

Ditcheat Primary School Long Term Planning

Year B (2019)

	Term 1			Term 2			Term 3		
	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2
Theme	Homes	Survival	Battle of Britain	Homes/Christmas	Survival	Battle of Britain	Seasons and Weather	Tudors Bristol	Mayans Explorers
Key Question		Who were the first people to live in Britain?	What was it like during the war?		Who were the first people to live in Britain?	What was it like during the war?			Who were the first explorers?
History									
Knowledge, skills and understanding	Neil Armstrong Rockets Gaudi Know where people and events fit within a chronological framework. Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.	Stone age and Iron age Make statements and ask questions about similarities and differences and changes. Construct substantiated responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Develop chronologically secure knowledge and understanding of British, local and world history. Life as an evacuee, why children had to be evacuated		Address and devise historically valid questions about change, similarities and differences - note connections and trends. Develop substantiated responses. What was the Blitz? What was it like to live through? Build an air raid shelter Key figures – Churchill, Elizabeth II, Bletchley women (Jane Fawcett, Mavis Batey), Anne Frank	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. What was the Blitz? What was it like to live through? Build an air raid shelter Key figures – Churchill, Elizabeth II, Bletchley women (Jane Fawcett, Mavis Batey), Anne Frank		Victorians of Bristol – Isambard Kingdom Brunel, suffragettes	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Slavery, Cabot, Columbus, Magellan, resources of other countries
Connections									
Vocabulary									
Geography							Bali		
Knowledge, skills and understanding	Develop knowledge of the human and physical geography of a small area of the United Kingdom. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Understand and describe how physical processes can cause hazards to people. Use maps, atlases, globes and digital/computer mapping to locate UK and some major urban areas and some cities in Europe.	Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Where was targeted and why.		Describe and understand key aspects of physical geography. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Prime/Greenwich Meridian.		Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Knowledge of continents, contrasting locations, UK capitals. Field work, environmental impact. Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe and compare difference settlements village and city. Use 4 figures grid reference OS map and make a map of a short route. Field work in local area to observe, measure and record. Rivers – use of maps to include field work Study Avonmouth and Brue City v Village	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 physical and human characteristics, countries and major cities. Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (longitude and latitude)
Connections								Banksy art/Mosque visit	
Vocabulary									
Science	Every day materials?	Rocks, soils and fossils	Light		Plants and animals		Seasonal changes	Sound	Properties of materials
Knowledge, skills and understanding	• use their observations and ideas to suggest answers to questions identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	ask relevant questions and use different types of scientific enquiries to answer them report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions compare and group	take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs		make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers identify and describe the functions of different parts of		Ask simple questions and recognise they can be answered in different ways identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic	set up simple practical enquiries, comparative and fair tests record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions identify how sounds are made,	plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data

	paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter	identify scientific evidence that has been used to support or refute ideas or arguments • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 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		flowering plants: roots, stem/trunk, leaves and flowers • 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Food chains		structure of a variety of common flowering plants, including trees observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies	associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • 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	and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use test results to make predictions to set up further comparative and fair tests compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
Connections							Maths – statistics, data collection		
Vocabulary									
Art and D&T	Build a home	Cooking and Cave art - Goldsworthy	Drawing – WW2 artists	Create meals	Christmas paper	Rationing (baking bread) Textiles – Make do and Mend		Design and make stringed instrument Banksy art	Printing - fashion
Knowledge, skills and understanding	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select a range of tools and materials Build structures explore making stronger, stiffer and stable	Prepare and cook savoury dishes Understand a healthy diet Eat well plate Pre-historic art, natural art Print from natural objects, string prints	Perspective, viewpoints, proportion, pointillism, sidestroke	Use basic principles of a healthy and varied diet to prepare dishes Christmas peppermint cream gifts Use appropriate equipment to weigh and measure Prepare simple dishes	Chinese/African print Finger print, sponge print to form patterns, experiment with amounts of paint applied and develop control	Understand principles of healthy diet Prepare and cook savoury dishes Experiment with embroidery (making handkerchief – Christmas gift		Research and develop design use sketches, cross sections, drawing and diagrams, select tools, explain choices, assemble, join and combine materials, evaluate Draw to scale, use a variety of tools, surfaces, tracing, stippling, variety of brushes	Focus on Hockney, Emin, Picasso, Jim Dine Investigate techniques for printing on fabric
Music	Percussion	Drumming/singing	Singing	Percussion	Singing	Create mini soundscape		Listen and appraise	Notation
Knowledge, skills and understanding	Chris Large	Creating – focus on rhythm and drumming notation singing	Listen, appraise and evaluate songs from WWII Sing focus on pitch Perform songs	Chris Large	Play and perform controlling pitch, tempo, dynamics and volume Practise for Christmas show	Explore and make sounds Listen to music from different cultures, explore timbres, create mini soundscapes using tuned and untuned instruments		Soca music Link with carnival Samba music – incorporate drumming Perform with control See D&T – make pitched instruments	Ukulele – Chris Large
Trip/Visitors	Bristol	Carymoor	London			Residential	Somerset Levels, Murmuration, willows and wetlands centre	Bristol/Mosque/Suspension Bridge	Bristol

Ditcheat Primary School Long Term Planning

Year B (2019)

	Term 4			Term 5			Term 6		
	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2
Theme	Seasons and Weather	Hot and Cold	Space	Being the best we can be	Ancient Egypt	Crime and Punishments	Being the best we can be	Ancient Egypt	Awe and Wonder (Glastonbury) Myths and legends
Key Question		What would happen to your body in the coldest and hottest place on earth?	Is there life on Mars?			Did the punishment fit the crime?			
History				Toys			Olympics		
Knowledge, skills and understanding			NASA women - Dorothy Vaughan, Mary Jackson, Katherine Gobel Johnson (Hidden Figures)	Christopher Columbus Holidays	Recognise possible uses of a range of sources for answering historical enquiries. How to make a mummy	Establish clear narratives within and across the periods they study. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. How crime and punishment has changed over time. Australia – transportation Dick Turpin	First flight Identify similarities and differences between ways of life in different periods. Study changes within living memory.		
Connections					Art and DT			Art and DT	
Vocabulary									
Geography									
Knowledge, skills and understanding	Continents and Oceans	Identify and understand significance of longitude and latitude, arctic and Antarctic circles	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the rime/Greenwich Meridian and time zones (including day and night).	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Name and locate the world's seven continents and five oceans.	Locate the world's countries				Local area study Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. 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-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area.
Connections				RE and Art			RE and Art		
Vocabulary									
Science	Animals including humans	Materials	Space	Animals including humans	Forces (inc. magnets)	Animals and Plants			Animals and Plants (reproduction)
Knowledge, skills and understanding	Identify and classify identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a	States of matter record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions compare and group materials together, according to whether they are solids, liquids or gases •	describe the movement of the Earth, and other planets, relative to the Sun • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		set up simple practical enquiries, comparative and fair tests report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Year 5 describe the changes as humans develop to old age			record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Ditchheat Primary School Long Term Planning

Year A (2020)

	Term 1			Term 2			Term 3		
	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2
Theme	All about me	Romans	Invaders – Anglo Saxons and Vikings	Celebrations	Romans	Inventions	Plant and animals	Bristol/Tudors	Explorers/ Mayan civilizations
Key Question	What is the best part of me?	What did the Romans do for us?							
History									
Knowledge, skills and understanding	Rosa Parks Frida Kahlo	Understand how our knowledge of the past is constructed from a range of sources – can comment on a range of reasons for different recounts. Ask valid questions and form substantiated responses. Boudicca Ceasar	Establish clear narratives and chronology within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Address and devise historically valid questions and responses about cause. Who were the Anglo-Saxons?	Bonfire night Remembrance Christmas Develop awareness of the past, using common words and phrases relating to the passing of time.	Understanding of themes and events in global history and their significance and can question, sequence and comment about them.	Key figures: Newton, Darwin, Curie, Jenner, Snow - cholera		Develop chronological secure knowledge of British history and key events. Monarchy Henry VII, Henry VIII, wives and chn	Fair trade, Sustainability, where food comes from Establish clear narratives within and across the periods they study. Address and devise historically valid questions about cause with informed responses. Develop appropriate use of historical terms.
Connections	Gaudi, 3 little pigs			RE – Diwali/Christmas		Science – micro-organisms and impact on body	Eric Carle – link in English	Science – human digestive system	
Vocabulary									
Geography							Continents		
Knowledge, skills and understanding	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Understand geographical similarities and differences through studying the human and physical geography of a local areas.	Bath local study City vs Village	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		O.S. map skills Roman settlements – how did the Romans know where to go without sat. nav.?! Field work – conquer Alhampton, map route	Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.		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 physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). Deepen an understanding of the interaction between physical and human processes.
Connections	Refugees								
Vocabulary									
Science	Everyday materials		Evolution			Forces/properties of materials	Plants		Forces
Knowledge, skills and understanding	Perform simple tests Year 1 distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <input type="checkbox"/> describe the simple		recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different			plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific	Gather and record data to help answer questions Vegetables and fruit observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		identify scientific evidence that has been used to support or refute ideas or arguments • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations use test results to make predictions to set up further

	<p>physical properties of a variety of everyday materials</p> <p>☐ compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Year 2 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>		ways and that adaptation may lead to evolution			diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs			comparative and fair tests explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
Connections							Geography – habitats and environment Darwin/Attenborough		
Vocabulary									
Art and D&T	Sketching	Mosaic Fabric collage	Weaving – textiles and collage	3D pieces	Weaving cont.	Making products work – electrical circuits and 3D framework	Eric Carle inspired work	Tudor embroidery	Mayan cooking and Making products work
Knowledge, skills and understanding	Start to collect ideas in sketch books Create portraits – look at work of a range of artists	Experiment using a wider range of materials Suggest improvements Use a range of stimulus for collage work	Weave using painting or natural world as stimulus	Create day of the dead skulls Begin to form own 3D pieces		Know how to reinforce and strengthen a 3D framework Develop prototypes	Develop collages, developing layering paper to create different effects Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space Recognise primary and secondary colours Create washes to form backgrounds Explore relationship between mood and colour	Single fabric shape used to make a 3D textiles product Design, make and evaluate Use simple stitches	Understand seasonality of foods, where and how ingredients are grown, reared, caught and processed Make Fairtrade chocolate treats Cams, Pulleys, Gears – lifting a stone temple Select materials and equipment
Music	Percussion	Notation	Play and perform	Percussion	Singing	Electronic music			Ukulele
Knowledge, skills and understanding	Chris Large	Compose a chant or march for the Roman army Play using simple notation Evaluate and suggest ideas for performance	Play and perform in solo and ensemble contexts Use of control – create different vocal effects	Chris Large	Rehearse and perform for the Christmas production	Use ICT/electronic devices to change and manipulate sounds			Chris Large
Trip/Visitors		Roman Baths	Residential	Ditcheat Church/Mosque/Temple		Glastonbury	Reptile visit		

Ditchheat Primary School Long Term Planning

Year A (2020)

	Term 4			Term 5			Term 6		
	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2	R/KS1	LK2	UKS2
Theme	Plants and animals	Electricity and Light	Wild West	Seaside	Rainforests	The Island	Seaside	Rainforests	The Island
Key Question			How wild was the west?	What have we found?			What do we leave behind?		
History				Dinosaurs					
Knowledge, skills and understanding	Victorians and classification of plants		Develop chronologically secure knowledge and understanding of world history. Address and devise historically valid questions about cause.	Mary Anning Identify similarities and differences between ways of life in different periods. Study changes within living memory.			Sustainability – changes in living memory (history)	Sustainability	
Connections									
Vocabulary									
Geography									
Knowledge, skills and understanding	Continents and comparing habitats		Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (climate, rivers, mountains). Who were the pioneers? What challenges did they face? Who were the cowboys and what did they do? What was Sacagawea?	Oceans Field work	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	Climate change Contrasting localities Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Locate the world's countries.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.	Deepen an understanding of the interaction between physical and human processes. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Use a range of methods including sketch maps, plans and graphs, and digital technologies.
Connections						PSHE – differences and discrimination			
Vocabulary									
Science	Animals including humans	Electricity and Light	Electricity	Living things and their habitats	Plants (inc habitats)	Living things and their habitats	Everyday materials	Animals including humans	Living things and their habitats (include lifecycles and reproduction)
Knowledge, skills and understanding	ask simple questions and recognise that they can be answered in different ways Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions recognise that they need light in order to see things and that the dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object •	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	observe closely, using simple equipment Identify and classify explore and compare the difference between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	ask relevant questions and use different types of scientific enquiries to answer them record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • investigate the way in which water is transported	identify scientific evidence that has been used to support or refute ideas or arguments • Year 5 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals Year 6 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	distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties	Skeletons, classify and sorting identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

		find patterns in the way that the size of shadows changes 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			within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 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 and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things				
Connections									
Vocabulary									
Art and D&T	Farm to fork	Light up products	Textiles	Recreate game?	Pneumatic movement	Textiles	Seascapes	Watercolour	Sculpture – Easter Island, Cornelia Parker
Knowledge, skills and understanding	Understand where food comes from	Understand how simple electrical circuits and components to create a functional product Investigate existing products, design, select materials	American quilts	Create a new sustainable product Explore and evaluate a range of existing products Explore and use mechanisms in product Evaluate ideas against design criteria	Make egg box animals mouths that open and close (balloons and strings) Understand how pneumatic systems create movement		Experiment with marbling, investigating how ink floats and changes with movement	Learn about watercolour artists Experiment with colours Develop sketch book	Design and create sculpture both small and large scale
Music		Electronic music	Ukulele		Ukulele			Ukulele	Soundscapes
Knowledge, skills and understanding		Use a range of ICT devices to change and manipulate sounds	Chris Large		Chris Large			Chris Large	Composition - develop more complex rhythmic ideas
Trip/Visitors	Chicks/butterflies		American Museum		Outreach animals	Brownsea	Charmouth		

Key events to work into curriculum:

Olympics

General election

Glastonbury

Whole school:

Sustainability week, reading week