



THE MARTON ACADEMY

LABOR OMNIA VINCIT

Year 3 & 4 Curriculum Topic Map

September 2020

Our Ambition: To be the highest performing MAT in the country

Our Mission: To improve the communities we serve for the better

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers/ Enrichment	<p>Visitor from Water Aid / or similar organisation: https://www.wateraid.org/uk/request-a-speaker.</p> <p>Cultural Diversity: Discussion of the needs shared by all people regardless of background, nationality race etc. An examination of community projects aimed at improving water quality where a diverse range of people have shared their skills to make the project a success. Visit to a local water source or reservoir: explore themes of one world that we all need to care for.</p> <p>Aspiration: Visitor to discuss with pupils the role they carry out and how they got involved with the organisation. Discuss how we can all make a difference in caring for our local environment. DT continue themes of resilience and importance of learning from setbacks (inspirational quotes regarding failure can be instructive: see Winston Churchill, Michael Jordan, Alex Fergusson)</p> <p>Cultural Diversity: The Rugby World Cup discuss the range of countries involved in the tournament and how the things they have in common outweigh the differences. We can compete with each other but respect each other and share a love of the game or sport. There would be no world cup if people couldn't play together regardless of background.</p> <p>Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.</p> <p>Stories from other faiths and religions: The story of Rama and Sita.</p>							<p>Visit to hear an orchestral performance with opportunities to hear a classical performance. (Consider joint trust performance for Y4).</p> <p>Aspiration: Orchestral members to speak to small groups about their instruments and what you have to do to learn to play. Link to values such as positivity and work ethic/ resilience , teamwork etc. (Enrichment Opportunity: Newark Violin School. Visitor to school to showcase elements of the design and making process and again to talk about how they learned their skills and the traits and dispositions needed to succeed.)</p> <p>Cultural Diversity: Discussions of how an orchestra is made up of many people often from a range of backgrounds and how each roles in an orchestra may be different but each enriches the music produced. (Enrichment Opportunity (Youtube How music saved Venezuela's children- inclusive orchestra from area of high deprivation.) Link to Team work.</p> <p>Consider the achievements of an artist from another culture Fujishima Takeji discuss how he was influenced by the French Impressionists and how cultures benefit from each other.</p>						
PE	<p>Throwing and catching</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 							<p>Dance</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Perform dances using a range of movement patterns; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						

	<p>Attacking and defending</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Perform dances using a range of movement patterns; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science	<p>Precious Water</p> <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Make observations of melting and freezing 2. Investigate evaporation rates 3. Observe condensation 4. Investigate the link between evaporation rates and surface area 5. Draw conclusions about the temperature of water based on recorded data 6. Investigate which materials clean (filter) water the most effectively 7. Draw and label diagrams of the water cycle 							<p>Sound</p> <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Classify sounds according to whether they are high or low 2. Classify musical instruments according to the range of sounds they make 3. Describe how sound is caused by vibrations 4. Explore how pitch can be altered 5. Measure sounds in decibels 6. Carry out an investigation into the volume of sounds 7. Observe how volume changes as the distance increases or decreases from a sound source 						
Art & Design								<p>Sunrise over the Eastern Sea: using the work of the Japanese artist (The Rugby World Cup is held in Japan) as an inspiration for paintings of sunrises over water.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Subject content: 						

		<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. 	
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	Autumn 1							Autumn 2													
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DT	<p>The Story of Rama and Sita (use a cam to develop a moving puppet to illustrate an element of the Rama and Sita story).</p> <p>Design 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.</p> <p>Make 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> <p>Evaluate Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>														<p>Design a tuned instrument (using the Greek Lyre as a stimulus; pupils to design, make and evaluate a tuned instrument which produces four different notes).</p> <p>Design</p> <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. <p>Make</p> <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 ideas and products against their own design criteria and consider the views of others to improve their work; 						

			<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History	<p><u>Ancient Greece</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> Sequence the Ancient Greek civilisations relating these to Ancient Egypt and the Stone Age Describe the main features of Ancient Greek beliefs Explain how we know about Greek Myths today Evaluate the roles of different family members in Ancient Greece Describe the type of government in the City State of Athens Describe ways that Sparta was different from Athens Recall ways in which Ancient Greek civilisations influence life today 													
RE	<p>Being Human: How does faith and belief affect the way people live their lives?</p> <p>To know what it means to live as a Christian To know the meaning of the Beatitudes To know about the life of Mother Theresa and why she was inspirational</p>													

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Geography								<u>Investigate the Local Area</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Describe the location of the School Community in relation to the wider world 2. Produce a map of the school with a key and labelled grid squares 3. Investigate where food you can buy in the locality comes from 4. Plan a route from a port to the local supermarket (air or seaport) using roads 						
Computing	iProgramme – Junior Jam <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; 							iJam – Junior Jam <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; 						

	Autumn 1							Autumn 2													
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Music															The Environment <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Use and understand staff and other musical notations; 						
MFL								Je me presente <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 • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • 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 • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material 													

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Curriculum Drivers/ Enrichment	<p>Cultural Diversity: Develop knowledge of the practices of different faiths and explore similarities between faiths when studying pilgrimages (e.g. Hindu Pilgrimage, The Haj as well as Christian Pilgrimage (Iona or The Lady of Walsingham. NB there is a statue of the Lady of Walsingham in Newark Parish Church). Explore how shared experiences create belonging and how this is vital for well-being regardless of faith and beliefs. In DT consider how ingredients and cooking traditions from different cultures have enriched the food we eat and have available. Consider how we depend on a range of countries for the food we eat. Aspiration: Visitor into School. Arrange for the School Chef or other suitable Chef to talk to the children about making soup. Involve the children in discussions about catering as a career. What does the chef do in their role? What qualifications/ certificates do they have? What do they enjoy about cooking/ creating food?</p>						<p>Enrichment: Visit to Zoo/ park with access to rainforest animals e.g. reptiles, amphibians etc Aspiration: Member of staff from the zoo/ park working in conservation to discuss their route into the role. The challenges and rewards of working in this sector. Cultural Diversity: Explore with the children the ecological importance of Rainforests and how we all have an interest in conservation. Discuss themes of "one world" and how we all need to care for it regardless of nationality. Consider the skills of indigenous people who survive and thrive in the rainforest and the threats they face from deforestation etc. Explore the creative work produced by indigenous Australians and the importance of creativity and art to all people. Consider how we value the differences and similarities in art work (Aboriginal representations of the rainforest compared with the work of Rousea and some similarities between pointillism and techniques used in Aboriginal art.</p>					
PE	<p>Dodgeball/ Handball</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>OAA</p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						<p>Tag Rugby/ Football</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations. <p>https://www.youtube.com/watch?v=0o6WHN4NDTk</p> <p>https://www.youtube.com/watch?v=0o6WHN4NDTk</p>					

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	<p><u>Why we eat? (and what happens to our food?)</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Explain the role of the mouth as the first step in the digestive process 2. Carry out an investigation into the effects of different drinks on teeth (eggshell to be used to demonstrate) 3. Explain the importance of good oral hygiene and diet in tooth health 4. Name the component parts of the digestive system and explain their role 5. Explain how the body gets nutrition from the food we eat 6. Describe similarities and differences between the digestive systems of humans and cows 						<p><u>The Rainforest (Living things and their habitats)</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Name the different micro-habitats associated with rainforests (forest floor, understory, canopy and emergent layer) 2. Investigate invertebrates of the rainforest 3. Design a key 4. Explain how different parts of the food chain relate to each other 5. Recognise the effect of environmental change on wildlife 6. Identify the impact of environmental change over time 					
Art	<p>How has the rainforest been represented in Art (contrast the work of Rousseau: Tiger in a Tropical Storm with aboriginal representations of rainforest animals and explore techniques.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p><u>Subject content:</u></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>Observational Drawings of min-beasts linked to Science (Explore a range of shading techniques e.g. cross hatching.)</p> <ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • To create sketch books to record their observations and use them to review and revisit ideas. 					

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
DT	Plan and make a nutritious soup for a pilgrim arriving on Iona (link to discussion of the harshness of conditions for early Christians making the journey to Iona) <u>Nutrition</u> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet; Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 											
RE	RE: Being Human: How does faith and belief affect the way people live their lives? <ul style="list-style-type: none"> How do Hindus reflect their faith in the way they live their lives? What is karma and how does it drive the cycle of Samsara? How might a Hindu seek to achieve Moksha? 											

	<u>Spring 1</u>	<u>Spring 2</u>
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	Week 1 06/01/20	Week 2 13/01/20	Week 3 20/01/20	Week 4 27/01/20	Week 5 03/02/20	Week 6 10/02/20	Week 1 24/02/20	Week 2 02/03/20	Week 3 09/03/20	Week 4 16/03/20	Week 5 23/03/20	Week 6 30/03/20
History												<p><u>The Roman Empire and its impact on Britain</u></p> <p><u>For Learning Journey see summer</u></p> <ol style="list-style-type: none"> 1. Sequence key events of the Roman Empire relating this to events in Greece and Britain (relate to invasions and conquest of Britain and associated Emperors/ generals) 2. Explain why the Romans invaded Britain and describe what happened
Geography												<p><u>The Rainforest</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Investigate the location of rainforest biomes around the world 2. Describe some of the impacts people have had on the geography of the UK 3. Identify similarities and differences between a rainforest biome and a temperate deciduous biome 4. Describe the extent of the Amazon Rainforest and the route of the Amazon 5. Describe the differences in rainfall for a UK location and an area of the Amazon Rainforest 6. Investigate deforestation in the Amazon Rainforest 7. Describe how different drivers have had an impact on the rainforest

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Computing	iOffice - Junior Jam <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; 						iCreate – Junior Jam <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
Music	External Provider Musical Instrument Tuition <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; 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; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music. 											
MFL							Encore moi <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 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 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 present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material					

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3		Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers/ Enrichment	<p>Visit the Jewry Wall (Roman Museum/ former Roman Bathhouse)</p> <p>Cultural Diversity: The Roman Empire: consider the countries that made up the Roman Empire and the range of nationalities of the Roman Soliders in the British Isles e.g. Syrian, North African, European. Consider how all were part of the Roman Empire. Explore issues of inclusivity and contrast this with the Roman use of slavery. Discuss fairness and what it would like to be a slave and why this is unacceptable in Modern Britain.</p> <p>Aspiration: Archaeologist to speak to the children about the finds they have made in their career. What fascinates them the most? What do they do as part of their role, explore the importance of computing in logging and recording sites and finds. How did they become an archaeologist?</p>					<p>Visit to a place of worship to explore rituals/ celebrations associated with a new baby's birth.</p> <p>Cultural Diversity: Explore the importance of this key milestone in all cultures and some of the similarities between different cultural traditions in celebrating this. Discuss how shared celebrations promote inclusion and belonging. Learn about different cultures' approaches to the journey of life e.g. the Hindu circle of life. Begin the understand the importance of sense of meaning and purpose to the human experience.</p> <p>Aspiration: Enrichment Link to Electricity. Consider the work of Thomas Edison in inventing the lightbulb. Consider the values that enabled him to succeed against the backdrop on numerous failures e.g work-ethic. Consider the importance to success of learning from failure.</p>						
PE	<p>Netball/ Tennis</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations. 					<p>Athletics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations. 						

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science	<u>States of Matter</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Illustrate the water cycle in a rainforest environment 2. Observe the rate of evaporation in puddles 3. Investigate the temperature at which chocolate melts 4. Investigate dissolving 5. Explain how crystals form 					<u>Electricity</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Identify common appliances that run on electricity 2. Explain the dangers of electricity 3. Construct simple circuits 4. Recognise that a switch opens and closes a circuit 5. Recognise some common conductors and insulators 6. Construct a circuit with a switch, light and a buzzer 7. Identify problems with circuits 						
Art						<u>Mosaics</u> (use techniques inspired by Roman Mosaics to represent the the Hindu Wheel- linked to journeys). <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; <u>Subject content:</u> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. 			<u>Art inspired by Music</u> (options include using the work of Kandinsky e.g. composition 8, inspired by Wagner's Iohengrin and Georgia O' Keeffe's Music Pink and Blue <u>Aims:</u> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms; <u>Subject content:</u> <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]; • Great artists, architects and designers in history. 			

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
DT	<p>Design Make and Evaluate a Roman Onager (catapult)</p> <p>Design 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.</p> <p>Make 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> <p>Evaluate Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their Work; Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures; Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>					<p>Children make predictions about melting temperature and take measurements. Children then place molten chocolate into simple moulds and predict at what temperature the chocolate will start to set/ freeze. Children record their observations and discuss how they might return the chocolate to its original shape. Illustrate that this change is reversible but separating the two different chocolates is not (irreversible). Working Scientifically: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>						

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History	<u>The Roman Empire and its impact on Britain</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 3. Explain why the Britons rebelled against the Romans and why they were not successful 4. Describe some of the impacts of Roman Rule on Britain 5. Describe how Roman beliefs changed over time 											
RE						Being Human: How does faith and belief affect the way Muslims live their lives? <ul style="list-style-type: none"> • What does the Qur'an teach Muslims about how they should treat others? • How does Muslim teachings guide the way Muslims act in the world? • How are Muslim beliefs expressed in practice? 						
Geography						<u>Japan</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Use the location of Japan to make predictions about the climate 2. Compare life in Tokyo, London and the local area 3. Investigate the physical and human geography of Japan to answer questions 						

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
MFL	<u>The Body</u> <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; • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. 											
Computing	iCommunicate – Junior Jam <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; 					iTech – Junior Jam <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; 						