



Curriculum Overview (detailed) Year 1 – 6 2020 – 2021

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 and Y2	<p>Legends of the North</p> <p>History – Grace Darling <i>Research the life of a significant individual from the North East of England.</i></p> <p>NC To develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework know and understand key features of events.</p> <p>Skills</p> <ul style="list-style-type: none"> I can use words and phrases <p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later</p> <p>I can spot old and new things in a picture.</p>	<p>Legends of the North</p> <p>History- Local Legends – Lambton Worm <i>Research a local myth from the North East of England.</i></p> <p>NC They should know where the people and events they study fit within a chronological framework They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Skills</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p> <p>I can answer questions using books and the internet.</p> <p>Science – <i>Local wildlife and habitats.</i></p> <p>NC local habitats</p>	<p>London’s Burning</p> <p>History- Great fire of London <i>Understand the causes and consequences of historic national event.</i></p> <p>NC They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Skills</p> <p>I can use words and phrases</p> <p>I can spot old and new things in a picture. • I can explain what an object from the past might have been used for.</p> <p>I can recognise that some objects belonged to the</p>	<p>London’s Burning</p> <p>History- Great fire of London</p> <p>Science – <i>Name and compare different materials.</i></p> <p>NC Materials 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. (Y1)</p> <p>identify and compare the suitability of a variety of everyday materials, including</p>	<p>Location, Location, Location</p> <p>Geography- A contrasting Locality <i>Compare our own locality to one from around the world.</i></p> <p>NC To 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</p> <p>Skills</p> <p>I can say what I like and do not like about a different place.</p> <p>I can describe a place outside Europe using geographical words.</p> <p>I can name the continents of the world and locate them on a map.</p>	<p>Under the Sea</p> <p>Geography- <i>Weather patterns</i></p> <p>NC Identify seasonal and local weather patterns in the UK.</p> <p>Skills</p> <p>I can keep a weather chart and answer questions about the weather.</p> <p>I can explain some of the main things that are in hot and cold places.</p> <p>I can explain the clothes that I would wear in hot and cold places.</p> <p>I can explain how the weather changes throughout the year and name the seasons.</p> <p>History- <i>NC</i> changes within living memory. Where appropriate, these should be used to reveal aspects of</p>

	<p>Geography – <i>Human and Physical features of the local area.</i></p> <p>NC find out about human and physical geography including key physical recognise landmarks and basic human and physical features. use basic geographical vocabulary. Make comparisons between local towns, countryside and coastal areas. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Skills</p> <p>I can describe some of the features of an island. I can explain how jobs may be different in other locations. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean,</p>	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats (Y2)</p> <p>Skills</p> <ul style="list-style-type: none"> • I can name a variety of animals including fish, amphibians, reptiles birds and mammals. I can sort animals into categories I can describe how a specific habitat provides for the basic needs of things living there • I can match living things to their habitat. <p>Music— <i>Local music</i> NC local folk songs</p>	<p>past.</p> <p>Geography – <i>To name and locate areas of the U.K</i></p> <p>NC Local landmarks, UK towns and cities name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Skills</p> <p>I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom. I can name the capital cities of England, Wales, Scotland and Ireland.</p> <p>Art <i>use of different media to create the great fore of London</i></p> <p>NC to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop</p>	<p>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. (Y2)</p> <p>Skills</p> <p>I can name wood, plastic, glass, metal, water and rock.</p> <ul style="list-style-type: none"> • I can describe the properties of everyday materials. I can group objects based on the materials they are made from. I can suggest why a material might or might not be used for a specific job. • I can explore how shapes can be changed by squashing, bending, twisting and stretching. 	<p>I can name the world oceans and locate them on a map.</p> <p>History- <i>Significant people from beyond the UK.</i> events beyond living memory that are significant globally. The lives of significant individuals in the past who have contributed to international achievements.</p> <p>Skills</p> <p>I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence.</p> <p>Science – <i>A range of habitats.</i></p> <p>NC identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different</p>	<p>change in national life. Identify similarities and differences between ways of life in different periods. Find out about the past and identify different ways in which it is represented.</p> <p>Skills</p> <p>I can ask and answer questions about old and new objects. I can recognise that some objects belonged to the past. I can give examples of things that were different when my grandparents were children. I can find out things about the past by talking to an older person.</p> <p>Science – <i>Name different seasons and the weather associated with them.</i></p> <p>NC observe changes across the four seasons. observe and describe</p>
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	<p>valley. I can find where I live on a map of the United Kingdom.</p> <p>Art – <i>An artist study.</i></p> <p>NC sea glass about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Skills I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art. I can suggest how artists have used colour, pattern and shape. I can create a piece of art in response to the work of another artist.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Skills I can use my voice to speak, sing and chant. I can repeat short rhythmic and melodic patterns. I can sing and follow a melody. • I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>Technology – <i>Design and make a mythical creature/local landmark.</i></p> <p>NC design purposeful, functional, appealing products for themselves and other users based on design criteria. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>and share their ideas, experiences and imagination.</p> <p>Skills I can create moods in artwork. I can use pencils to create lines of different thickness in drawings. I can name the primary and secondary colours. I can use charcoal, pencil and pastel to create art. I can use different effects within an IT paint package.</p> <p>Music— <i>Local music</i></p> <p>NC Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Skills I can create music in response to different starting points. I can choose sounds which create an effect. I can choose sounds to</p>	<p>Technology <i>Recreate streets of London.</i></p> <p>NC generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Skills I can make my model stronger. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can cut food safely. I can describe the ingredients I am using.</p>	<p>kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats (Y2)</p> <p>Skills I can match living things to their habitat. • I can describe how animals find their food. • I can name some different sources of food for animals. • I can explain a simple food chain.</p> <p>Art & Design <i>Art linked to area studied.</i></p> <p>NC to use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Skills I can create a repeating pattern in</p>	<p>weather associated with the seasons and how day length varies. (Y1)</p> <p>Skills I can observe and comment on changes in the seasons. • I can name the seasons and suggest the type of weather in each season.</p> <p>Art – <i>A study of a world famous Artist.</i></p> <p>NC about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Skills I can suggest how artists have used colour, pattern and</p>
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Y3 and Y4	Striking Coal	Striking Coal	The Argumentative	The Argumentative	The Awesome	Caring for our

<p>History – Coal Mining <i>Looking at the history of coal mining in the North East of England.</i></p> <p>NC- A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Pupils should continue to develop a chronologically secure knowledge and understanding of British and local history establishing clear narratives within and across the periods they study.</p> <p>Skills- I can explain how historic items and artefacts can be used to help build up a picture of the past. I can explain how an event from the past has shaped our life today. I can research what it was like for children in a given period of history and present my findings to an audience.</p> <p>Geography – North East England <i>Understand where we</i></p>	<p>History – Coal Mining <i>Looking at the history of coal mining in the North East of England.</i></p> <p>NC- A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Skills- I can explain how historic items and artefacts can be used to help build up a picture of the past. I can explain how an event from the past has shaped our life today. I can research what it was like for children in a given period of history and present my findings to an audience.</p> <p>Geography – North East England <i>Investigate human geography in the North East of England.</i></p> <p>Describe and understand key aspects of human geography, including:</p>	<p>Anglo-Saxons History – Anglo-Saxons <i>Research & presentation of work on Anglo- Saxon topic.</i></p> <p>NC- Pupils should be taught about Britain’s settlement by Anglo-Saxons. Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture and Christian conversion – Canterbury, Iona and Lindisfarne. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Skills-I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades. I can explain how an event from the past has shaped our life today.</p>	<p>Anglo-Saxons Geography – Early Settlements <i>Research & presentation of work on Anglo- Saxon topic.</i></p> <p>NC-Describe and understand 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. To use fieldwork to observe, measure, record and present 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>Skills- I can explain why people may choose to live in one place rather than another. I can explain the</p>	<p>Egyptians History – The Ancient Egyptians <i>Research and present work on the Egyptians.</i></p> <p>NC- Pupils should be taught a study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Skills- I can plot events on a timeline using centuries. I can explain how the lives of wealthy people were different from the lives of poorer people. I can research two versions of an event and explain how they differ.</p> <p>Geography – <i>Research life in a European country- Egypt.</i></p> <p>NC- Pupils should be taught to locate the world’s countries, using maps to focus</p>	<p>Environment Geography – Local Area <i>To investigate our local area and to see how we can protect it.</i></p> <p>NC- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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	<p><i>are in the world.</i></p> <p>NC-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Skills- I can explain why people may choose to live in one place rather than another.</p> <p>Science – Living things and their habitat <i>Looking at different animal habitats in our local area including our school grounds.</i></p> <p>NC- 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. To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and</p>	<p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Skills- I can carry out research to discover features of villages towns or cities.</p> <p>Science – Animals including Humans. <i>Research and investigate how the human body works.</i></p> <p>NC-Pupils should be taught to identify that humans and some other animals have skeletons and muscles for support, protection and movement. Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions.</p> <p>Skills- I can explain the importance of a nutritious, balanced diet.</p>	<p>Science – States of matter <i>Investigate and understand solids, liquids and gasses.</i></p> <p>NC-Pupils should be taught to compare and group materials together, according to whether they are solids, liquids or gases. To 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).</p> <p>Skills- I can group materials based on their state of matter (solids, liquids, gases).</p> <p>Design and Technology- <i>Anglo Saxon shields and brooches</i></p> <p>NC- When designing and making, pupils should be taught to 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</p>	<p>difference between the British Isles, Great Britain and the United Kingdom. I can find at least 6 cities in the UK on a map.</p> <p>Science – States of matter (Water Cycle) <i>Investigate and understand the water cycle.</i></p> <p>NC-To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p>Skills I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests</p>	<p>on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Skills- I can explain why people may be attracted to living in cities. I can locate the tropics of Cancer and Capricorn.</p> <p>Science – Electricity <i>Research and test how electricity works.</i></p> <p>NC-Pupils should be taught to identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To identify whether or not a lamp will light</p>	<p>Skills- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.) I can explain why people may choose to live in one place rather than another. I know the countries which make up the European Union.</p> <p>Science– Sound <i>To find out what sound is and how we hear sound.</i></p> <p>NC- Pupils should be taught to identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the</p>
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	<p>name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Skills- I can group living things in different ways. I can use classification keys to group, identify and name living things (and for others to use). I can describe how changes to an environment could endanger living things.</p> <p>Art – Norman Cornish <i>A study of a local artist whose art was based on coal mining in the North East of England.</i></p> <p>NC- Pupils should be taught about great artists in history. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Skills- I can experiment with the styles used by other artists. I can explain some of the</p>	<p>I can explain how nutrients, water and oxygen are transported within animals and humans.</p> <p>I can describe and explain the skeletal and muscular system of a human.</p> <p>I can describe the purpose of a skeleton in humans and animals. I know how to be both hygienic and safe when using food.</p> <p>Art – Norman Cornish <i>A study of a local artist whose art was based on coal mining in the North East of England.</i></p> <p>NC- Pupils should be taught about great artists in history. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Skills- I can experiment with the styles used by other artists. I can explain some of the features of art from historical periods.</p>	<p>groups. To 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>Skills- I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate products for both their purpose and appearance.</p>	<p>Design and Technology <i>Anglo Saxon brooches</i></p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Skills- I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate products for both their purpose and appearance.</p> <p>Music <i>Learning about contrasting rhythms in a song about 1066 (Norman Invasion)</i></p> <p>NC- Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To appreciate and</p>	<p>in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Skills- I can identify and name appliances which need electricity to function. I can construct a series circuit. I can identify and name the components in a series circuit. I can draw a circuit diagram. I can predict and test whether a lamp will light within a circuit. I can describe the function of a switch</p>	<p>strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Skills- I can describe how sound is made. I can explain how sound travels from a source to our ears. I can explain the place of vibration in hearing. I can explore the correlation between pitch and the object producing a sound. I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. I can describe what happens to a sound as it travels away from its source.</p> <p>Design and Technology- <i>Sketch the natural world.</i></p> <p>NC- When designing</p>
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	<p>features of art from historical periods. I can use line, tone, shape and colour to represent figure and forms in movement.</p>	<p>I can use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Music <i>A focus on folk music and listen to musicians who wrote and sang about mining (David Alexander)</i></p> <p>NC- Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Skills- I can sing songs from memory with accurate pitch. I can identify the character is a piece of music.</p>		<p>understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Skills- I can perform a simple rhythm. I can identify the different purposes of music.</p>	<p>in a circuit. I can describe the difference between a conductor and insulator, giving examples of each.</p> <p>Art- Egyptian <i>Use the Hieroglyphic Alphabet to translate words into Hieroglyphic images.</i></p> <p>NC- Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. 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>Skills- I can show reflections in my art. I can integrate my digital images into art.</p>	<p>and making, pupils should be taught to 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>Skills- I can present a product in an interesting way. I can measure accurately. I can persevere and adapt my work when my original ideas do not work.</p> <p>Music <i>Listening for pulse, rhythm and pitch- Three Little Birds.</i></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Skills- I can sing songs from memory with accurate pitch. I can identify the character is a piece of music.</p>
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<p>Y5 and Y6</p>	<p>Black Cats vs Magpies History – History of the local football teams NC- A local history study Examples (non-statutory) A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) To explain how our locality has changed over time. Skills - Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Science – Electricity and light <i>Research and test how electricity works.</i> NC - Explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. Compare and give reasons for why</p>	<p>Black Cats vs Magpies Geography – Locational Knowledge and map skills. <i>Using the North East football teams as a stimulus</i> NC- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Skills -Plan a journey to a place in another part of the world, taking account of distance and time. Explain how a location fits into its wider geographical location with reference to human and economical features. Use Ordnance Survey symbols. Answer questions by using a map.</p>	<p>Groovy Greeks History – History of Ancient Greece <i>Research & presentation of Ancient Greek topic, e.g. Gods</i> NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world. Skills – To draw a timeline with different historical periods showing key historical events or lives of significant people. Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <p>Geography <i>Focusing on comparing a Greek city to our own town</i> NC- Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries,</p>	<p>Groovy Greeks History – History of Ancient Greece <i>Greek myths and the influence Greeks had on modern day</i> NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world. Skills - Summarise the main events from a period of history, explaining the order of events and what happened. Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>Science <i>Investigating fossils; researching family history</i> NC - Recognise that living things have changed over time and that fossils provide information about living things</p>	<p>Learn to Love Nature Geography <i>researching different countries focusing on climate change and the impact on the environment</i> NC - Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes Skills - Describe how some places are similar and dissimilar in relation to their human and physical features. Name the largest desert in the world and locate desert regions in an atlas.</p> <p>Science <i>focusing on how plants and animals have had to adapt due to climate change</i> NC - Describe how living things are classified into broad groups according to common observable</p>	<p>Learn to Love Nature Geography <i>focusing on habitats and how animals have had to adapt to their environment</i> NC - Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes Skills - Describe how some places are similar and dissimilar in relation to their human and physical features. Name the largest desert in the world and locate desert regions in an atlas.</p> <p>DT NC - Design <i>Designing and making a habitat for an animal</i> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit</p>
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<p>components work and do not work in a circuit. Draw circuit diagrams using correct symbols. explain how light travels. Explain and demonstrate how we see objects. Explain why shadows have the same shape as the object that casts them.</p> <p>Skills - Explain how light travels. Explain and demonstrate how we see objects. Explain why shadows have the same shape as the object that casts them. Explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p> <p>Electricity - Explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. Compare and give reasons for why components work and do not work in a circuit. Draw circuit diagrams</p>	<p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like. Describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Science – Living things and their habitats <i>Focusing on animals local to the North East</i></p> <p>NC - 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. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Skills - Describe the life</p>	<p>and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skills - I can answer questions by using a map. Describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Art <i>Greek patterns, pots and plates using a range of media</i></p> <p>NC – Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design</p>	<p>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>Skills - Describe how the earth and living things have changed over time. Explain how fossils can be used to find out about the past. Explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). Explain how animals and plants are adapted to suit their environment. Link adaptation over</p>	<p>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>Skills - Classify living things into broad groups according to observable characteristics and based on similarities & differences. Describe how living things have been classified. Give reasons for classifying plants and animals in a specific way.</p> <p>Art <i>Developing sketching skills and progressing to paint – animal focus</i></p> <p>NC - To create sketch books to record their observations and use them to review and revisit ideas. To learn about great artists, architects and</p>	<p>for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Make 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, including construction materials and textiles according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the</p> <p>Technical knowledge Apply their understanding of</p>
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	<p>using correct symbols.</p> <p>Art <i>Sketching, pastel and painting based on a local artist looking at local landmarks</i></p> <p>NC - To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To learn about great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing and painting.</p> <p>Skills - Research the work of an artist and use their work to replicate a style.</p> <p>Explain the style of my work and how it has been influenced by a famous artist.</p> <p>Use feedback to make amendments and improvement to my art.</p> <p>Music <i>Listening to local musicians from the past and present</i></p> <p>NC - Develop an</p>	<p>cycle of different living things, e.g. mammal, amphibian, insect bird.</p> <p>Describe the differences between different life cycles. Describe the process of reproduction in plants. Describe the process of reproduction in animals.</p> <p>Design Technology <i>Using local bridges to design and make own from a range of materials</i></p> <p>NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Skills - Identify and draw objects and use marks and lines to produce texture.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Explain why I have chosen specific techniques to create my art.</p>	<p>time to evolution. Explain evolution.</p> <p>Design Technology <i>Designing & making Greek buildings, e.g. the Parthenon using recycled materials</i></p> <p>NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Skills - Come up with a range of ideas after collecting information from</p>	<p>designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing and painting.</p> <p>Music NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Skills - Use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>	<p>how to strengthen, stiffen and reinforce more complex structures.</p> <p>Skills - Come up with a range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan.</p> <p>Evaluate appearance and function against original criteria.</p> <p>Use a range of tools and equipment competently.</p>
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	<p>understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Skills - Describe, compare and evaluate music using musical vocabulary. Explain why I think music is successful or unsuccessful. Contrast the work of a famous composer and explain my preferences.</p>	<p>Skills - produce a detailed, step-by-step plan. Suggest alternative plans; outlining the positive features and draw backs. Evaluate appearance and function against original criteria. Use a range of tools and equipment competently.</p>		<p>different sources. Produce a detailed, step-by-step plan. Evaluate appearance and function against original criteria. Use a range of tools and equipment competently. Music NC - Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Skills - Maintain my part whilst others are performing their part. Improvise within a group using melodic and rhythmic phrases.</p>		
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