

CREATIVE CURRICULUM MEDIUM TERM PLANNING 2021-2022 - CYCLE THREE				
		Cycle one 2021	Cycle Two 2022	Cycle Three 2022
JUPITER Y1/2	Topic title	Time travellers	Tadcaster and Beyond	Come fly with me
	Driver	History	Geography	Science
SATURN Y3/4	Topic title	Time travellers	Tadcaster and Beyond	Come fly with me
	Driver	History	Geography	Science
NEPTUNE Y5/6	Topic title	Time travellers	Tadcaster and Beyond	Come fly with me
	Driver	History	Geography	Science

JUPITER	Come Fly With Me			
Subject area	Objectives			
TPA Cultural capital	Make links with the residents in a retirement home			
Key texts	The Clockwork Dragon, Grandad's Island, How the Zebra got his stripes – Anansi stories			
<b>Science</b>  <b>Materials</b>	Y1 <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<b>History:</b>  <b>Aspects of life in different periods through individuals Florence Nightingale and Queen Elizabeth II</b>	<b>Historical Enquiry -</b> <ul style="list-style-type: none"> <li>Compare aspects of life in different periods using these individuals (eg. Elizabeth II and Florence Nightingale)</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Know where the people and events studied fit within a chronological framework.</li> </ul> <b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that</li> </ul>	

<p><b>Seasonal changes (ongoing throughout the year)</b></p> <p><b>Scientific Enquiry skills</b> (Link to science assessment grids)</p>	<p>Y2</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>Vocabulary Materials: object, material, wood, plastic, metal, water, rock, fabric, property-everyday language e.g hard/soft, stretchy, rough, bendy, see-through, strong etc, sort, waterproof, squash, bend, twist, stretch</p> <p>Seasons Vocabulary: autumn, winter, spring, summer, rain, snow, frost, wind, sun, fog, mist, clouds, temperature (warm/cold/freezing), day, night</p> <ul style="list-style-type: none"> <li>• To observe changes across the 4 seasons</li> <li>• To observe and describe weather associated with the seasons and how day length varies (cont. from Cycle 1 and 2 prior learning)</li> </ul> <p>Y1 and Y2 pupils should be taught to use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to</li> </ul>		<p>they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Develop an awareness of the past, using common words and phrases related to the passing of time.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> </ul> <p><b><u>Vocabulary to Learn</u></b> - Past, present, yesterday, after, similar, different, represent, source, old, older, oldest, long ago, timeline, chronological, historian, fact, opinion</p>
---	---	--	---


	<div>suggest answers to questions</div> <ul style="list-style-type: none"><li>Gathering and recording data to help in answering questions</li></ul>		
--	---	--	--

<p><b><u>Geography:</u></b></p> <p>Place knowledge - non-European country</p>	<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country Australia</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs and simple plan perspectives to identify simple physical and human features.</li> <li>Use simple directions (near, far, left, right) to describe the location of features on a map.</li> <li>Use basic geographical vocabulary to refer to:</li> </ul> <p>Key physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> </ul> <p>Key human features - city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b><u>Vocabulary to Learn</u></b></p> <p>Town, village, city, county, country, world, continent, capital city, river, mountain, bridge, season, travel, physical, human, feature, coast, sea, ocean, weather pattern, hot, cold, area,</p>	<p><b><u>Design &amp; Technology:</u></b></p> <p>Developing, planning and communicating design ideas</p> <p>Making Tools &amp; cutting Construction kits</p> <p>Evaluating Existing products</p>	<ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences.</li> <li>Suggest ideas and explain what they are going to do.</li> <li>Begin to understand the development of existing products - what they are for, how they work and what materials they use.</li> <li>Identify a purpose for what they are going to make.</li> <li>Use talking, drawing, templates and information technology to communicate ideas.</li> <li>Begin to make mock-ups of their ideas using card or paper</li> </ul> <ul style="list-style-type: none"> <li>Make their designs using simple techniques, including cutting, joining and shaping.</li> <li>Select appropriately from a range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wide range of materials and components, including construction materials and textiles.</li> <li>With support, measure, cut and shape a range of materials including fabric.</li> <li>Assemble, join and combine materials and components.</li> </ul> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products, saying what they like and dislike. e.g Tadcaster Bridge.</li> <li>Discuss how well their designs work in relation to the purpose. Different bridges.</li> <li>Be able to talk about the strengths of the product and possible changes they would make.</li> </ul> <ul style="list-style-type: none"> <li>Explore and use mechanisms in their products</li> </ul>
---	---	--	--



<p>ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Sculpture</b></p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b><u>Art linked to IT</u></b></p>	<ul style="list-style-type: none"> <li>• Mix Primary colours to make Secondary colours.</li> <li>• Mix colours and predict the outcome.</li> <li>• Create different tints in paint by adding white.</li> <li>• Create different tones of colour by adding black.</li> <li>• Mix colours to make brown.</li> </ul> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <ul style="list-style-type: none"> <li>• Use a paint program to create a simple picture.</li> <li>• Use the fill and brush tools.</li> <li>• Go back to your work and make changes to the picture.</li> <li>• Create a picture independently on a paint program.</li> </ul>	<p><b>Pulse/Tempo/ Rhythm and Metre</b></p> <p><b>Instruments and Sound exploration, texture and timbre</b></p> <p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Read and write a 4 beat pattern using ta and te-te crotchet and paired quavers.</li> <li>• Talk about duration, long or short notes.</li> <li>• Echo and improvise 4 beat rhythm patterns.</li> </ul> <ul style="list-style-type: none"> <li>• Group instruments according to sound and how they are played (tap, scrape, shake).</li> </ul> <ul style="list-style-type: none"> <li>• Perform an additional part in a song or rhyme (beat, ostinato)</li> </ul>
---	---	--	--

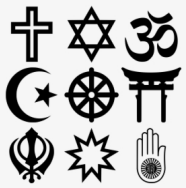
	<ul style="list-style-type: none"><li>• Use simple mark-making tools such as brush and pen tools.</li><li>• Edit and make changes to your work.</li><li>• Show different moods in a photograph.</li></ul>		
--	---	--	--

<p><b><u>Computing:</u></b></p> <p><b>Control systems</b> Coding</p> <p><b>IT</b> Using a chrome book</p> <p><b>Digital literacy</b> What do I do if I see something that upsets me?</p> <p><b><u>E-Safety</u></b></p>	<p>See links to Art.</p> <ul style="list-style-type: none"> <li>• Create and debug simple programs</li> <li>• Use code for life to create and debug</li> <li>• Use scratch to create stories linked to English</li> </ul> <ul style="list-style-type: none"> <li>• Use IT to present data such as a graph.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content (links to science and data collection)</li> </ul> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private</li> <li>• identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <ul style="list-style-type: none"> <li>• Use technology safely.</li> <li>• Know where to go for help when they have concerns about content or contact on the internet.</li> </ul>	<p><b>PSHE:</b> <b>(including SMSC and RSE)</b></p> <p><b>Health &amp; Wellbeing</b></p>  <p>Keeping Healthy; food and exercise; hygiene routines; sun safety H1, H2, H3, H5, H8, H9, H10</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong. H11, H12,</p>	<p><b>H1-10 Healthy lifestyles - Physical</b></p> <ul style="list-style-type: none"> <li>• 1. Know what keeping healthy means and the different ways to keep healthy.</li> <li>• 2. Know about foods that support good health and the risks of eating too much sugar.</li> <li>• 3. Understand how physical activity helps us to stay healthy and ways to be physically active everyday.</li> <li>• 4. Know why sleep is important and different ways to rest and relax.26.04.21</li> <li>• 5. Identify simple hygiene routines that can stop germs from spreading.</li> <li>• 6. Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>• 7. Know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health.</li> <li>• 8. Know how to keep safe in the sun and protect skin from sun damage.</li> <li>• 9. Identify some different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV.</li> <li>• 10. Know about the people who help us to stay physically healthy.</li> </ul> <p><b>H11-20 Mental Health</b></p> <ul style="list-style-type: none"> <li>• 11. Know about different feelings that humans can experience.</li> <li>• 12. Know how to recognise and name different feelings.</li> <li>• 13. Understand how feelings can affect people's bodies and how they behave.</li> <li>• 14. Recognise what others might be feeling.</li> <li>• 15. Recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>• 16. Know about ways of sharing feelings and a range of words to describe feelings.</li> <li>• 17. Know about things that help people feel good</li> </ul>
--	--	---	--



		<p>H13, H14, H15, H21, H22, H23, H24</p> <p>How rules and age restrictions help us; keeping safe online H28, H34</p>	<p>(e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <ul style="list-style-type: none"> <li>• 18. Identify different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>• 19. Recognise when they need help with feelings, that it is important to ask for help with feelings and how to ask for it.</li> <li>• 20. Know about change and loss (including death), identify feelings associated with this and recognise what helps people to feel better.</li> </ul> <p><b>H21-27 Ourselves, growing &amp; changing</b></p> <ul style="list-style-type: none"> <li>• 21. Recognise what makes them special.</li> <li>• 22. Recognise the ways in which we are all unique.</li> <li>• 23. Identify what they are good at and what they like and dislike.</li> <li>• 24. Know how to manage when finding things difficult.</li> <li>• 25. Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>• 26. Know about growing and changing from young to old and how people's needs change.</li> <li>• 27. Identify ways in which they are prepared to move to a new class/year group.</li> </ul> <p><b>H28-36 Keeping safe</b></p> <ul style="list-style-type: none"> <li>• 28. Know about rules and age restrictions that keep us safe.</li> <li>• 29. Recognise risk in simple everyday situations and what action to take to minimise harm.</li> <li>• 30. Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</li> <li>• 31. Know that household products (including medicines) can be harmful if not used correctly.</li> <li>• 32. Identify ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and</li> </ul>
--	--	--	--

			<p>how to cross the road safely.</p> <ul style="list-style-type: none"> <li>• 33. Know about the people whose job it is to help keep us safe.</li> <li>• 34. Understand basic rules to keep safe online, including what is meant by personal information and what should be kept private and the importance of telling a trusted adult if they come across something that scares them.</li> <li>• 35. Know about what to do if there is an accident and someone is hurt.</li> <li>• 36. Know how to get help in an emergency (how to dial 999 and what to say)</li> </ul> <p>H37 Drugs, alcohol &amp; tobacco</p> <ul style="list-style-type: none"> <li>• 37. Know about things that people can put into their body or on their skin and how these can affect how people feel.</li> </ul>
<p><b><u>British values:</u></b></p> <p><b>Human rights and responsibility</b></p> <p>Truth and Honesty</p>	<p><b><u>Key Vocabulary</u></b> self-belief, confidence, ability, goals, believe, belief, right, wrong, rules, rule-breakers, value, difference, loyalty, respect, responsibility, opinion, freedom, society, choice, accountable, express, justify, culture, tradition, fair, unfair, truth, honesty, dishonesty</p> <ul style="list-style-type: none"> <li>• Understand the importance of telling the truth</li> <li>• Know the consequences of dishonesty both in school and in the wider world</li> </ul>	<p><b><u>PE:</u></b></p> <p><b>Invasion games</b></p> <p><b>Striking and Fielding</b></p>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as</li> <li>• developing balance, agility and co-ordination, and begin to apply these in a range of</li> <li>• activities</li> <li>• Understand simple rules and tactics needed for games.</li> <li>• Work in combination with others as a team.</li> <li>• Use space confidently and safely while a game is being played.</li> <li>• Throw, catch and kick a ball with increasing accuracy.</li> <li>• Understand simple attacking and defending tactics.</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>

		<b>Athletics Sports Day</b>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as</li> <li>• developing balance, agility and coordination, and begin to apply these in a range of activities</li> </ul>
<p><b><u>Religious Education:</u></b></p> <p>Believing</p> <p>Know about and understand a range of religions and worldviews</p> 	<p><b>1.8 How should we care for others and the world and why does it matter? (Living)</b></p> <ul style="list-style-type: none"> <li>• Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</li> <li>• Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>• Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>		

SATURN	Come Fly With Me		
Subject area	Objectives		
TPA Cultural capital			
Key texts			
<b><u>Science</u></b>  <b>Animals and Humans</b>          <b>Scientific Enquiry skills</b>  <b>(Link to science assessment grids)</b>	<b>Animals and Humans</b> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <ul style="list-style-type: none"> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<b><u>History:</u></b>  <b>Understand significant historical events, people and places in their own locality.</b>	<b>Changes in Britain from Stone Age to Iron Age</b> Understand the changes in Britain from Stone age to Iron age including: <ul style="list-style-type: none"> <li>Early farming and hunter gatherers</li> <li>Religion</li> <li>Technology</li> <li>Travel</li> <li>Kingdoms</li> <li>Art and culture</li> <li>Hill forts</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Know how to note connections, contrasts and trends over time.</li> <li>Develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, similarity and difference and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.</li> </ul> <b><u>Vocabulary to Learn</u></b> BC, AD, ancient, impact, first-hand evidence, importance, archeologist, civilization, invasion, neolithic, empire, kingdom, settlement, legacy, culture, myth, infer, suggest, millenium and change.

## **Geography:**

### **Extreme Earth - Volcanoes and Earthquakes**

- Describe and understand key aspects of human geography:
- Types of settlements and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.
- Describe and understand key aspects of physical geography:
- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.

#### **Vocabulary to Learn**

Globe, landscape, community, north, south, east, west, compass, key, atlas, volcano, earthquake, Europe, Americas, grid reference, United Kingdom, cycle, settlement, vegetation, longitude, latitude, Equator, Arctic, Antarctic, erosion, climate, organic, scale, urban, rural, tropical, polar, humid, environment, natural and man-made.

## **Design & Technology:**

### **Cooking and Nutrition**

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<p><b><u>Art &amp; Design:</u></b></p> <p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>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]</li> </ul>	<p><b><u>Music:</u></b></p> <p><b>Listening</b></p> <p><b>Singing</b></p> <p><b>Musicianship</b></p> <p><b>Pitch</b></p> <p><b>Composition, Improvisation, Texture</b></p> <p><b>Instruments and Sound exploration, texture and timbre</b></p> <p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>Describe music accurately using correct musical vocabulary.</li> <li>Sing a short solo and stay in tune.</li> <li>Control voice and sing at different dynamics.</li> <li>Read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers).</li> <li>Relate pitch to symbols eg. lah-soh-me. Listen and copy patterns accurately.</li> <li>Work in a group to compose, improve and perform a short piece.</li> <li>Choose, play and perform a layered piece in a group using instruments appropriate to the task.</li> <li>Perform a 2-part piece using pulse and rhythm in class</li> </ul>
---	---	---	---

<p><b>Computing: Control Systems</b></p>	<ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>	<p><b>PSHE: (including SMSC and RSE)</b></p>	<ul style="list-style-type: none"> <li>• How to make informed decisions about health.(H1) e.g. choices people make that affect their health.</li> <li>• About the elements of a balanced healthy lifestyle (H2) e.g. id healthy and unhealthy choices in relation to food, exercise, sleep.)</li> <li>• About choices that support a healthy lifestyle and recognise what might influence these (H3) e.g. what can help people to make healthy choices and what might negatively influence them. Also look at the positive and negative effects of habits, such as regular exercise or eating too much sugar on a healthy lifestyle. Analyse habits too whether ththey can be maintained, changed or stopped.</li> </ul>
<p><b>Information Technology</b></p>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> </ul>		<ul style="list-style-type: none"> <li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle. (H4)</li> <li>• About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity &amp; tooth decay. (H6) e.g. what should be eaten regularly, or just occasionally</li> </ul>
<p><b>Digital Literacy</b></p>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>		<ul style="list-style-type: none"> <li>• How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.(H7) e.g. positive benefits for mental and physical health.</li> <li>• To recognise that feelings can change over time and range in intensity. (H17) e.g. look at things that affect feelings both positive and negative. Also look at how feelings can become more or less powerful</li> <li>• About everyday things that affect feelings and the importance of expressing feelings. (H18)</li> <li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. (H19) e.g. also look at ways different people express feelings e.g. words actions body language and strategies to id and talk about feelings.</li> </ul>

<p><b><u>British values:</u></b> <b>Mutual Respect and Tolerance</b></p>	<ul style="list-style-type: none"> <li>• Recognise that it is unacceptable to dismiss the opinions or beliefs of anyone.</li> <li>• Understand that discussions about sensitive issue may need to be controlled or structured by adults.</li> <li>• Recognise that everyone is entitled to their opinion as long as it does not promote extremism.</li> </ul>	<p><b><u>PE:</u></b></p> <p><b>Athletics</b></p> <p><b>Basketball</b></p>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• 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</li> </ul>
<p><b><u>Religious Education:</u></b></p> <p>Living</p>	<p><b>What does it mean to be a Christian/Hindu in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li> <li>• Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul> <p><b><u>Vocabulary to Learn</u></b></p> <p>Religion, community, Hindu, journey of life, challenge, trust, faith, attributes, influence, guidance, wisdom, creation, temptation, blame, parable, Holy spirit, incarnation, salvation, values, attitudes, ritual, philosophy, metaphor, symbolism, commitment, life, death, non-religious ceremony, diversity and teachings.</p>		



NEPTUNE	Come Fly With Me		
Subject area	Objectives		
TPA Cultural capital	<p>Visit Pizza Express and experience how to be a pizzaiolo learning about ingredients and their origins and how to create a healthy pizza.</p> <p>Experience a nature walk, sketch and photograph the landscape on Fylingdales Moor on the coast overlooking Ravenscar cliffs</p>		
Key texts	Brightstorm, The Boy at the Back of the Class, Highwayman		
<p><b><u>Science</u></b></p> <p><b>Animals and Humans</b></p> <p><b>Evolution and Inheritance</b></p> <p><b>Scientific Enquiry skills</b></p> <p><b>(Link to science assessment grids)</b></p>	<p><b>Animals and Humans</b> Animals/living things/habitats: puberty, life-cycle, reproduce, heart, blood, lungs, oxygenated, deoxygenated, plasma, platelets, red and white blood cells, plasma, blood vessels, veins, arteries, pulse, adaptation, evolution,</p> <p><b>Evolution and Inheritance</b> Evolution/inheritance: offspring, characteristic, adaptation, natural selection, identical, genes, Charles Darwin,</p> <p><b>Scientific Enquiry</b></p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related</p>	<p><b><u>History:</u></b></p> <p><b>Understand significant historical events, people and places in their own locality.</b></p>	<p><b>Crime and Punishment</b></p> <p>Develop a chronologically secure knowledge and understanding of British local and World history, establishing clear narratives within and across the periods studied</p> <p>Significant turning points in British history</p> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Know how to note connections, contrasts and trends over time.</li> <li>• Develop the appropriate use of historical terms.</li> <li>• Regularly address and sometimes devise historically valid questions about change, similarity and difference and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.</li> </ul> <p><b><u>Vocabulary to Learn</u></b> Reliable, reformation, reform, connection, trend, significance, organisation, selection, relevant, knowledge,</p>

	<p>to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>		<p>version, legislation, industrial, revolution, primary evidence, secondary evidence, continuity, however, eye witness, argument, native, agriculture, stereotype, attitude, parliament, propaganda, bias, excavate, omit, conclusion, alliance, contrast</p>
--	--	--	--

## **Geography:**

Extreme Earth  
- Volcanoes  
and  
Earthquakes

### **Location Knowledge**

- Describe and understand key aspects of physical geography:
- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

### **Vocabulary to learn**

Globe, landscape, community, north, south, east, west, compass, key, atlas, volcano, earthquake, Europe, Americas, grid reference, United Kingdom, cycle, settlement, vegetation, longitude, latitude, Equator, Arctic, Antarctic, erosion, climate, organic, scale, urban, rural, tropical, polar, humid, environment, natural and man-made.

## **Design & Technology:**

### **Cooking and Nutrition**

### **Making**

### **Evaluating**

- Understand and apply the principles of a varied healthy diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
- Evaluate the appearance, taste and nutritional value of a finished dish.

<p><b><u>Art &amp; Design:</u></b></p> <p><b>Drawing</b></p>	<p>Landscape drawing</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul>	<p><b><u>Music:</u></b></p> <p><b>Listening</b></p> <p><b>Singing</b></p> <p><b>Musicianship:</b></p> <p><b>Pitch</b></p> <p><b>Composition, Improvisation, Texture</b></p> <p><b>Instruments and Sound exploration, texture and timbre</b></p> <p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• To listen and describe different versions of the same piece of music</li> <li>• To sing at different dynamics - loud and quiet</li> <li>• To notate and perform a simple song from a 2-line stave</li> <li>• To compose a fanfare in groups for the Queen's Jubilee</li> <li>• To notate a piece of music and perform it to others</li> <li>• To perform Jubilee fanfares to an audience</li> </ul>
--	--	--	--

<b>Control Systems</b>	Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say "well done"	<b>PSHE:</b> <b>(including SMSC and RSE)</b>	Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies H8, H9, H10, H12
<b>Information Technology</b>	Use filters in a database to find out specific information. Create different types of graphs and charts that are appropriate to the data being used Use them to interpret and answer a specific question.	<b>Health and Wellbeing</b>	Personal identity; recognising individuality and different qualities; mental well-being H16, H25, H26, H27  Keeping Safe in different situations including responding in emergencies, first aid and FGM H38, H43, H44, H45
<b>Digital Literacy</b>	Understand that everything we do online leaves a digital footprint that can last forever. Discuss the benefits and dangers of communicating online/through different forms of technology.  <b><u>Vocabulary to learn</u></b>  Search results, ranked, combine, generate, audience, movie, titles, transitions, capture, review, images, positioning, angle, filters (database), hardware, graphs and charts, multimedia, soundtrack..		<b><u>Vocabulary to learn</u></b>  attraction, sexual, gender identity, sexual orientation, civil partnership, same-sex parent, stability, crime, peer influence, peer approval, dispute, reconcile, discrimination, stereotype, challenge, consent, anonymous, society, topical, compassion, diversity, trolling, harassment, human rights, misinformation, career, aspiration, rank, commercial, fair-trade, grief, bereavement, puberty, biological, conceive, transition, restriction, regulation, first-aid, FGM, e-cigarette, vaping, harmful content

<p><b><u>British values:</u></b></p> <p>Faiths and beliefs No faith or beliefs</p>	<p>Recognise that it is unacceptable to dismiss the beliefs or opinions of others</p> <p>Understand that discussions about sensitive issues may need to be controlled or structured by adults.</p> <p>Recognise that everyone is entitled to his opinion as long as it does not promote extremism.</p>	<p><b><u>PE:</u></b></p> <p><b>Gymnastics</b></p> <p><b>Athletics</b></p> <p><b>Striking and Fielding</b></p>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)</li> <li>• Play competitive games modified where appropriate</li> <li>• Apply basic principles related to attacking and defending</li> </ul>
<p><b><u>Religious Education:</u></b></p> <p>U2.7 What matters most to Christians and Humanists</p>	<p>Observe &amp; understand varied examples of religions and world views so they can explain with reasons their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief suggesting why belonging to a community may be valuable both in the diverse communities being studied and their own lives.</p> <p><b><u>Vocabulary to Learn</u></b></p> <p>Thiest, athiest, agnostic, existance, universe, Earth, presence, all-powerful creator, love, forgiveness, justice, fairness, generosity, moral dilemma, suffering, key concepts, bereavement, Heaven, after-life, liturgies, meditation, pilgrimage, house of God, charity, scripture, Humanist, Muslim, practice, freedom, peace, truth,</p>		