

Year B 20-21 / 22-23	Autumn 1 Digestive system	Autumn 2 - Egyptians	Spring 1 – Greeks	Spring 2 Forces and Magnets	Summer 1 Plants and rainforests	Summer 2 Food
Key stage event	Science driver	History driver	History driver	Science driver	Science driver	Geography driver
Science	(4) Digestive system - 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 Working Scientifically	NA	BA	(3) Forces and Magnets - compare how things move on different surfaces - 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. Working Scientifically	(3) Plants - identify and describe the functions of different parts of flowering plants - explore the requirements of plants for life and growth 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 (4) Living things and their habitats - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things. Working Scientifically	(3) Animals including humans - 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 (4) Animals including humans - construct and interpret a variety of food chains, identifying producers, predators and prey. Working Scientifically
History	NA	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Ancient Greece – a study of Greek life and achievements and their influence on the western world	NA	NA	NA

Geography	NA	<p>Location Knowledge</p> <ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <p>Context: positioning Egypt using these key terms</p> <p>Human and Physical:</p> <ul style="list-style-type: none"> - describe and understand key aspects of rivers <p>Context: the River Nile – from source to mouth</p> <p>Geographic Skills and Fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Context: the River Nile – from source to mouth</p>	NA	NA	<p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key features of climate zones and biomes - describe and understand key features of landuse, and the distribution of natural resources <p>Location Knowledge</p> <ul style="list-style-type: none"> -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, <p>Context: positioning the rainforests in these zones, using the key vocabulary</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand the distribution of food
Art	NA	<p>To improve their mastery of drawing using a range of techniques (drawing)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines.</p> <p>Context: Egyptian portraits and the history of the portrait.</p>	<p>To learn about great architects in history</p> <p>Context: Greek architecture</p> <p>To improve their mastery of painting using a range of techniques (paint)</p> <p>To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines.</p> <p>Context: Interpretations of Greek mythology throughout art history</p> <p>To improve their mastery of sculpture using a range of techniques (clay)</p> <p>Context: Two handled Greek pot</p>	<p>To learn about the work of a range of artists</p> <p>Context: Antony Gormley and sculpture</p> <p>To improve their mastery of sculpture using a range of techniques</p> <p>Context: Create own Iron man inspired by Antony Gormley</p> <p>To improve their mastery of skills using a range of techniques (collage)</p> <p>Context: create an atmospheric backdrop for their sculptures</p>	<p>To learn about the work of a range of artists</p> <p>Context: Henri Rosseau and Tiger in a Tropical Storm</p>	NA

DT	NA	NA	<p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Context: The legacy of the Greeks</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Context: The legacy of the development in our understanding of magnetism (credit cards/ rollercoasters)</p>	<p>Design</p> <ul style="list-style-type: none"> - 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 - generate, develop, model and communicate their ideas through discussion, prototypes, pattern pieces <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks accurately - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <p>Context: Save the rainforest – enterprenurial projects to repurpose objects.</p>	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques § - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Context: Produce summer salad using locally sourced, organic produce</p>
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Stand alone subjects	<p>PSHE: Democracy RE: 2.8 Hindu in Britain ICT: Online safety 4 PE: Real PE Year 4 Unit 1 Coordination- Floor Movement Patterns (card 10) Balance – Static Balance Floor Work (card 3) Outdoor PE: Outdoor and adventurous Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4 Communication/Poetry MFL: Family and friends (y3)</p>	<p>PSHE: Making choices RE: 2.8 Hindu in Britain ICT: Programming Turtle Logo 4 PE: Real PE Year 4 Unit 2 Dynamic Balance to Agility (card 6) Balance- Static Balance Seated (card 2) Dance Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4 Time/environment MFL: All around town (y4)</p>	<p>PSHE: What is important to me? RE: 2.9 Deciding right and wrong ICT: Scratch Questions and A 4 PE: Real PE Year 4 Unit 4 Cardio- Dynamic Balance (Card 5) Co-ordination- Ball Skills (Card 9) Outdoor PE Football Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4 China/Singing Spanish MFL: our school (y3)</p>	<p>PSHE: Playing safe RE: 2.3 Why is Jesus inspiring? ICT: Word Processing 4 PE: Real PE Year 4 Unit 5 Cardio- Agility- Reaction/ Response (card 12) Static Balance- Floor Work (card 3) Outdoor PE Hockey Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele : Y4 Sounds/in the past MFL On the move (y4)</p>	<p>RSE: Growing up and changing RE: 2.5 Festivals (Eid focus) ICT: Animation 4 PE: Real PE Year 4 Unit 1 Coordination – Ball Skills (cards 9) Agility- Reaction/ Response (cards 12) Outdoor PE Cricket Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Ancient worlds/buildings MFL: Where in the world (y4)</p>	<p>RSE: Growing up and changing RE: 2.6 Life is like a journey ICT: Applying 4 PE: Real PE Year 4Unit 4 Static Balance (cards 1) Balance to Agility (cards 6) Outdoor PE Athletics Music: Y3: Play and perform in ensemble contexts musical instruments with increasing accuracy, fluency control and expression. Context: The Ukulele Y4 Human body/Food drink MFL: Holidays and hobbies (Y4)</p>
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