

Spring Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
History	Question	INDUS VALLEY When was the Indus Valley Civilisation?	How did archaeologists discover an unknown civilisation in the Indus Valley and realise it was ancient?	Historical Enquiry- What was life like in an Indus City? What can we learn from the evidence that remains of the Indus Valley Civilisation? (Use a range of sources to make assumptions about what homelife and settlements)	How do the settlements and homelife compare to previous periods we have already studied?	Who was the leader of the Indus Valley?	How have the discoveries of the Indus Valley effected life today?	What evidence of conflict in the Indus Valley is there?	Historical Enquiry- Why did the Indus Valley Civilisation end?	Why have archaeologists disagreed about what the Indus Civilisation was like?			
	Skills	I can place historical events (using dates) in chronological order on a timeline in relation to prior events that we have studied	I can use a range of skills (including literacy, numeracy and computing) to communicate comparisons from different historical periods	I can select and use the most appropriate source of evidence to gather information. I can use primary and secondary sources	I can use dates and historical terms to critically analyse historical events	I can make assumptions and ask questions about historical periods based on evidence	I can make assumptions and ask questions about historical periods based on evidence	I can make assumptions and ask questions about historical periods based on evidence	I can make assumptions and ask questions about historical periods based on evidence	I can make assumptions and ask questions about historical periods based on evidence			
	Knowledge	I know that the Indus Valley took place roughly 2500-1700 BCE.	I know the role of archaeologists. I know how the Indus Valley was discovered in the 1920.	I know the features of settlements in the Indus Valley eg. Houses, main streets, paved floors, bathrooms etc. I know the layout of the town was in grids.	I know how the settlements during the Indus Valley compare to that of the Bronze Age.	I know a significant leader was Chandragupta Maurya. I know he created the Maurya Empire in which the Indus River Valley came from.	I know that the Indus civilisation has affected life today.	I know there are various opinions on why the Indus Valley ended. I know that sources can be interpreted differently. I know that climate change was one reason given for the end of the Indus Valley civilisation.	I know that sources can be interpreted differently.				
Activity I know what is appropriate to share online													
Science	Question	PRE-ASSESSMENT TEST on LIGHT How do we see objects? What is reflection? Which materials reflect light?	What are the main parts of the human eye? How do they help us to see?	What types of technology help us see better and how do they work?	Who was Ibn al-Haytham? When did he live? - 965 – 1040 (Muslim) How did his ideas change scientific understanding?	POSTASSESSMENT TEST on LIGHT PRE-ASSESSMENT ON SOUND	SOUND What is pitch? Why do sounds have a different pitch? How can pitch be changed? Why do sounds become louder or fainter?	What are the main parts of the human ear and how do they help us to hear sounds? What types of technology help us to hear and how do they work? POSTASSESSMENT TEST ON SOUND	ELECTRICITY: Why do some circuits not work?	FORCES How do pulleys levers and gears work?	MATERIALS What materials dissolve in liquid?	MATERIALS How do you get a substance from a solution? MATERIALS How are materials formed? What changes involving materials are reversible?	
	Skills	YS: Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	YS: Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	YS: Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	YS: I can explain that objects are seen because they give out or reflect light into the eye. I understand a light source reflects from objects into our eyes. TASKS: Use string to show how light is reflected from objects and into our eyes. Use pinhole cameras to observe how light passes and the image is inverted. Using black out glasses/goggles - investigate how loss of sight or impaired sight can effect daily life/tasks	YS: I can name the main parts of the human eye and how it helps us to see Links to prior learning: Light travels in straight lines Human senses - sight Parts of the eye linked to sight problems and how can technology help - brief mention to laser eye surgery? Stages of human growth - some sight problems are from birth while others are degenerative and develop during adulthood	YS: I can find patterns between the pitch of a sound and features of the object that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. I know that sound can be augmented.	YS: I can explain that objects are seen because they give out or reflect light into the eye. I can name the main parts of the human eye and how it helps us to see TASKS: Use string to show how light is reflected from objects and into our eyes.	YS: Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	YS: Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	YS: Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	YS: Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	YS: Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).
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Geography	Question	What are the different zones of the world?	Where is North America?	What are the different biomes of North America?	What are the physical features of North America?	What are the physical features of North America?	What is human geography?	What is the human geography of North America?	What are the similarities and differences between the physical and human geography of North America? Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	What is the impact of North America's physical geography on humans?	What are the North American Colonies? Who was John Smith? Why were they important and what impact did they have?	What was the 'Declaration of Independence'? Is the place we are studying a democracy? Who was Thomas Jefferson? Why were they important and what impact did they have?	
	Skills	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations. I can locate countries and their capital city. I can compare the characteristics of different and understand how some of these aspects have changed over time.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can compare the characteristics of different and understand how some of these aspects have changed over time.	I can compare the characteristics of different and understand how some of these aspects have changed over time.

RE	Knowledge	Understand that the world has zones and the significance of these zones.	I can locate North America and the key major cities	I can locate North America and identify its different climate zone/biome	I can name the vegetation belts, mountains and rivers of North America.	I can locate where earthquakes take place in North America. I can locate the volcanoes of North America.	I know how the country being studied uses it's natural resources and how these resources are traded with other countries.	I know the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	I know that people migrate for economic reasons and for reasons of personal safety. I know that both immigration and emigration have positive and negative impacts on communities. I know that some people are forced to leave their homes as a result of war or persecution and that this is different to economic migrants. I can explain how the country being studied respects or abuses human rights.	I know that most areas of North America which have any economic significance - for agriculture, habitation or silviculture- has been converted and modified for human use	I know that the democracy of some countries have changed over time. I know who John Smith was, where and when they lived and can say how they contributed to our understanding of human/physical geography	I know how a democracy functions and how some countries do not have democratic rule. I know how this differs to British Government and that of other democratic nations. I know who Thomas Jefferson was, where and when they lived and can say how they contributed to our understanding of human/physical geography		
	Question	What are examples of Christian practice?	What are the challenges of trying to live a good life?	What are current world views and issues?	Religious stories What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	In what ways are places of worship important?	In what ways are places of worship important?	In what ways are places of worship important?	What makes people inspiring?	
	Skills	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can discuss current world issues and give my own opinions and ideas about them	I can compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities.	I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can learn about devotion and commitment in Christianity. I can consider why Christians celebrate Jesus' birth: what is the meaning of Christmas.	I can relate the meanings of symbols and actions used in worship to events and teachings from the religions they study.	I can pursue an enquiry into local places of worship and beliefs about worship. (The methods of philosophy for children can be used effectively here.)	I can describe how sources of inspiration and influence can make a difference to myself and others.	I can describe how sources of inspiration and influence can make a difference to myself and others.	I can describe how sources of inspiration and influence can make a difference to myself and others.	
	Knowledge	I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life. (Humanist approach?)	I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life. (Humanist approach?)	I know current world views and issues (debate, research and evaluate).	I know the role Jesus plays in Christianity and other religions. I know the moral learning from these stories and can decide if they apply to me	I know that there are some similarities of wisdom from holy books of differing faiths. I know how different faith communities live together/for and can explain why.	I know how to explain and use evidence from relevant texts (holy books) to clarify my ideas.	I can explain the terms devotion and commitment and what this means for Christians. I can understand and explain why Christians celebrate Jesus' birth all over the world.	I know religious stories are sources of wisdom and can explain how they impact on people's lives.	I know the Islamic, Christian and Jewish symbols used in worship.	I know that there are different beliefs about worship. I know there are questions to ask to further my understanding. I know how to remain respectful when carrying out my enquiry.	I know why there are symbols and can explain the meaning behind them.	I know the features of inspirational and influential people. I know that people in my community/ home can inspire and influence me. I can explain who is more influential and why. I can explain why positive and negative influences can have an impact on myself and others.	
	Question	DREAMS AND GOALS	DREAMS AND GOALS	DREAMS AND GOALS	DREAMS AND GOALS	DREAMS AND GOALS	DREAMS AND GOALS	DREAMS AND GOALS	HEALTHY ME	HEALTHY ME	HEALTHY ME	HEALTHY ME	HEALTHY ME	HEALTHY ME
	Skills	I can tell you what I would like my life to be like when I grow up	I can explain how different jobs contribute to society	I can explain how my education is going to help with my future	I can compare my dreams and goals with those of young people from a different culture to mine	I can explain the similarities and differences between my dreams and goals and those of young people in a different culture	I can explain what motivates me to help others	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.	I know how to keep myself calm in emergencies	I respect and value my body.	I am motivated to keep myself healthy and happy.	
	Knowledge	I can explain why I need money to help me achieve some of my dreams and goals	I know about different types of jobs/ careers and understand that different jobs/careers may have different wages	I can tell you about a job/career I would like when I grow up and can explain what motivates me and what I need to do to achieve it	I can describe the dreams and goals of young people from a culture different to mine	I understand that communicating with people from a different culture means we learn from each other and can support each other	I can encourage others to help young people here and in other places to achieve their dreams and goals, and can suggest ways we could do this	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart	I know some of the risks with missing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I understand how the media, social media and celebrity culture promotes certain body types.	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	
	Skills	I can support others to protect themselves and make good choices online, including reporting concerns to an adult	I can support others to protect themselves and make good choices online, including reporting concerns to an adult.	I can explain the consequences of sharing too much about myself online	I can explain the consequences to myself and others of not communicating kindly and respectfully.	I can explain the consequences of online bullying and the impact it can have on others	I can explain the consequences for inappropriate behaviour online	I know who Larry Page and Sergey Brin- Google (most popular search engine) were. I know why they were important and what impact did they have had.	I know I am responsible for my actions/ words online					
	Knowledge	I know how to keep myself and others safe online	I know when/how to report an issue online including reporting concerns to an adult.	I know what is appropriate to share online and what isn't and understand the consequences of sharing too much	I know and understand the impact of inappropriate or negative comments	I know about online bullying and the impact it can have on others	I know I am responsible for my actions/ words online							
	Activity	Introduction to internet charter and key safety rules we should follow to stay safe online Using NASA to help children remember to BWP e-safety charter rules This should be displayed and referred to every time the children access the internet in school Discuss how this charter might apply to home use	Look at different online scenarios Identify the issue Discuss ways of reporting issues/ concerns online Look at popular social media platforms-- even if not age appropriate--we are not teaching children are to use these platforms but we are accepting a lot of children already have profiles and will need to be shown how to report and stay safe	Refer to the charter and NASA Why is it important that we do not share this information online? Discuss ways of ensuring somebody is who they say they are. Highlight the dangers of stranger danger online. Look at tiktok and Instagram as examples--over sharing of images and videos Consequences of sharing inappropriate images of children	Children to think about the impact negative comments have on them Play the comments play Now imagine that comment is there for everyone to see Discuss positivity--do we need to post negative comments?	Recap the definition of bullying from PSHE Look at different scenarios of online and ebullying include popular social media platform even if not age appropriate like tiktok, Instagram, snapchat, WhatsApp etc. What is the impact of online bullying? How can we help to prevent online bullying?	Children are made aware of the consequences of their actions online Images and comments can be deleted but are never permanently deleted. THINKS before you post. True? Helpful? Inspiring? Necessary? Kind? Safe?							

ART	Question	How can I mix colours using paint? How can I create different effects with paint? When can I use the effects in my work?				Who was Leonardo de Vinci? What type of art is he best known for? What influence did he have on the art world? What can I learn from him? What paintings did he do? What techniques did he use? What do I think of his work?	Can I use techniques I have learnt and inspiration from a significant artist to create a completed painting?					
	Skills	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.				I can share my opinions about the work of a significant artist. I can say how the work makes me feel.	I can use the inspiration of work from Leonardo de Vinci as well as use					
	Knowledge	I know how to mix different colours of paint. I know how to change the consistency and texture of paint.		I know how to use different brushes to create textures, patterns, lines and effects.		I know how to create a very thin paint to create a wash and that this could be useful for backgrounds.	I know who Leonardo de Vinci was and how he influenced the art world.	I know how to mix different colours of paint. I know how to change the consistency and texture of paint. I know how to use different brushes to create textures, patterns, lines and effects. I know how to create a very thin paint to create a wash and that this could be useful for backgrounds				
	Activity	Experiment with mixing different tints and tones of one colour e.g green. Use the paint to create patterns and develop brush control.	Experiment with mixing a range of colours, changing the tint and tone of each. Use the paint to create patterns and develop brush control.	Explore the use of different brushes - different thicknesses, flicking bristles, using toothbrushes etc to create different patterns. Discuss when different effects might be useful - e.g upward strokes with movement for grasses. Flicking bristles to create stars etc...	Explore creating washes for backgrounds. Free painting to include background wash.	Recap the work of Leonardo de Vinci from last term. Recall who he was, when and where he worked and how he influenced the art world. Explore some of his painted pieces and discuss the techniques and effects he created.	Explore my ideas and plan my picture and the techniques I will use. Creating a basic picture trying out ideas. Collate these ideas in sketch book.	Work on finished piece of work inspired by the work of Leonardo de Vinci.				
Design	Question											
	Skills											
	Knowledge											
MFL	Question	Can you list the months of the year?	Can you list the months of the year?	Why is taking exercise an essential part of keeping healthy?	Why is taking exercise an essential part of keeping healthy?	What are the common foods in France?	What are the common foods in France?	What is the importance of healthy eating?	What is the importance of healthy eating?	What are the similarities and differences in eating habits and customs between the UK and France?	What are the similarities and differences in eating habits and customs between the UK and France?	Can you recall a list of hobbies / sports?
	Skills	I can listen attentively and understand more complex phrases and sentences	I can listen attentively and understand more complex phrases and sentences	I can write words, phrases and short sentences using a reference	I can write words, phrases and short sentences using a reference	I can prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts	I can understand and express simple opinions	I can make simple sentences and short texts	I can prepare a short presentation on a familiar topic	I can reread frequently a variety of short texts	I can reread frequently a variety of short texts	I can write words, phrases and short sentences using a reference
	Knowledge	I know how to imitate pronunciation of sounds	I know how to imitate pronunciation of sounds	I know how to say numbers 1 – 50 in French	I know how to say different sports in French	I know how to say ten food items in French with accurate pronunciation	I know how to express likes/dislikes	I know how to extend basic sentence by introducing connectives: et, mais, aussi	I know how to extend basic sentence by introducing connectives: et, mais, aussi	I know how to extend basic sentence by introducing connectives: et, mais, aussi	I know how to extend basic sentence by introducing connectives: et, mais, aussi	I know how to identify written words
MUSC	Question	Who is John Williams?	What is a theme song?	How can you convey the genre through singing?	What is a soundscape?	How could you improve your performance?	How could you improve your performance?	Does anyone know anything about Portugal?	What instruments are used in Samba Music?	What is the Samba Reggae?	How is Samba Music structured?	What are the different sections of the Samba Groove we have used?
	Skills	I can identify the purpose of the music	I can reflect on and improve my own work using basic terms.	I can perform to a wider audience using vocal and/or physical expression.	I can layer sounds to create effects.	I can layer sounds to create effects.	I can develop my performance through practice and feedback.	I can perform simple and rhythmic patterns on an instrument.	I can perform simple and rhythmic patterns on an instrument.	I can follow a repeated pattern.	I can follow a repeated pattern.	I can develop my performance my performance through practice
	Knowledge	I know how to listen to, review and	I know how to identify the genre of a theme song.	I know how to perform significant parts from memory and from notations with awareness of my	I know how to show thoughtfulness in selecting sounds and structures to convey an idea.	I know how to show thoughtfulness in selecting sounds and structures to convey an idea.	I know how to use a variety of different musical devices including melody, rhythms, and chords.	I know the features of Samba music.	I can identify the different instruments used in Samba and can link them to the family that they	I know the Samba Reggae is and can give you an example.	I know how to structure my Samba Music.	I know how to reflect on feedback others have given me.
PE	Question	GYMNASTICS How do I squat in gymnastics?	How do I straddle in gymnastics?	What is a counter tension / counter balance?	What is a backwards roll?	Can I use hand apparatus at different levels?	Can I take part in a whole class sequence?	CHEERLEADING What makes a perfect arm motion?	What are levels?	What does cannon mean?	Can you name 4 jumps?	What is stunting?
	Skills	I can perform a squat on to low levels of apparatus	I can perform a straddle on to low levels of apparatus	I can perform counter tension and counter balances with a partner safely	I can perform a safe backwards roll (independent or assisted)	I can use a variety of different pieces of equipment as hand apparatus at different levels	I can contribute towards a whole class performance	I can link arm motions together in a sequence	I can perform different arm motions and include different levels within the sequence	I can include a cannon within my routine with my group	I can attempt to do the advanced jumps (toe touch/pike)	I can put a routine together with the 4 areas including a thigh stand
	Knowledge	I know I need to keep my legs together when squatting	I know I need my legs apart when straddling	I know counter balance in a push and counter tension is a pull	I know the correct technique to perform a safe backwards roll	I know how to safely balance, move and jump with different pieces of equipment	I know timing is important when working as part of a large group	I know which 'E' to associate with each motion	I know what different levels you can use	I know that cannon means one after another/ not in unison	I know what the advanced jumps are and how to do it with the correct jump technique	I know how to safely perform a thigh stand with my group and know the 4 different positions