

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	History	History	History		Science	Geography
Question	How can we recreate the wonder of Ancient Egypt?	Why must we remember the 5 th of November?	Who were the Romans and what did they do for us?		What happens to the food we eat?	What made the rats follow the Pied Piper?
High quality text	Egyptian Cinderella	Firework Makers Daughter	Escape from Pompeii		Incredible Book Eating Boy	Pied Piper of Hamlin
Visit / Hook	Egyptian Hook (Food and pyramid building – First week Autumn 1) Bolton Museum (End of Autumn 1)	Fire pit and marshmallows Fire Museum Trip	Making model volcanoes and small buildings using bicarb and vinegar as the eruption		Looking at body parts	Orchestra/ Musical Concert
Science	Electricity (Taught 2x weekly)	States of matter	Living things and their habitats		Animals including Humans	Sound
History	Ancient Egypt (Weeks 1&2)	Local history study – Gun powder treason and plot	Roman and its impact on Britain	Roman and its impact on Britain	X	X
Geography	X	X	X	Link to main cities in England, look at the Roman names for cities. Locate on a map (ordnance survey)		Study of a European country
Computing (Purple Mash Scheme)	Coding (Taught weekly)	Online Safety Spreadsheets	Writing for Different Audiences	Logo Animation	Effective Searching	Hardware Investigators
RE	What does it mean to be a Christian in Britain today? (L2.7) (Taught week 6)	What was Mary's Journey?	Why is Jesus important inspiring to some people? (L2.3)	Why do Christians not consider Jesus's death to be a sad event?	Why do some people think that life is a journey and what significant experiences mark this?	What can we learn from religion about what is right and wrong?
Art	X	Painting Jackson Pollock	X	Printing Mosaics	Drawing/Sketching Leonardo Da Vinci	X
DT	Making a Cartouche (Taught Weeks 3 &4)	X	Construction Materials Light up structures	X	X	Construction Materials Musical Instruments
PSHE	Habits (Taught Weekly)	Tolerance	Physical and Mental Health	Independence Internet Safety	Transitions and Changes	Communities
Growth Mindset (Katherin Muncaster Book)	From Failure to Success	Bounce!	Doom Words	Mindset Trumps	Fantastic Elastic Brain	Learning Cereals
Music (Charanga) (Alternate Classes)	Rochdale Music Service – Brass Cornet			Lean On Me	Stop!	Blackbird

Links to wider community		Set up an Egyptian exhibition in the hall	Assembly about Fire Safety	X	X	Food Bank – Pioneer Pantry (Based at Co-op museum)	Concert for Parents
Autumn 1	Question: How can we recreate the wonder of Ancient Egypt?	High quality text: Egyptian Cinderella		Visit / Hook: Manchester Museum	Links to wider community : Set up an Egyptian Museum in the Hall		
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes	
Science	Electricity	<p>I know how to construct a simple circuit.</p> <p>I know how to make sure a lamp will light within a circuit.</p> <p>I know how a switch works in a circuit.</p> <p>I know common conductors and insulators.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p>	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Series</p> <p>Circuit</p> <p>Bulb`</p> <p>Switch</p> <p>Buzzer</p> <p>Battery / cell</p> <p>Conductor</p> <p>Insulator</p>	<p>Taught 2 x per week throughout half term</p> <p>Lesson 1 Write a short paragraph explaining what the difference is between mains electricity and battery. Use as much detail. HA: Write what renewable and non-renewable ways of electricity are and provide examples. LA: Write simple sentences to explain the key features of mains and battery electricity.</p> <p>Lesson 2 Quiz/ Talk Partner – What can you remember about mains and battery electricity? Task 1: Label the dangers in the picture. Then, in partners, explain why each one is dangerous and what could be done to make it safe. Task 2: Create an electrical safety posters/leaflet for the school, warning chn of some of the dangers associated with electricity. HA: An electrical safety leaflet with detailed information on how to keep safe. LA: Use cut outs from magazines to create an electrical safety poster</p> <p>Lesson 3 Quiz – 5 facts about electrical safety Create a key for circuit diagram symbols. Draw component symbols and write a description HA: Extend by explaining the importance of each key part LA: Match each circuit diagram symbol to its description. Recognise if a circuit is complete or incomplete? LO taught in CH's class. Acknowledgement marking only due to last minute changes in PSHE curriculum. LO taught in NT's class. Acknowledgement marking only due to last minute changes in PSHE curriculum.</p>	

						<p>Lesson 4 Quiz – Label the circuit diagram (timed) Task 1: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Draw the circuit diagram in your books and label each component.</p> <p>Lesson 5 Quiz – Label the circuit diagram (timed) Use Diagrams of Circuits and predict whether the lamp will/will not light in each circuit and provide a reason. Write and then test predictions by making the circuit and writing results. Recap - What have you learnt already sticker</p> <p>Lesson 6 Make simple switches e.g. from paper clips, foil, drawing pins and incorporate them into circuits with bulbs or buzzers. Write up how their switch works and draw a labelled diagram of it. LA – Use pre-made switches - chn include them in a circuit. Photo evidence. HA - Elicit children's ideas about the function of switches, e.g. it saves electricity by letting you switch off the circuit, and how switches work</p> <p>Lesson 7 Quiz – Vocab focus 'what does a ... do?' Test if different objects are conductors or insulator, recording the result of each test and the material that each object is made from.</p> <p>Lesson 8 Assessment.</p>
History	How can we recreate the wonder of Ancient Egypt?	<p>I know Ancient Egyptians were ruled by pharaohs.</p> <p>I know Ancient Egyptians built very sophisticated tombs for their pharaohs called pyramids.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Order significant events and dates on a timeline.</p>	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study.	<p>Mummification</p> <p>Mummies</p> <p>Scarab</p> <p>Pharaoh</p> <p>River Nile</p> <p>Death mask</p> <p>Ancient Hieroglyphics</p> <p>Pyramid</p> <p>Sarcophagus</p>	<p>Taught in 3 days of first week and all of Week 2</p> <p>Lesson 1 Hook –Ancient Egyptian day. Food, making mummies, drawing hieroglyphs on card and decorating the class to resemble a tomb. Deciding what treasures to bury with the Pharaoh and what stories to tell. Drawing/making simple death masks, sarcophagi and Canopic jars .Telling stories of the gods and playing music. Focus on new vocab – research station</p> <p>Lesson 2 Recap previous knowledge and vocab (quiz)</p>

		<p>I know Ancient Egyptians used hieroglyphs and experts have been able to translate them.</p> <p>I know what the Ancient Egyptians believed about the afterlife.</p> <p>I know that the Ancient Egyptians were a very advanced civilisation.</p> <p>I know Ancient Egyptians had slaves.</p>	<p>Describe the main changes in a period in history Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today. Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others. Use documents, printed sources (e.g. archive materials) the</p>			<p>Pupils will complete a time line to show when Ancient Egypt existed and who the Pharaohs were. LA will complete a scaffolded time line and MA/HA will draw their own on squared paper with more/less detail. INA to work with LA</p> <p>Lesson 3 Recap previous knowledge and vocab (quiz) To answer differentiated questions about pyramids based on different levels of text. INA to draw a pyramid and write simple sentences using a word bank</p> <p>Lesson 4 Recap previous knowledge and vocab (quiz) Recap work on hieroglyphics. Use them to write a message about yourself for a friend to translate. All children to do the same. INA/LA to receive teacher support</p> <p>Lesson 5 Recap previous knowledge and vocab (quiz) To write a report about the afterlife using a range of texts from books. LA will write a series of facts using bullet points. MA will write a paragraph. HA will write a report using subheadings. INA to draw a picture and write a sentence using a simple word bank.</p> <p>Lesson 6 Recap previous knowledge and vocab (quiz) To show a range of Egyptian technology eg toothpaste, make up, irrigation tools, etc that show how advanced they were. INA to work with teacher and use a simpler set of questions . To answer questions from a non-fiction text.</p> <p>Lesson 7 Recap previous knowledge and vocab (quiz) To research the life of a slave. To be able to answer- Where did slaves come from? What did they do? What was their life like? INA/LA to write a list of things a slave did using a word bank/sentence starters.</p> <p>Lesson 8 Recap previous knowledge and vocab (quiz)</p>
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			<p>Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			<p>To role play the life of a slave and master from being bought to working. To freeze frame and discuss feelings and experiences. To use the above write a diary of a day in the life of a slave, using the skills learnt in English. All children to do INA/LA – teacher/HA children support using a word bank Complete assessment sheet</p> <p>Lesson 9 To use all the above and present the new information as the pupil chooses. Poster/mind map/ report/ powerpoint etc Pub Quiz assessment</p>
DT	Making a cartouche - how to make a strong, stiff exterior shell	<p>I know how to use a computer to design a 'Cartouche'.</p> <p>I know how to plan, design and evaluate a cartouche project.</p> <p>I know how to cut and join materials</p> <p>I know how to improve my</p>	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques with improving accuracy.</p> <p>Join and combine materials and components accurately in</p>	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	<p>Cartouche Shenu Encircle Engrave archaeologists Heh Hieroglyphs</p>	<p>Taught in Weeks 3 & 4 (W/B 23rd September) Session 1 – Children will plan their cartouche, which will include what they are designing, what it will be used for, what materials and equipment they will need, one design with different views and a step by step plan of action for making the cartouche. INA – supported with a model writing frame and word bank.</p> <p>Session 2 – Children will use the laptops and iPads to create a computer generated version of their cartouche design. Quick Quiz – facts about a cartouche</p> <p>Session 3 – Children will use clay to cut roll and engrave their cartouche using their plan from session 1.</p>

		work based on the opinions of others.	temporary and permanent ways Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work			Quiz – Vocab focus – ‘what does...mean?’ Session 4 – Children will evaluate their creation against the initial design idea and make suggestions about how to better improve their design. Children will also peer evaluate each other’s work and make suggestions on possible improvements.
PSHE	Habits	I know how to identify good and bad habits. I know how bad habits can link to my feelings.		H16. what is meant by the term ‘habit’ and why habits can be hard to change. H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	Habits Emotions Understanding Excessive Unnecessary Necessary Mental wellbeing	Lesson 1: vocab lesson. Identify good and bad habits. Discuss what habits are and what the difference is between a healthy (good habit) and an unhealthy (bad habits). Outcome: explanation of the difference between healthy and unhealthy habits. Lesson 2: unhealthy habits Discuss how unhealthy habits link to our feelings and what the long term effects might be. Outcome: leaflet for a doctors surgery explaining what unhealthy habits are, how to stop them and how they link to feelings. Lesson 3: Mental wellbeing Discuss how to look after your metal wellbeing and why that is important. Outcome: knowledge sticker. Share what you have learnt this lesson. Lesson 4: Mental Wellbeing

						Explore a range of activities which help look after your mental wellbeing. Outcome: write about your experience (before and after) taking part in the relaxing activities. Lesson 5: Independent sharing of learning from this topic.
R.E.	What does it mean to be a Christian in Britain today? (L2.7)	<p>I know about two things that Christians do to show their faith making connections to a Christian belief or teaching for Each.</p> <p>I can describe how one hymn or song shows specific Christian beliefs or teaching</p> <p>I know about two things that might be hard or a challenge about being a Christian.</p>	<p>Outline ideas and practices, linking different viewpoints.</p> <p>Express ideas of their own thoughtfully in R.E.</p> <p>Apply ideas about religion and worldviews thoughtfully.</p>		<p>Belonging</p> <p>Faith</p> <p>Community</p> <p>Hymn</p> <p>Worship</p> <p>Beliefs</p> <p>Values</p> <p>rituals</p>	

Autumn 2	Question: Why must we remember the 5 th of November?	High quality text: Firework Makers Daughter		Visit / Hook: Firework Display	Links to wider community : Assembly about Fire Safety	
Subject	Topic	Knowledge		National Curriculum Objectives	Vocab	Outcomes
Science	States of Matter	<p>I know how to compare and group materials.</p> <p>I know how some materials change state.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the</p>	<p>Solid</p> <p>Liquid</p> <p>Gas</p> <p>Particle</p> <p>Evaporation</p> <p>Condensation</p> <p>Precipitation</p> <p>Celsius / centigrade</p>	<p>Lesson 1</p> <p>I can group materials based on their state of matter.</p> <p>Chn to sort the particles into solid, liquid and gas.</p> <p>Children to sort the objects in solid, liquids and gases.</p> <p>LA – Under headings Solid, liquid and gas</p> <p>HA – Venn diagram, are there any inbetween?</p> <p>Melting chocolate, freezing water etc.</p>

		<p>I know how evaporation and condensation are part of the water cycle.</p>	<p>answer questions or to support his/her findings</p>	<p>temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Show chn Oobleck, is this a solid or a liquid? How can we describe its properties?</p> <p>Lesson 2 I can describe how some materials change state. I can explore how materials change state. Investigation: How can we find out if temperature affects a material changing state? Chn writw predictions and carry out the experiment as a whole class. Discuss and record the results. Chn discuss in pairs if their predictions were correct. Quiz.</p> <p>Lesson 3 I can investigate gases and their properties. Chn to predict which drink they think will have the most carbon dioxide and then complete the experiment. Record results.</p> <p>Lesson 4 I can measure the temperature at which materials change state. Investigate to see water in different states and how water changes in different states. Measure using thermometer and record. Chn to label the pictures to describe the states of water at each stage. LA – Match pictures with description of each state of matter HA – Include changes of state: melting, evaporation and condensation</p> <p>Lesson 5 I can explain the parts played by evaporation and condensation in the water cycle. Create mini water cycle models and observe changes over the next few days. Explain what we did and the changes we saw. Describe evaporation and condensation.</p> <p>Lesson 6 I can describe the water cycle. Describe the water cycle. Chn create their own water world. Over the next few days the chn see how the water evaporates, and then as the droplets become heavier they fall. Children record what they see. LA - Match pictures to description of each stage of the water cycle</p>
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						HA – Draw water cycle from memory and write under subheadings End of unit assessment
History	Why must we remember the 5 th of November?	<p>I know who Guy Fawkes was.</p> <p>I know why Guy Fawkes wanted to blow up the Houses of Parliament.</p> <p>I know why the plot was foiled.</p> <p>I know what happened to Guy Fawkes after he was arrested.</p> <p>I know why we celebrate Bonfire Night in Britain.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to</p>	A study of an aspect or theme in British history that extend pupil's chronological knowledge beyond 1066.	<p>Guy Fawkes</p> <p>High treason</p> <p>Catholics</p> <p>King James I</p> <p>Houses of Parliament</p> <p>Gunpowder Plot</p>	<p>Lesson 1</p> <p>I can define and use vocabulary related to the Gunpowder Plot.</p> <ul style="list-style-type: none"> - Introduce new vocabulary - Children match words to meanings and discuss. Write in topic books and put into own sentences. <p>I can talk about what I already know about the Gunpowder plot and what I would like to know.</p> <ul style="list-style-type: none"> - Class discussion about what they know about bonfire night and the plot and what else they would like to know. <p>Challenge – Can you use a thesaurus and find alternative words for our new vocabulary?</p> <p>Lesson 2</p> <p>-Watch video on why Guy Fawkes was</p> <p>UTS: I can use a non-fiction text to answer questions about Guy Fawkes and the Gunpowder plot.</p> <p>UTS texts are differentiated for ability groups</p> <p>Lesson 3</p> <p>I can sequence the events of the Gunpowder plot</p> <ul style="list-style-type: none"> - Children will sequence the events of the Gunpowder plot. - LA – sequence the pictures with dates - MA – sequence pictures and write about what happened. - HA – sequence dates and add explanation about the events <p>I can write a warning letter to my brother in the character of Francis Tresham</p> <ul style="list-style-type: none"> - Model write a letter to Francis Tresham's brother using the features of a letter. - Include the main events that ARE GOING to happen. <p>HA/MA – independent write LA – provided with a writing frame, time line and word bank to support.</p> <p>Lesson 4</p> <p>I know what happened after Guy Fawkes was captured and what it meant for Catholics in England at the time.</p> <p>HA/MA – independent write</p>

			<p>museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			<p>LA – provided with a writing frame, time line and word bank to support.</p> <p>Lesson 5 I can present my knowledge of the Gunpowder plot in a way of my choosing.</p> <ul style="list-style-type: none"> - Fill in 'L' column of the KWL grid in books. - Children then present their learning in a way of their choosing (writing, poster, presentation, interview, role play etc)
Art	Painting Jackson Pollock	<p>I know about the work of Jackson Pollock.</p> <p>I know how to investigate different ways to splash and pour paint.</p> <p>I know how to create abstract art in the style of Jackson Pollock.</p> <p>I know how I would improve my art in the future.</p>	<p>Experiment with different effects and textures inc. thickened paint and creating textural effects</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language</p> <p>Mix and use tints and shades</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p>	<p>Abstract Expressionist Neutral Tints Drip painting Shades Canvas splatter</p>	<p>Lesson 1 I know about the work of Jackson Pollock. Use the information from the Tate Kids sheet to find out about Pollock. https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock Discuss. Write down facts about the artist and his style of work. GD to write paragraphs than O, V children to use bullet points.</p> <p>Lesson 2 I know how to create abstract art in the style of Jackson Pollock. Children to draw 'automatism' sketches in sketch books.</p> <p>Lesson 3 and 4 I know how to investigate different ways to splash and pour paint. I know how to create abstract art in the style of Jackson Pollock. Look at the photos of his work. Discuss shade. Colour, shape and form and technique. Children to use paint to produce paintings in the style of on large strips of reversed wall paper. Do in groups or individually. Do outside on field if possible.</p>
PSHE	Tolerance	<p>I can listen to others and debate their point of view.</p> <p>I understand differences and</p>	<p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's</p>	<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity (Moved to</p>	<p>Cultural Race Gender Diversity Ethnic Prejudice Disability</p>	

		<p>similarities between people.</p> <p>I can find solutions to my problems independently.</p>	<p>feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>. L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>Y6), sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>		
RE	What was Mary's Journey?	<p>I know the journey that Mary took.</p> <p>I understand why Mary's journey was important.</p> <p>I know how Mary felt at each point in her journey.</p> <p>I can link Mary's journey to my own experiences.</p>	<p>Outline ideas and practices, linking different viewpoints.</p> <p>Express ideas of their own thoughtfully in R.E.</p> <p>Apply ideas about religion and worldviews thoughtfully.</p>		<p>Journey Holy Spirit Nazareth Encounter King Herod Saviour</p>	<p>Lesson 1 KWL for what the children know about Mary of the Christmas story. Introduce new vocabulary and use Red/said, Green/mean.</p> <p>Lesson 2 Plot Mary's route on the map and work out how long it would have taken them to get there on a donkey (average donkey speed x distance). Talk about why they were going on a journey and how they must have been feeling (being so heavily pregnant).</p> <p>Lesson 3 Discussion about the Christmas story and what the birth of Jesus means for Christians, Make links to Moses's journey and links to own religion.</p> <p>Lesson 4 Complete the L column of the KWL grid from session 1 Children write a reflection about what they have learnt this half term.</p>

Spring 1	<p>Question: Who were the Romans and what did they do for us?</p>	<p>High quality text: Escape from Pompeii</p>	<p>Visit / Hook: Roman Workshop</p>	<p>Links to wider community : X</p>	
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Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Living things and their habitats	<p>I know how to group living things.</p> <p>I know how to use classification keys.</p> <p>I know how environments change and can be dangerous for living things</p>	Gather, record, classify and present data in a variety of ways to help in answering questions	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Group</p> <p>Classify</p> <p>Key</p> <p>Environment</p> <p>Habitat</p> <p>Producer</p> <p>Prey</p> <p>Predator</p> <p>Consumer</p>	<p>Pre-Teach - KWL and Vocab</p> <p>Lesson 1 Recap learning on what makes a living thing living. Revisit characteristics of living things and MRS GREN. Work in groups to create a poster to explain each of the seven characteristics. Present to year 2?</p> <p>Lesson 2 Recap what each letter of MRS GREN means. Generate questions about habitats in the local area and go and visit local area or school grounds to look for habitats.</p> <p>Lesson 3 Cross curricular link to computing Watch BBC clip on classification and explain purpose of classifying species. Create a branch database to sort living things found from previous lesson.</p> <p>Lesson 4 Cross curricular link to art Explore work of Levon Biss. http://microsculpture.net/ Model scaling process again until the whole class are at the same point and are able to continue independently. Chn take time carefully drawing a larger scale insect.</p> <p>Lesson 5 Cross curricular link to art To classify living things, scientists must look further than the obvious details to identify which species they are looking at. As a class, they are going to make some enormous drawings of tiny invertebrates, to show as many details as possible.</p> <p>Lesson 6 Cross curricular link to computing Create a branching database for living things from the wider environment</p> <p>End of unit assessment</p>

History	Who were the Romans and what did they do for us?	<p>I know who the Romans were and can explain if they would have enjoyed coming to Britain.</p> <p>I know how the Romans lived.</p> <p>I know that Romans used slaves.</p> <p>I know about Gladiators; who they were, where they fought and why.</p> <p>I know the Romans spoke Latin and know how this has impacted the development of the English language.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Use documents, printed sources (e.g. archive</p>	The Roman Empire and its impact on Britain.	<p>Pantheon Coliseum Chariot Slave Toga Mosaic Gladiator Amphitheatre</p>	<p>Sessions 1 & 2 – Vocab, timeline, empire map and KWL Children will be introduced to the topic and time will be spent looking at where the Roman Empire fits onto the big class timeline. Discuss the period in relation to where we are now and the other periods of history we have studied. LA – Children match pictures to words and cut and stick timeline and pre-populated map.</p> <p>Session 3 – I know how the Ancient Romans lived Non-fiction UTS text, looking at how the rich and poor people lived in the period. Discuss how the Romans used slaves and how this was similar to the Ancient Greeks and Egyptians. LA – pictures of different roman citizens – Children look and talk about what they can see and how they are different. CT to scribe and children to attempt CVC words.</p> <p>Session 4 – Gladiators Work through the PP for session 4, discussing the role of gladiators and the armour and weapons they used. Children will then have a [picture of the three different types of gladiator and will write a paragraph about each. LA – Have a picture of the three types of gladiator and draw and label the different armour and weapons for each.</p> <p>Session 5 – Slaves Look at the roles of slaves in Ancient Rome and summarise learning.</p> <p>UTS booklet – 3 tasks:</p> <ol style="list-style-type: none"> 1. Recall facts about Ancient Greek and Ancient Egyptian slaves 2. UTS non-fiction comprehension 3. Summarise findings under headings <p>Session 6 – Latin Children will be introduced to basic Latin phrases. Children will be able to introduce themselves, ask how somebody is, answer and ask a person's name. Children will write a script in their books and then record a brief encounter with their talk partners. LA – Children will have the language modelled by CT and will record onto iPads.</p>
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			<p>materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
DT	<p>Construction Materials Roman Chariot Light up Structures</p> <p>Technical Knowledge: Simple electrical circuits</p>	<p>I know how a prototype is used.</p> <p>I know how to share my ideas through cross-sectional diagrams and follow design criteria.</p> <p>I know how to join wood and reinforce a structure.</p> <p>I know how to use mechanical systems.</p>	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques with improving accuracy. Join and combine materials and components accurately in temporary and permanent ways Use finishing techniques strengthen and improve the appearance of</p>	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>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>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys,cams, levers and linkages]</p>	<p>chariot Purpose Aim Develop Prototype Annotate Components properties</p>	<p>4/5 lessons Lesson 1 Research Roman chariots. What makes a chariot? Think about how they work – a frame and body on an axle with wheels. The axle will need securing do it moves and the wheels will need to be paired</p> <p>Develop a prototype with the class as an example/model</p> <p>Lesson 2 Design your own chariot. Decide what materials you can use that are available in school or at home. Eg bottle top wheels pencil/dowel axles, Small cardboard boxes for the body and hitch</p> <p>Children may need 2 lessons to assemble it.</p> <p>Collect the materials together</p> <p>Lesson 3</p>

		I know how to evaluate my design against criteria.	their product using a range of equipment including ICT Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work			Assemble your chariot. How well does it work. How stable is it? How strong is it? Lesson 4 Analyse and discuss your chariot. How good is it? How could it be improved?
PSHE	Physical and Mental Health	I know basic first aid. I know what to do in an emergency, I know what positively and negatively affects my physical and mental health.	H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread. H15. school rules about health and safety, basic emergency aid procedures, where and how to get help. H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). H1. what positively and negatively affects their physical, mental and emotional health. L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing		Positive Negative neutral Mental health Bacteria Virus Informed choices consequence	7 weeks Lesson 1: Vocab lesson Lesson 2: First aid in and around school Discuss what to do in the event of somebody getting hurt in school- what procedures do we have in place to deal with injuries? Discuss what to do when playing out of school, what would we do differently? Outcome: create an 'emergency toolkit' with steps to take when in an emergency. Lesson 3/4: First Aid Visitor in school to deliver basic first aid training. Outcome: photographs Lesson 5: Physical and Mental health Look at how bacteria and viruses are spread from one person to another. What can we do to prevent this? Recap learning from Autumn term about looking after our mental wellbeing. Link the above to having a balanced 'lifestyle' and discuss what this term means. Outcome: create a leaflet for a hospital, explaining to visitors how they can help patients look after their physical and mental health while they are feeling ill. Lesson 6/7: Presentation of learning from the topic. Independent.

R.E.	Why is Jesus inspiring to some people?	<p>I can connect the story of the unforgiving servant with an example of Christian life or action.</p> <p>I can connect the story of the feeding of the five thousand with an example of Christian life or action</p> <p>I can define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter</p>	<p>Outline ideas and practices, linking different viewpoints.</p> <p>Express ideas of their own thoughtfully in R.E.</p> <p>Apply ideas about religion and worldviews thoughtfully.</p>		<p>Miracles Parables Inspiring Values Virtues</p>	<p>Lesson1 – Vocabulary Lesson and KWL</p> <p>LA – match words with Inprint images</p> <p>Lesson 2- What do we know about Jesus' life story? Is his story inspiring for some people?</p> <p>Have pictures of Jesus's miracles from different sources. What sort of man do we think Jesus was? What makes him special?</p> <p>Children draw a picture of Jesus, thinking about what characteristics they really want to show.</p> <p>Lesson 3 - Was Jesus inspiring because of his actions?</p> <p>Begin by talking about the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? Teach children that miracles are stories that have a huge 'wow' factor. Religious people see God at work in miracle stories. They are such amazing stories that some people don't believe them. ♣ Read and retell the story of Jesus feeding 5000 people with 5 loaves and two fish. It is in John chapter 6 verses 1-33. This story is immediately followed by the story</p> <p>Lesson 4 – What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?</p> <p>Look at different examples of parables</p> <p>Lesson 5 - Present your learning in your own way.</p>
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Spring 2	Question: Who were the Romans and what did they do for us?	High quality text: Escape from Pompeii		Visit / Hook: Roman Workshop	Links to wider community : X	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Living things and their habitats	Non- Statutory Guidance	Gather, record, classify and present data in a variety of ways to help in answering questions	See National Curriculum: Non-Statutory Guidance	Group Classify Key Environment Habitat Producer Prey Predator Consumer	<p>Lesson 1 Consider the proposed change to get rid of the school pond and install an adventure playground. Which they think the school should choose and they need to be able to explain why. <i>Have they considered the impact of this environmental change on other living things or only the impact on humans?</i></p> <p>Lesson 2</p>
History	Who were the Romans and what did they do for us?	<p>I know some of the things the Romans invented and developed and how they have impacted our lives today.</p> <p>I know who Boudica was and why she became so powerful.</p> <p>I know who the famous Romans were and how they became so famous.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people</p>	The Roman Empire and its impact on Britain.	Boudicca Uprising Caesar Nero tyrant Hadrian Aqueduct Sanitation	

			<p>from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
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<p>Geography</p>	<p>Link to main cities in England, look at the Roman names for cities. Locate on a map (ordnance survey)</p>	<p>I know how to use a map to locate the main cities in England.</p> <p>I know how to use an ordnance survey map to locate cities.</p> <p>I know the Roman names for key cities in England.</p>	<p>Locate and name the main counties and cities in/around Manchester</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities. (link back to Ancient Rome)</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle (link to science), excluding transpiration, brief introduction to Volcanoes and earthquakes (Link to history) linking to Science:rock types. Human geography including trade links in the Pre-roman and Roman era.</p>	<p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>	<p>Grid reference Ordnance survey Location Deva Victrix Eboracum Londinium Mamucium Region</p>	
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			<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p>			
Art	Printing - Mosaics	<p>I know about mosaics and how they are made.</p> <p>I know about the importance of mosaics in the Roman Empire.</p> <p>I know how to use a sketchbook to record observations.</p> <p>I know how to use observations to create an annotated design.</p> <p>I know how to create a mosaic using the technique of printing.</p> <p>I know how to evaluate my mosaic against my design.</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> <p>Mix and use tints and shades to create a desired effect</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p>	<p>Border</p> <p>Geometric</p> <p>Printing stick</p> <p>Motif</p> <p>Mosaic</p> <p>Overlay</p> <p>Relief</p> <p>Impressed</p>	<p>Lesson 1 - introduce vocabulary and discuss Research what mosaics are - find pictures of examples- stick in sketch books and annotate. Write down examples of mosaic subjects, colours and patterns used.</p> <p>Lesson 2 – Experiment how to use a variety of printing techniques to resemble a mosaic tile. Ex pencil ends blocks of card, offcuts of wood, dowel – try them out – which works best- which do you like – Do in sketch books – annotate ideas and thoughts</p> <p>Lesson 3 – draw on squared paper and stick in sketchbooks ideas for mosaics. Think about subject matter and a border – do in pencil. Annotate with ideas for colour and tile shape.</p> <p>Lesson 4 and 5 - Use chosen printing techniques to create your mosaic in the sketchbook. Draw first and then use print.</p> <p>Lesson 6 – Evaluate their work. What went well? What could be better? Why and how? What would they do differently next time? A and AA so on lined paper and answer the questions on the board. BE/SEN – Complete a sheet with questions pre populated.</p>

PSHE	Independence	<p>I know how to assess risk and explain how to keep myself safe.</p> <p>I know the difference between 'risk', 'danger' and hazard.</p> <p>I know how to keep myself safe when using technology.</p>	<p>H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p>	<p>H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Risk Danger Hazard Responsibility Independence Predict Resilience protect</p>	<p>5 weeks</p> <p>Lesson 1: Vocab</p> <p>Lesson 2: Categorise different scenarios into what is a risk, hazard or danger. Discuss our own responsibility of keeping ourselves safe and what to do when faced with these scenarios.</p> <p>Outcome: meaning maps – spider diagram for each word.</p> <p>Lesson 3: Assessing risk BBCF lesson plans – risk when watching films.</p> <p>Lesson 4: Assessing risk New Islington –Who Can Play? Risks when gaming.</p> <p>Lesson 5: Presentation of learning during this topic.</p> <p>Internet Safety Day – separate planning</p>
R.E.	Why do Christians not consider Jesus's death to be a sad event?	<p>I know the events that led up to the death of Jesus</p> <p>I know what happened after the death of Jesus</p> <p>I know what Jesus's death meant for the salvation of mankind</p> <p>I know how Christians view Jesus's death.</p>	<p>Outline ideas and practices, linking different viewpoints.</p> <p>Express ideas of their own thoughtfully in R.E.</p> <p>Apply ideas about religion and worldviews thoughtfully.</p>		<p>Resurrection Crucifixion Forgiveness Cleansing Saviour Omnipotent (all loving) Redeeming</p>	

Summer 1	Question: What happens to the food we eat?	High quality text: Incredible Book Eating Boy		Visit / Hook: Looking at body parts (animal heart etc)	Links to wider community : Food Bank	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Animals including Humans	<p>I know parts of the digestive system and can describe their functions.</p> <p>I know the different types of teeth in humans.</p> <p>I know how to interpret a variety of food chains.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Canine Incisor Molar Stomach Oesophagus Gastric Enzyme Rectum</p>	
Art	Drawing/Sketching Leonardo Da Vinci	<p>I know about the work of Leonardo Da Vinci.</p> <p>I know how to use pencil and charcoal to practise shading techniques.</p> <p>I know how building a sketchbook can help me improve and master techniques.</p> <p>I know how to recreate the work of Leonardo Da Vinci.</p> <p>I know how to evaluate my own</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p>	<p>Cross –section Complex Outline Edge Shading Cross hatch Perspective Movement</p>	

		art against the work of Da Vinci.	different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.			
PSHE	Transitions and Changes	I know how transitions might make me feel. I know the feelings around loss and separation.		H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.	Separation Bereavement Transition Divorce Optimism Embarrassment Adjustment Guilt	5 weeks Lesson 1: vocab Lesson2: Mind mapping – what changes do humans experience in their lifetime? Rank changes using diamond nine, to order how difficult it is to deal with these changes. Outcome: Spider diagram – changes in my own life. Lesson 3: Supporting others through changes (loss and bereavement) Discuss times when we have experienced loss starting with toys, friends, pets and then relatives. Watch https://www.youtube.com/watch?v=C5RiHTSXK2A&feature=youtu.be and discuss how the elephants react to death. How is this similar to humans? Outcome: Divide the class into four groups and give each group a different heading from the worksheet: Emotional (feelings), Physical (sensations), Cognitive (thoughts), Behavioural. Lesson 4/ 5: Presentation of learning this topic.

R.E.	Why do some people think that life is a journey and what significant experiences mark this?	<p>I know how life is seen as a journey by some people</p> <p>I know of reasons why some people have rituals to mark important life events</p> <p>I can describe two different Christian celebrations of belonging/initiation</p> <p>I know what happen at a Jewish Bar or Bat Mitzvah ceremony</p> <p>I know about Hindu beliefs around the journey of life and death using key terms such as dharma, karma and moksha.</p> <p>I know about the significance of the Hindu sacred thread ceremony</p> <p>I can describe a wedding ceremony for two different religions</p>	<p>Outline ideas and practices, linking different viewpoints.</p> <p>Express ideas of their own thoughtfully in R.E.</p> <p>Apply ideas about religion and worldviews thoughtfully.</p>		<p>Journey</p> <p>Rituals</p> <p>Initiation</p> <p>Bar Mitzvah</p> <p>Bat Mitzvah</p> <p>Dharma</p> <p>Karma</p> <p>Moksha</p>	
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Summer 2	Question: What made the rats follow the Pied Piper?	High quality text: Pied Piper of Hamelin		Visit / Hook: Orchestra/ Musical Concert	Links to wider community : Concert for Parents	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Sound	<p>I know how sounds are made.</p> <p>I know sounds are heard.</p> <p>I know the relationship an object and it's pitch,</p> <p>I know the relationship between size of vibrations and volume.</p> <p>I know why sounds become fainter when they are further away.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Vibrate</p> <p>Medium</p> <p>Wave</p> <p>Pitch</p> <p>Volume</p> <p>Faint</p> <p>Distance</p> <p>Ear drum</p>	
Geography	Study of a European country	<p>I know about the human aspects of the United Kingdom, including: economic activity, trade links and the distribution of natural resources.</p> <p>I know about the physical aspect of a European country, including: types of settlements, climate zones,</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Use maps, atlases and globes and digital mapping to locate countries and describe features studied.</p>	<p>Europe</p> <p>Continent</p> <p>Equator</p> <p>Northern hemispheres</p> <p>Climate</p> <p>Temperature</p> <p>Celsius</p> <p>Fahrenheit</p> <p>Population</p> <p>Region</p> <p>Landmark</p>	

		<p>river, mountains and volcanoes etc.</p> <p>I know how to find countries on a map, atlas, and globe and by using digital mapping software.</p> <p>I know about the physical and human features of a European country.</p> <p>I know the similarities and differences between the UK and a European country.</p>	<p>Earth) to locate countries and describe features studied</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle (link to science), excluding transpiration, brief introduction to Volcanoes and earthquakes (Link to history) linking to Science:rock types. Human geography including trade links in the Pre-roman and Roman era.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the</p>			
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			United Kingdom, a region in a European country, and a region within North or South America.			
DT	Construction Materials Musical Instruments	<p>I know musical instruments that are currently being sold in the UK.</p> <p>I know how to design a musical instrument.</p> <p>I know how to select materials for specific purposes.</p> <p>I know how to evaluate a design.</p>	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques with improving accuracy.</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>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>investigate and analyse a range of existing products</p>	<p>Design criteria</p> <p>Innovative</p> <p>Functional</p> <p>Exploded diagram</p> <p>Annotate</p> <p>Finishing</p> <p>Existing products</p> <p>Analyse</p>	

			progress and be willing change things if this helps them improve their work			
PSHE	Enterprise: Community	<p>I know what it means to be part of a community.</p> <p>I know different communities in my local area, country and the world.</p> <p>I know important events in the news.</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>L16. What is meant by enterprise and begin to develop enterprise skills.</p> <p>L9. What being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>L16. What is meant by enterprise and begin to develop enterprise skills.</p> <p>L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>	Neighbourhood Residents Locality Team Society State	<p>Lesson 1 vocab</p> <p>Lesson 2: Discussion about different communities we are a part of in our local area, country and world and how we can help each one.</p> <p>Link to enterprise project.</p>
R.E.	What can we learn from religion about what is right and wrong?	<p>I know what temptation is and how it can affect people's behaviour.</p> <p>I can links between stories about temptation examples of people being tempted now</p> <p>I know about ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong</p>	<p>Outline ideas and practices, linking different viewpoints.</p> <p>Express ideas of their own thoughtfully in R.E.</p> <p>Apply ideas about religion and worldviews thoughtfully.</p>		Temptation Beatitudes Ten Commandments Golden Rules	

		<p>I can explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule</p> <p>I know how the ten commandments might show Jewish people how to live.</p>				
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