

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	FOOD & FARMING AKA: CHOCOLATE!		JOURNEYS (COUNTRIES & CULTURES)		I-SPY (LOCAL AREA)	
English	Yr3/4: shape poetry, diary entries, imaginative recounts, explanations and comparisons of text.		Yr3/4: tbc		Yr3/4: tbc	
	Yr5/6: descriptions, narrative writing, information leaflets, explanations & non-chronological reports.		Yr5/6: tbc		Yr5/6: tbc	
Science (Yr3/4)	Animals, including humans Pupils should be taught to: ♣ 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 ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Animals, including humans Pupils should be taught to: ♣ 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.	Forces and Magnets Pupils should be taught to: ♣ 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.	Sound Pupils should be taught to: ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ recognise that sounds get fainter as the distance from the sound source increases.	Plants Pupils should be taught to: ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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.	Living Things and their Habitats Pupils should be taught to: ♣ 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.
Science (Yr5/6)	Living Things and their Habitats Pupils should be taught to: ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ♣ describe the life process of reproduction in some plants and animals.	Animals, including humans Pupils should be taught to: ♣ identify and name the main parts of the human circulatory system, and describe 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.	Earth and Space Pupils should be taught to: ♣ 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 ♣ describe the Sun, Earth and Moon as approximately spherical bodies ♣ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Forces Pupils should be taught to: ♣ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Living Things and their Habitats Pupils should be taught to: ♣ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ♣ give reasons for classifying plants and animals based on specific characteristics.	
History	Mayan civilization	The Aztecs...	Ancient Egypt		A local history study: Hungerford	
Geography	Atlas work & Mapwork	South America	Rivers and the water cycle	The distribution of water	Canals	
RE (Yr3/4)	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Has Christmas lost its true meaning? Religion: Christianity	Could Jesus really heal people? Were these miracles or is there some other explanation? Religion: Christianity	What is "good" about Good Friday? Religion: Christianity	How can Brahman be everywhere and in everything? Religion: Hinduism	Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
RE (Yr5/6)	How far would a Sikh go for his/her religion? Religion: Sikhism	Is the Christmas story real? Religion: Christianity	Are Sikh stories important today? Religion: Sikhism	Did God intend Jesus to be crucified? Religion: Christianity	What is the best way for a Sikh to show commitment to God? Religion: Sikhism	What is the best way for a Christian to show commitment to God? Religion: Christianity
VALUES	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness

PE	Hockey & Badminton	Rugby & Gymnastics	Football & Dance/Swimming	Netball & Dance/Swimming	Tennis & Cricket	Outdoor Adventurous Activities & Athletics
Music (Yr3/4)	Animal Magic: Exploring descriptive sounds	Play it again: Exploring rhythmic patterns	Dragon scales: Exploring pentatonic scales	Salt pepper vinegar mustard: Exploring singing games	Painting with sound: Exploring sound colours	The class orchestra: Exploring arrangements
Music (Yr5/6)	Roundabout: Exploring rounds	Songwriter: Exploring lyrics and melody	Journey into Space: Exploring sound sources	Cyclic patterns: Exploring rhythm and pulse	Stars, hide your fires: Performing together	Who knows?: Exploring musical processes
I.C.T. (Yr3/4)	Networks and the Internet	Coding	Photo & Image Editing	Word Processing	Databases	Film/Video
I.C.T. (Yr5/6)	Presenting/Prezi	Photo/Image Editing	Networks & The Internet E-Safety	Coding	Databases	Handling DataFilm/Animation
DT	Make something chocolaty!!		Money Containers (sewing)		Pop-Up books (levers/linkages)	
Art	Textiles (Rag Rugging & Weaving)		Collage (Claude Monet)		Printing	
French	Likes/Dislikes of fruit, food and drink Eating habits in France		Leisure Activities (Hobbies & Sports)		The High Street (shops & directions)	
P.S.H.C.E	Our Happy School	Out and About	Looking Forward	My Friends and Family	Healthy Bodies & Minds	Ready, Steady Go
TRIPS		Cadbury's World	Kennet River		Hungerford High Street	