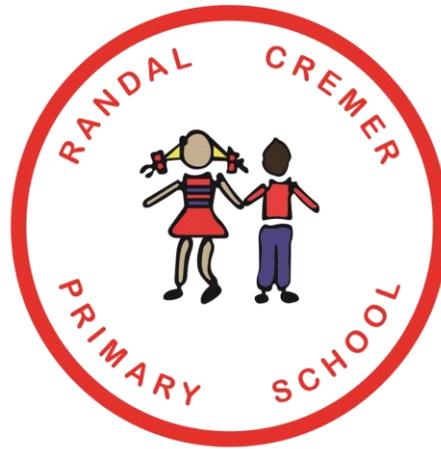


School Curriculum Map 2016-17



Everybody Excelling, Every Day. No Excuses!

Date presented to Governing Body:



Everybody Excelling, Every Day. No Excuses!

Curriculum Map 2016-17 Randal Cremer Primary School

Blue – Science	Orange –RE
Brown – History	Pink - MFL
Green – Geography	<u>To be read in conjunction with:</u> SMSC Guidance
Red – Art and Design or Design and Technology	National Curriculum 2014 Cooking and Nutrition plan separate document
Purple – Music	Yellow - PSHE

This curriculum should inspire, challenge, engage and motivate the children. We promote **active learning** in all areas and encourage children to take a lead in their own learning.

Active learning includes:

- Children using and engaging in higher order thinking tasks – analysis, synthesis and evaluation.
- The use of the “outdoor classroom”.
- Instructional activities involving pupils **doing things** and thinking about why they are doing it.
- Guided activities and discovery methods – what will happen if... (including play)
- Discussion and debate.
- Children teaching their peers.
- Use of drama and role play.
- Use of different media – video, cameras, photographs, recordings.
- Demonstrations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Living together with my family Local area/ my home	Leaves, light and love!	On the move	New life	Africa! Africa!	Traditional Tales
Reception	Living together with my family Local area/my home	Leaves, light and love!	On the move	New life	Africa! Africa!	Traditional Tales
Theme	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our Living World</u>	
Year 1	<p><u>Living together in my school/my local area</u></p> <p><u>Everyday materials</u> -distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Changes in living memory – my school, my local area BHM</p> <p>DT Mechanisms – levers Christian Harvest Festival How and why do people celebrate harvest?</p> <p>Relationships/friendships Targeting Life Skills Focus: Caring</p> <p>Spanish – Numbers and greetings</p>	<p><u>African/Asian Adventure</u></p> <p><u>Seasonal changes</u> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.</p> <p>UK contrast with non-European country</p> <p>African art and print Music focus Christmas Christmas: How and why do Christians celebrate Christmas Targeting Life Skills Focus: Thinking</p> <p>Spanish – Numbers and greetings based on Christmas</p>	<p><u>Adventures at Sea/Explorers</u></p> <p><u>Seasonal Changes/ Animals including humans</u> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Christopher Columbus/Neil Armstrong (explorers)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Watercolour</p> <p>DT Sand islands – structures that stand/structures that float</p> <p>Music focus Sea songs and shanties What is important to Muslims?</p> <p>Going for Goals Targeting Life Skills Focus: Working 1st half Living 2nd half</p> <p>Spanish – animals</p>	<p><u>Green Fingers</u></p> <p><u>Plants</u> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Features of local area/gardens/parks</p> <p>DT Cooking Slot – Breakfasts Holi and stories of Krishna: What does Hinduism teach us about good and evil?</p> <p>Healthy Eating Targeting Life Skills Focus: Being</p> <p>Spanish – colours</p>	<p><u>Circle of Life</u></p> <p><u>Animals including humans</u> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>First Flight Wright Brothers and First Car Henry Ford</p> <p>Portraits/still life (Vincent Van Gogh) Drawing, painting, collage</p> <p>Music focus Lion King</p> <p>Growing up in a Jewish Family: What is important to Jews?</p> <p>Changes Targeting Life Skills Focus: Giving</p> <p>Spanish – parts of the body</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our Living World</u>	<u>Our Living World</u>
Year 2	<p><u>I Love London</u></p> <p><u>Materials</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>History of Hackney</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Collage – London skylines – cityscapes What do Hindus believe? Divali <u>Relationships/friendships</u> Targeting Life Skills Focus: Caring</p> <p><u>Spanish – Numbers and greetings</u></p>	<p><u>Celebrations</u> <u>Animals including humans</u> (diet side of this) describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene (diet side link to DT cooking and nutrition) <u>Important celebrations in the UK</u> e.g Gunpowder Plot- Bonfire Night Name and locate the world’s seven continents and five oceans.</p> <p><u>DT cooking slot – party food</u> <u>Music focus – celebration music around the world</u> <u>Hannukah</u> <u>Symbolism in religions</u> <u>Healthy Eating</u> Targeting Life Skills Focus: Thinking <u>Spanish – simple songs</u></p>	<p><u>Fire</u> <u>Materials</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>Great Fire of London</u> Significant events and people <u>DT – textiles – joining techniques and templates</u> Growing up in a <u>Christian family</u> <u>Going for Goals</u></p> <p>Targeting Life Skills Focus: Working</p> <p><u>Spanish – Numbers and greetings</u></p>	<p><u>Explorers</u> <u>Plants</u> observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy</p> <p><u>Simple compass directions</u> Describe the location of features and routes on a map. <u>Georgia O’Keefe study</u> Easter Why do people celebrate Jesus’ resurrection at Easter? Targeting Life Skills Focus: Living</p> <p><u>Spanish – colours</u></p>	<p><u>Carnival of Animals</u> <u>Animals including humans</u> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food, and air) <u>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 concentrating on islands and sea sides</u> <u>DT – Design a moving animal toy</u> <u>School unit: Philosophy for children</u> <u>Music focus – Carnival of the Animals Camille Saint-Saens</u> Targeting Life Skills Focus: Being <u>Spanish – animals</u></p>	<p><u>Planet Earth</u> <u>Living things and their habitats</u> -explore and compare the differences between things that are living, dead, and things that have never been alive -identify that most living things live in habitats to which they are suited and describe how the different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify a variety of plants and animals in their habitat, including micro-habitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p><u>Significant person David Attenborough</u> <u>Andy Goldsworthy - sculpture</u> <u>Wesak</u> <u>Changes</u></p> <p>Targeting Life Skills Focus: Giving</p> <p><u>Spanish – animals</u></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our World past and present</u>	
Year 3	<p><u>Living together in London</u></p> <p><u>Light</u></p> <ul style="list-style-type: none"> - notice that light is reflected from surfaces - find patterns that determine the size of shadows. <p>Life along the Thames (maps through the years, settlements along the Thames) London Landmarks</p> <p>Living in London</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>Compare with UK.</p> <p>LS Lowry study</p> <p>What is special about Guru Nanak?</p> <p>Relationships/friendships</p> <p>Targeting Life Skills Focus: Thinking</p> <p>Geography and where the language is spoken; greetings; questions and answers re name and wellbeing; classroom commands; numbers 1-20</p>	<p><u>Stone Age/The Flintstones</u></p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter. <p>Rivers and the water cycle, excluding transpiration, brief introduction to</p> <p>Volcanoes and earthquakes linking to Science: rock types.</p> <p>DT - wheels</p> <p>The Christian Bible and stories of Jesus: What can we learn from the Bible?</p> <p>Targeting Life Skills Focus: Thinking</p> <p>Age; months; numbers 21-31</p>	<p><u>On the Move</u></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> -notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Changes to Britain from the Stone Age to Bronze Age (Religion, technology and travel, Art)</p> <p>Dancers in Art Animation, Degas</p> <p>Music focus</p> <p>The Torah and stories of the Jewish people</p> <p>Going for Goals</p> <p>Targeting Life Skills Focus: Working</p> <p>1st person singular activity verbs; birthday; colours</p>	<p><u>Explorers</u></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> -notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Name the continents on a World Map.</p> <p>Locate the main countries of Europe inc.. Russia. capital cities of Europe</p> <p>Focus- Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>DT- Cooking Be a Baker</p> <p>Question and answer re who you are and who someone else is; body parts; days of the week; traditional song.</p> <p>Living as a Muslim: How do features of a mosque help Muslims pray?</p> <p>Anti-bullying/friendships</p> <p>Targeting Life Skills Focus: Living</p>	<p><u>The Romans</u></p> <p><u>Animals including humans</u></p> <p>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</p> <ul style="list-style-type: none"> - identify that humans and some animals have skeletons and muscles for support, protection and movement. <p>Iron Age (Forts, farming and Art)</p> <p>Compare to Stone Age and modern Age</p> <p>Human geography including trade links in the Pre-Roman and Roman era.</p> <p>Mosaics and pattern</p> <p>Clay work-containers</p> <p>School based unit</p> <p>Targeting Life Skills Focus: Being</p> <p>Likes/dislikes with nouns and infinitives.</p>	<p><u>World of Plants</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> -identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Compare a region of the UK with a region in Europe</p> <p>Music focus</p> <p>Why do believers go on pilgrimage?</p> <p>Dates; family; b Targeting Life Skills Focus: Giving rothers and sisters and names/ages</p> <p>Changes</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our World past and present</u>	
Year 4	<p><u>Living Together in Cities/Towns and Villages</u></p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. <p>Roman Empire</p> <p>Julius Caesar attempted invasion 55-54 BC</p> <p>AD42 Empire power and army</p> <p>London Art Galleries – focus on London Artist</p> <p>Sukkot</p> <p>Exploring Judaism through the Synagogue: How does the synagogue show what is important to Jews?</p> <p>Targeting Life Skills Focus: Caring</p> <p>Relationships/friendships</p> <p>Transport to school and Spanish speaking countries; weather; compass points; sentence construction; traditional song</p>	<p><u>Invaders and settlers</u></p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. <p>Types of settlements in modern Britain:</p> <p>villages, towns, cities</p> <p>DT – Cooking Lovely Lunch</p> <p>Music Focus – link to History</p> <p>Living as a Hindu</p> <p>Targeting Life Skills Focus: Thinking</p> <p>Likes/dislikes with hobbies; love/hate</p>	<p><u>Rise of the Robots</u></p> <p><u>States of matter</u></p> <ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Photography</p> <p>How do different Christians show their belief?</p> <p>Going for Goals</p> <p>Targeting Life Skills Focus: Working</p> <p>Sleeping Beauty story;</p> <p>numbers in 10s; grammar in story</p>	<p><u>Invasion</u></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> -identify how sounds are made, associating some of them with something vibrating - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound <p>Romanisation of Britain</p> <p>Successful invasion by Claudius</p> <p>Boudicca</p> <p>DT- musical instruments</p> <p>Music focus with DT link</p> <p>Why is the Qu’ran special to Muslims?</p> <p>Playing sports; food and opinions; diary of activities; healthy lifestyle; traditional tongue twisters</p> <p>Hygiene</p> <p>Targeting Life Skills Focus: Living</p>	<p><u>Ancient Greece</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> -describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Ancient Greece – Greek life, achievements and influence on the Western World</p> <p>Greek Art – sculpture</p> <p>School designed Unit</p> <p>Animals and description;</p> <p>pets</p> <p>Targeting Life Skills Focus: Being</p>	<p><u>Endangered Environments</u></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> -identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups -recognise that environments can change and that this can sometimes pose dangers to living things. <p>climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>DT – Devise a water saving device</p> <p>What happens when we die?</p> <p>Spanish fables; weather report with temperatures; clothes; traditional song</p> <p>Changes</p> <p>Targeting Life Skills Focus: Giving</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in...</u>		<u>Exploring</u>		<u>Our world past and present</u>	
Year 5	<p><u>Living together in Victorian Britain</u></p> <p><u>Properties and changes of materials</u></p> <p>compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>-understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Royal Family</p> <p>Local Area Study: Victorians</p> <p>Changing Power of the Monarchs. Significant turning point. (school life, ragged school)</p> <p>Significant designers in London – Famous buildings e.g Isambard Brunel</p> <p>Exploring Christian Values in the world today.</p> <p>Relationships/friendships</p> <p>Targeting Life Skills Focus: Caring</p> <p>Alphabet; places in town; directions; town you live in</p>	<p><u>Earth and Space</u></p> <p><u>Earth and Space</u></p> <p>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system --describe the movement of the Moon relative to the Earth</p> <p>- describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>- use the idea of the Earth's rotation to explain day and night.</p> <p>eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>DT – exploration vehicles for space</p> <p>Music focus – Holst The Planets</p> <p>What did the Buddha teach about living a better life?</p> <p>Targeting Life Skills Focus: Thinking</p> <p>Planets; description; complex sentences with prepositions, adverbs and connectives</p>	<p><u>Water Worlds</u></p> <p><u>Forces</u></p> <p>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>- understand that force and motion can be transferred through</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Anglo Saxons/Vikings - compare and contrast – Art culture settlements</p> <p>place names and village life</p> <p>Battle of Hastings</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>DT – Shelters</p> <p>What do Sikhs believe is important?</p> <p>Going for goals</p> <p>Targeting Life Skills Focus: Working</p> <p>Seasons; poems; song about Spring; descriptive sentences</p>	<p><u>Ancient Civilizations</u></p> <p><u>Living things and their habitats</u></p> <p>-explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>- describe the life process of reproduction in some plants and animals.</p> <p>Art linked to Ancient civilisation</p> <p>Music link to History</p> <p>Pesach</p> <p>(Why is it important to remember the past?)</p> <p>Targeting Life Skills Focus: Living</p> <p>I am the Music Man song; types of music and opinions; musical instruments; creating a song</p>	<p><u>Explorers –South America</u></p> <p><u>Properties and changes of materials</u></p> <p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>-demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>-explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>A non-European society</p> <p>Mayan AD900</p> <p>Calendar, art and craft, Mayan writing, beliefs – sacrifice, religion and gods</p> <p>Compare a region in UK with a region in N. or S. America</p> <p>Fairtrade – St Lucia</p> <p>Main countries in Europe and North or South America.</p> <p>Locate and name principal cities.</p> <p>DT – Cooking: Serve a Salad</p> <p>School designed Unit</p> <p>Healthy eating; packed lunches; past tense; longer sentences with connectives</p> <p>Changes</p> <p>Targeting Life Skills Focus: Being</p>	<p><u>Life Cycles</u></p> <p><u>Reproduction of Living Things</u></p> <p><u>Animals including humans</u></p> <p>describe the changes as humans develop from birth to old age.</p> <p>Leonardo Da Vinci</p> <p>What happened to Islam in the Middle Ages?</p> <p>A beach scene painting; a beach poem; nouns, verbs and adjectives</p> <p>Changes</p> <p>Targeting Life Skills Focus: Giving</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 + 2
	<u>Living together in...</u>				<u>Our world past and present</u>
Year 6	<p style="text-align: center;"><u>Living together in London during WWII</u> <u>All living things</u></p> <p>-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics.</p> <p style="text-align: center;">Knowledge focus/SRE A study of an aspect or theme in British history extends chronological knowledge beyond 1066 World War II London</p> <p style="text-align: center;">Photography-People in Action Music focus – link to immigration – influence on culture by music</p> <p style="text-align: center;">Rosh Hashonah & Yom Kippur Shabbat: what do Jews believe are their responsibilities to God?</p> <p style="text-align: center;">Relationships/friendships Targeting Life Skills Focus: Caring</p> <p style="text-align: center;">Time; places in school; directions; school subjects past tense; time phrases; diary of activities for week</p>	<p style="text-align: center;"><u>The Dinosaur Age</u> <u>Evolution and Inheritance</u></p> <p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p style="text-align: center;">Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p style="text-align: center;">Distribution of natural resources focussing on energy (link with coal mining past History) How does being in a community help Buddhists to follow the Buddha’s teachings? Targeting Life Skills Focus: Thinking</p>	<p style="text-align: center;"><u>Habitats/ Classification</u> <u>All living things</u></p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics.</p> <p style="text-align: center;">Working Scientifically Focus</p> <p style="text-align: center;">Key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p style="text-align: center;">Photography Hajj and Id-ul-Adha Going for goals Targeting Life Skills Focus: Working</p> <p style="text-align: center;">Rivers and countries; description with weather in immediate future tense; producing a non-fiction text</p>	<p style="text-align: center;"><u>Growing and Changing</u> <u>Animals including humans</u></p> <p>identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.</p> <p style="text-align: center;">Locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p style="text-align: center;">DT Cooking: Hand held snack Lent and Easter Targeting Life Skills Focus: Living</p> <p style="text-align: center;">Spanish tapas and food/drink; café role play; ordering an ice-cream; milkshake recipe</p>	<p style="text-align: center;"><u>Culture shifts in Society- how views and opinions have changed over time. How public speaking can have impact.</u> <u>(Suffragettes, Slave Trade, Martin Luther King, William Churchill) can start in Spring and continue over Summer</u></p> <p style="text-align: center;">Light</p> <p>-understand that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p style="text-align: center;">Electricity</p> <p>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram.</p> <p style="text-align: center;">History topic see above - propaganda Moving image – digital Art Music link to Theatre The Hindu community and the Mandir Targeting Life Skills Focus: Being 1st half Giving 2nd half</p> <p style="text-align: center;">Yr 6/7 transition unit revisits prior learning and knowledge leading to Secondary school Changes</p>

