

Brunel Year A 2014-15

	<h2 style="text-align: center;">Mission to Mars</h2> <p>Science Y5 and 6 Earth and Space Planets and sun, moon to earth, day and night 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) 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: evaluate their idea and products against their own design criteria and consider the views of others to improve their work 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 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;">DOWN..DOWN..DOWN Mining in the Somerset Coal Fields</h2> <p>History: Aspect of History extending knowledge beyond 1066 Mining in Radstock area. 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 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</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</p>
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	<p>Art and Design: about great artists, architects and designers in history</p>			<p>suitable for attacking and defending</p>
	<h2 style="text-align: center;">Invasion! Anglo Saxon invasion and settlement</h2> <p>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</p> <p>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;</p> <p>Science Y 5 and 6 : Properties and Changes in Materials</p> <p>Describe and compare materials according to their properties; know some materials will dissolve in liquid and how to recover them; decide how mixtures might be separated by filtering, sieving and evaporating; reversible and irreversible changes.</p> <p>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.</p>	<h2 style="text-align: center;">Down on the Farm</h2> <p>History: changes in an aspect of social history</p> <p>Science Y 5 and 6: Living Things and habitats Life cycles of mammal, amphibian, insect, bird, life processes of reproduction in plants and animals</p> <p>Science Y 5 and 6: Science: Animals and Humans ... gestation periods in animals</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>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>DT/Cooking: understand and apply the principles of a healthy and varied diet</p> <p>DT/Cooking: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>DT/Cooking: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>R.E What does it mean to belong to a religion? Hinduism</p> <p>Why do religious books and teachings matter?</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 perform dances using a range of movement patterns</p> <p>P.E./Swim compare their performances with previous ones and demonstrate improvement to achieve their</p>

				personal best
				Dance

Brunel Year B 2015-16

	<h3>Rainforest</h3> <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>	<h3>I Believe ISLAM through Art</h3> <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>Science Year 3 and 4: Sound- Vibration, pitch, volume</p>	<p style="text-align: center;">R.E.</p> <p>How should we live and who can inspire us?</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 play competitive games, modified where appropriate [for example,</p>
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				badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
	<h2 style="text-align: center;">Bright Sparks: Electricity</h2> <p>Science: Year 3 and 4: Electricity: Common Appliances, Electrical circuits, conductors and insulators</p> <p>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</p>	<h2 style="text-align: center;">Hidden Hemington</h2> <p>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 style="text-align: center;">R.E</p> <p>What do people believe about life?</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</p>

				with previous ones and demonstrate improvement to achieve their personal best
	<h2 style="text-align: center;">Groovy Greeks</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> <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;">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;">R.E.</p> <p>Why do religious books and teachings matter?</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>

Brunel Year C 2016-17

	<h2 style="text-align: center;">Tomb Raiders</h2> <p>History: Ancient Egyptians Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Art: about great artists, architects and designers in history; use sketch books to record observations History: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one – Ancient Egypt Science Year 3 and 4 Forces and Magnets. Different surfaces, forces need contact except magnetism, attract and repel, poles, magnetism</p>	<p style="text-align: center;">R.E</p> <p>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

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

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

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

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

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

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

DT/Cooking: apply their understanding of how to strengthen,

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

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

		<p>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>		
	<h2 style="text-align: center;">Native American Art</h2> <p>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</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 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>DT/Cooking: understand and apply the principles of a healthy and varied diet</p> <p>DT/Cooking: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>DT/Cooking: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<h2 style="text-align: center;">Fossil Hunter</h2> <p>Science Year 3 and 4: Living Things and Habitats Grouping Living Things, classification, environments change</p> <p>Science Year 5 and 6: Evolution and inheritance – offspring vary, animals and plant adaptation to environment leading to evolution</p> <p>Science Years 3 and 4 Rocks: Fossils</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 style="text-align: center;">R.E.</p> <p>What do people believe about life?</p> <p>How do people express their beliefs, identity and experience?</p>	<p>P.E./Swim take part in outdoor and adventurous activity challenges both individually and within a team</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>

Brunel Year D 2017-18

	<h2 style="text-align: center;">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>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>Science Years 5 and 6 Forces: Gravity, air resistance, friction, pulleys and gears</p>	<h2 style="text-align: center;">Amazing Automata Animals</h2> <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: apply their understanding of how to strengthen,</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</p>
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		<p>stiffen and reinforce more complex structures DT/Cooking: understand and use mechanical systems in their products (gears, cams, pulleys, levers and linkages)</p>		defending
	<h2 style="text-align: center;">Polar Lands</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> <p>Science: Year 3 and 4 Light: Reflection, sun/eye protection, shadows, how they change</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 style="text-align: center;">R.E.</p> <p>Why are some journeys and places special?</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>

	<h2 style="text-align: center;">WILD EARTH</h2> <h3 style="text-align: center;">Volcanoes and Earthquakes</h3> <p>Science Years 3 and 4 Rocks: Compare and group rocks. Soil</p> <p>Science: Years 5 and 6 Light Straight Lines, reflection, eyes, shadows</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>	<h2 style="text-align: center;">HEALTHY BODY</h2> <p>Science: Year 3 and 4 Animals and Humans, Nutrition, skeletons and muscles</p> <p>Science: Years 3 and 4 Animals and Humans – Digestive System, teeth, food chains</p> <p>Science Years 5 and 6: Circulation, lifestyle, nutrients and water transportation within animals</p> <p>DT/Cooking: understand and apply the principles of a healthy and varied diet</p> <p>DT/Cooking: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p style="text-align: center;">R.E.</p> <p>What is important to me?</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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