

Brunel Year A 2014-15

<p style="text-align: center;">Mission to Mars</p> <p style="text-align: center;">Science Y5 and 6</p> <p>Earth and Space Planets and sun, moon to earth, day and night</p> <p>Geog: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>DT/Cooking: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals</p> <p>DT/Cooking: generate, develop, model and communicate their idea through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>DT/Cooking: select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>DT/Cooking: 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>DT/Cooking: evaluate their idea and products against their own design criteria and consider the views of others to improve their work</p> <p>DT/Cooking: understand how key events and individuals in design technology have helped shape the world</p> <p>DT/Cooking: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Art and Design: to create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Art and Design: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Art and Design: about great artists, architects and designers in history</p>	<p style="text-align: center;">DOWN..DOWN..DOWN</p> <p style="text-align: center;">Mining in the Somerset Coal Fields</p> <p>History: Aspect of History extending knowledge beyond 1066</p> <p>Geog: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time</p> <p>Geog: describe and understand key aspects of 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</p> <p>Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Geog: use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world</p> <p>Geog: use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</p>	<p style="text-align: center;">R.E.</p> <p>What do we learn from the life and teaching of Jesus?</p>	<p>P.E./Swim swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>P.E./Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>P.E./Swim perform safe self-rescue in different water-based situations</p> <p>P.E./Swim 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</p>
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Down on the Farm

Farming through the ages

Wildlife/farming – visit to see animals being born

Science Y 5 and 6: Living Things and habitats
Life cycles of mammal, amphibian, insect, bird, life processes of reproduction in plants and animals

Science Y 5 and 6: Science:

Animals and Humans ... gestation periods in animals

Geog. Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belt, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geog: describe and understand key aspects of 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

Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geog: use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world

Geog: use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

DT/Cooking: understand and apply the principles of a healthy and varied diet

DT/Cooking: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

DT/Cooking: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Invasion!

Science:

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 (5)

know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (5)

use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (5)

give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (5)

demonstrate that dissolving, mixing and changes of state are reversible changes (5)

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. (5)

History: Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne

Geography :use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Art/Design: 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.

R.E. What does it mean to belong to a religion?
Hinduism

P.E./Swim swim competently, confidently and proficiently over a distance of at least 25 metres

P.E./Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

P.E./Swim perform safe self-rescue in different water-based situations

P.E./Swim perform dances using a range of movement patterns

P.E./Swim compare their performances with previous ones and demonstrate improvement to achieve their personal best

Go with the flow rivers

Geog. locate world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities

Geog: 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

Geog.: Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belt, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geog: describe and understand key aspects of 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

Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geog: use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world

Science: Years 3 and 4 States of matter- water cycle

Severn, RHINE, Amazon

The Story of the Stones Stone age to Iron Age Stonehenge, Avebury, Silbury Hill, Stoney Littleton, Orchardleigh Standing Stones, Bratton camp

History: Stone age to iron age

Geog: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geog: use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world

Geog: use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

Art and Design: to create sketchbooks to record their observations and use them to review and revisit ideas

Art and Design: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

R.E. Why do religious books and teachings matter?

P.E./Swim take part in outdoor and adventurous activity challenges both individually and within a team

P.E./Swim use running, jumping, throwing and catching in isolation and in combination

Brunel Year B 2015-16

<p>Science:Year 3 and 4 Light: Reflection, sun/eye protection, shadows, how they change</p>	<h2 style="text-align: center;">Rainforest</h2> <p>Geog: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> <p>Geog.locate world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Geog:Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belt, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geog:describe and understand key aspects of 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</p> <p>Geog:use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Science Year 3 and 4: Living Things and Habitats Grouping Living Things, classification, environments change</p> <p>Science Years 5 and 6 Living things and habitats – Classification and why</p>	<h2 style="text-align: center;">I Believe ISLAM through Art</h2> <p>History:Non Euro society contrasting with British History – Baghdad AD900</p> <p>Geog:identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geog:use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Art and Design:to create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Art and Design:to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Art and Design: about great artists, architects and designers in history</p>	<p>R.E. What do people believe about life?</p> <p>What does it mean to belong to a religion? Islam</p>	<p>P.E. /Swim swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>P.E. /Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>P.E./Swim perform safe self-rescue in different water-based situations</p> <p>P.E./Swim develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>P.E./Swim compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
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<p>Science: Years 5 and 6 Animals and Humans Humans developing to old age, puberty, gestation periods in humans and animals and child growth</p>	<h2 style="text-align: center;">Bright Sparks: Electricity</h2> <p>Science:Year 3 and 4: Electricity: Common Appliances, Electrical circuits, conductors and insulators Science:Year 5 and 6 Electricity: Altering Brightness etc with more cells, circuit diagrams</p> <p>DT/Cooking:use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals</p> <p>DT/Cooking:generate, develop, model and communicate their idea through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>DT/Cooking:select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>DT/Cooking: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>DT/Cooking:investigate and analyse a range of existing products</p> <p>DT/Cooking:evaluate their idea and products against their own design criteria and consider the views of others to improve their work</p> <p>DT/Cooking:understand how key events and individuals in design technology have helped shape the world</p> <p>DT/Cooking:understand and use mechanical systems in their products (gears, cams, pulleys, levers and linkages)</p> <p>DT/Cooking:understand and use electrical systems in their products</p> <p>DT/Cooking:apply their understanding of computing to programme, monitor and control their products</p>	<h2 style="text-align: center;">Hidden Hemington create quiz for local inhabitants. Forgotten industries – invite ex workers in to talk about role</h2> <p style="text-align: center;">Geog Local Study</p> <p>Geog:name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time</p> <p>Geog:describe and understand key aspects of 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</p> <p>Geog:use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world</p> <p>Geog:use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</p> <p>Art and Design:to create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Art and Design:to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>R.E .How should we live and who can inspire us?</p> <p>What does it mean to belong to a religion? Christianity</p>	<p>P.E. /Swim swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>P.E. /Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>P.E./Swim perform safe self-rescue in different water-based situations</p> <p>P.E./Swim 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</p>
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<p>Science Year 3 and 4: Sound-Vibration, pitch, volume</p>	<h2 style="text-align: center;">Groovy Greeks Stourhead</h2> <p style="text-align: center;">History: Ancient Greece</p> <p>Geog: locate world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Art and Design: to create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Art and Design: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Art and Design: about great artists, architects and designers in history</p>	<h2 style="text-align: center;">Olympians</h2> <p>Geog: locate world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>DT/Cooking: understand and apply the principles of a healthy and varied diet</p> <p style="text-align: center;">History: Ancient Greece</p>	<p>R.E. How do people express their beliefs and experiences?</p>	<p>P.E./Swim 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</p> <p>P.E./Swim use running, jumping, throwing and catching in isolation and in combination</p> <p>P.E./Swim compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
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Brunel Year C 2016-17

<p>Science Year 3 and 4 Forces and Magnets. Different surfaces, forces need contact except magnetism, attract and repel, poles, magnetism</p>	<h2>Tomb Raiders</h2> <p>History: Ancient Egyptians Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<h2>Brainstorm</h2> <p><i>Under Development!</i></p>	<p>R.E. How do we make moral choices?</p>	<p>P.E. /Swim swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>P.E. /Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>P.E./Swim perform safe self-rescue in different water-based situations</p> <p>P.E./Swim 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</p>
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Chocolate

Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

DT/Cooking: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

DT/Cooking: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

DT/Cooking: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals

DT/Cooking: generate, develop, model and communicate their idea through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design

DT/Cooking: select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately

DT/Cooking: 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

DT/Cooking: investigate and analyse a range of existing products

DT/Cooking: evaluate their idea and products against their own design criteria and consider the views of others to improve their work

DT/Cooking: apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Science: Years 3 and 4 States of matter- Solids, liquids and gases. Changes of state.
Properties and changes in materials

Science Years 5 and 6: Properties and changes of materials – group by properties, dissolving, separation, uses, reversible, non-reversible

The Anglo Saxon Chronicle

History: Settlement by the Anglo Saxons/ Viking and Anglo-saxon struggle for England up to Edward the Confessor

Geog: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

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DT/Cooking: understand how key events and individuals in design technology have helped shape the world

DT/Cooking: apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Art and Design: to create sketchbooks to record their observations and use them to review and revisit ideas

R.E. What does it mean to belong to a religion? Christianity

P.E. /Swim swim competently, confidently and proficiently over a distance of at least 25 metres

P.E. /Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

P.E./Swim perform safe self-rescue in different water-based situations

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Yestercook

Local businesses

Plants and growing, harvest and cook with,

Science Year 3 and 4 Plants: Functions of parts of a flowering plant, requirements for life and growth, water transport in plants, part played by flowers in life cycle

Geog: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

Geog: describe and understand key aspects of 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

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DT/Cooking: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Fossil Hunter

Science Year 3 and 4: Living Things and Habitats
Grouping Living Things, classification, environments change

Science Year 5 and 6: Evolution and inheritance – offspring vary, animals and plant adaptation to environment leading to evolution

Science Years 3 and 4 Rocks: Fossils

Geog: use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world

R.E. What do people believe about life?

P.E./Swim take part in outdoor and adventurous activity challenges both individually and within a team

P.E./Swim 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

Brunel Year D 2017-18

	<h2>What did the Romans ever do for us?</h2> <p>History Roman empire and its impact on Britain/ Local Study at Laverton</p> <p>Geog: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time</p> <p>DT/Cooking:use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals</p> <p>DT/Cooking:generate, develop, model and communicate their idea through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>DT/Cooking:select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>DT/Cooking: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>DT/Cooking:investigate and analyse a range of existing products</p> <p>DT/Cooking:evaluate their idea and products against their own design criteria and consider the views of others to improve their work</p> <p>DT/Cooking:apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Art and Design:to create sketchbooks to record their</p>	<h2>WILD EARTH</h2> <h3>Volcanoes and Earthquakes</h3> <p>Science Years 3 and 4 Rocks: Compare and group rocks. Soil</p> <p>Geog.locate world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Geog:identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geog:Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belt, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geog:describe and understand key aspects of 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</p> <p>Geog:use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world</p>	<p>R.E.What does it mean to belong to a religion? Judaism</p>	<p>P.E. /Swim swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>P.E. /Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>P.E./Swim perform safe self-rescue in different water-based situations</p> <p>P.E./Swim 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</p>
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Engineering : Brunel/ progress

Science Years 5 and 6 Forces: Gravity, air and water resistance, friction, pulleys and gears

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DT/Cooking:understand how key events and individuals in design technology have helped shape the world

DT/Cooking:apply their understanding of how to strengthen, stiffen and reinforce more complex structures

DT/Cooking:understand and use mechanical systems in their products (gears, cams, pulleys, levers and linkages)

Healthy Body

Science Year 3 and 4 Animals and Humans, Nutrition, skeletons and muscles

Science:Years 3 and 4 Animals and Humans – Digestive System, teeth, food chains

Science Years 5 and 6: Circulation, lifestyle, nutrients and water transportation within animals

DT/Cooking:understand and apply the principles of a healthy and varied diet

DT/Cooking:prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

R.E.What is important to me?

P.E. /Swim swim competently, confidently and proficiently over a distance of at least 25 metres

P.E. /Swim use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

P.E./Swim perform safe self-rescue in different water-based situations

P.E./Swim develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

P.E./Swim compare their performances with previous ones and demonstrate improvement to achieve their personal best

<p>Science: Years 5 and 6 Light Straight Lines, reflection, eyes, shadows</p>	<h2 style="text-align: center;">Come Fly with Me</h2> <p>Geog. locate world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Geog: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geog: Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belt, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geog: describe and understand key aspects of 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</p> <p>Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Geog: use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world</p> <p>DT/Cooking: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Art and Design: to create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Art and Design: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<h2 style="text-align: center;">Pilgrimage</h2> <p>Art and Design: to create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Art and Design: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Art and Design: about great artists, architects and designers in history</p> <p>Geog: describe and understand key aspects of 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</p> <p>Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Geog: use the eight points of a compass, four and six figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world</p>	<p>R.E. Why are some journeys and places special?</p>	<p>P.E./Swim 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</p> <p>P.E./Swim use running, jumping, throwing and catching in isolation and in combination</p> <p>P.E./Swim compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
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