance. • To complete actions to develop stamina.	• Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements	techniques to cause problems for opponents • Displays an understanding of fair play, working well with others and leading a small group	• Use fundamentals of movement to employ simple tactics in competitive environments	understanding of fair play, working well with others and leading a small group). Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)
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