

Sileby Redlands Community Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Road trip USA		Blue Abyss		Tudors	
	<p>English Biography Myths and Legends (T4W) Diary entries Recounts: post cards Newspapers (T4W) Poems e.g. kennings, cinquain</p>		<p>English Persuasion (T4W) Issues and Dilemmas Fantasy/ Dilema stories Poems on a theme - personification Explanation text(T4W)</p>		<p>English Novel as a theme Classic poetry (T4W) Non-chronological report (T4W) Discussion - Debate Diary entries Shakespeare</p>	
	<p>Maths Number and Place value numbers to 10,000 Addition and subtraction Multiplication and Division</p> <p>Science – Where is the greatest rain fall in the USA States of matter - Water cycle</p> <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>History Can research events in relation to American history?</p> <ul style="list-style-type: none"> I can use a time live to plot events 		<p>Maths Graphs reading and interpreting data Fractions Time analogue and digital representations Decimals Money</p> <p>Science – What do we know about our oceans? Sound– How does sound travel through air and water?</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear 		<p>Maths Mass, Volume and Length Area of Figures Geometry Position and Movement Roman Numerals</p> <p>Science – What can we learn about different habits and animals from the work of Sir Walter Raleigh and Sir Francis Drake? Habitats and the environment</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local 	

	<ul style="list-style-type: none"> • I can use my mathematical skills to round up time differences into centuries and decades. • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and artefacts can be used to help build up a picture of life in the past. • I can explain how an event from the past has shaped our life today. • I can research two versions of an event and explain how they differ. • I can research what it was like for children in a given period of history and present my findings to an audience. <p>Geography - Can we identify the different states of America?</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key 	<ul style="list-style-type: none"> • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases • recognise that environments can change and that this can sometimes pose dangers to living things. <p>States of matter How is global warming affecting the ice caps and our oceans?</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) <p>Geography - Can I use a range of resources to enable me to label the oceans around the world looking at latitude longitude?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United 	<p>and wider environment</p> <ul style="list-style-type: none"> • Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Electricity- What did the Tudor discover in relation to electricity?</p> <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. <p>History- Can I create a royal family tree?</p> <ul style="list-style-type: none"> • I can plot events on a timeline using centuries. • I can use my mathematical skills to round up time differences into centuries and decades. • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and
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	<p>physical and human characteristics, countries, and major cities.</p> <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). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>Citizenship / Britishness / SMSC:</p> <ul style="list-style-type: none"> I can explain why people may be attracted to live in cities (why they invaded Britains Cities on a UK map Locate Islands around UK What is the same and different about the voting systems in the USA and UK? I can name and locate some of the main islands that surround the United Kingdom. I can explain how an event from the past has shaped our lives today inRight and responsibilities – voting, slave trade <p>Music: How is music used to communicate? (Native Americans)</p> <ul style="list-style-type: none"> Appreciate and understand a wide 	<p>Kingdom and the wider world</p> <p>Art: What techniques can you apply to creating a sea scape?</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: Can we compose a piece of music which reflects ocean noises, whale sounds?</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations <p>Computing: <u>Algorithms and programming</u></p> <ul style="list-style-type: none"> I can experiment with variables to control models. I can give an on-screen robot specific instructions that takes them from A to B. I can make an accurate prediction and explain why I believe something 	<p>artefacts can be used to help build up a picture of life in the past.</p> <ul style="list-style-type: none"> I can explain how an event from the past has shaped our life today. I can research two versions of an event and explain how they differ. I can research what it was like for children in a given period of history and present my findings to an audience. <p>Geography: What was it like to live in Britain during Tudor times?</p> <ul style="list-style-type: none"> I can carry out research to discover features of villages, towns or cities. I can plan a journey to a place in England. I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another. I can explain the difference between the British Isles, Great Britain and the United Kingdom. I know the countries that make up the European Union. I can find at least six cities in the UK on a map. I can name and locate some of the main islands that surround the United Kingdom. <p>Music: How would I describe the music Tudors listened to? (Henry 8thGreensleeves)</p> <ul style="list-style-type: none"> Play and perform in solo and
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	<p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music. <p>DT/Art: Can I create a Dream catcher? (Native Americans)</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>PE: Team Building Games Football (invasion games) Hockey (invasion games) Basketball (invasion games)</p> <p>Computing: <u>Digital literacy</u></p> <ul style="list-style-type: none"> • To recognise acceptable and unacceptable behaviour using technology. <p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • experiment with variables to control models. • I can give an on-screen robot specific 	<p>will happen (linked to programming).</p> <ul style="list-style-type: none"> • I can de-bug a program. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. • I can produce and upload a pod cast. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. <p>RE:</p> <ul style="list-style-type: none"> • What can we learn from religions about deciding what is right or wrong? • Why is Jesus inspiring to some people? <p>PE: Creative Movement (gymnastics) Striking and fielding (Cricket) SAQ Creative Movement (Dance)</p>	<p>ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations <p>DT/Art: Can I draw a self-potrait? (in the style of Tudors monarchs)</p> <p>PE: Net/wall Games (tennis) Athletics (Running, Jumping and throwing) Striking and fielding(Rounder's) Outdoor Adventure Activities</p> <p>Computing: <u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that takes them from A to B. • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program. <p><u>Information technology</u></p>
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	<p>instructions that takes them from A to B.</p> <ul style="list-style-type: none"> • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. • I can produce and upload a pod cast. <p>RE Understanding diversity (Native Americans) Everybody is unique and has different views.</p> <ul style="list-style-type: none"> • What does it mean to be a Christian in Britain today? 		<ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. • I can produce and upload a pod cast. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. <p>RE: What do we know about the Tudors and their religious belief (Catholics and Protestants)?</p> <ul style="list-style-type: none"> • Why are festivals important to religious communities?(links to Eid) • Why do some people think that life is a journey and what significant experiences mark this?
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