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Subject	**Autumn – Titanic**	**Spring – Space/Inventions**	**Summer – Invaders and Settlers**
English	Texts: Arun: On Board the Titanic: 1 (I Was There) Adur: Titanic: Survivor Rother: Titanic: Survivor	Texts: Arun: Alien in a Jam Factory Adur: Harriet vs The Galaxy Rother: Harriet vs The Galaxy	Texts: Arun: How to be a Viking Adur: How to train your Dragon Rother: How to train your Dragon
Maths	• Place value (all) • Addition and subtraction (Y3,4,5,6) • Multiplication and division (Y3,4,5,6) • Fractions (Y6) • Length, Perimeter & Area (Y4/5) • Statistics (Y5) Converting Units (Y6)	• Multiplication and Division (Y3/4/5) • Money (Y3/4) • Statistics (Y3/4) • Length and Perimeter (Y3/4/5) • Fractions (Y3/4/5) • Decimals (Y4,5,6) • Percentages (Y5,6) • Algebra (Y6) • Perimeter, area and volume (Y6) • Position and direction (Y6)	• Fractions (Y3) • Time (Y3,4) • Statistics (Y3,4,6) • Properties of Shape (all) • Mass and capacity (Y3) • Decimals (Y4,5) • Money (Y3,4) • Position and direction (Y4,5) • Converting units (Y5) • Volume (Y5)
History	• Investigate and share facts about how Titanic was built; where? • how long it took, how many people it took to build. • Research to find out about salvage attempts.	The history of The Space Race. • Using a range of resources, including books, websites and the film, find out more about Katherine Johnson • Inventions Hidden figures	• Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography	• Investigate what scientists have learned from studying the wreck. • Investigate how the wreck has changed over 107 years. • Explore survivor accounts to create a timeline of events that night.		• Where did the Anglo Saxons come from and where did they choose to settle? • What makes a good location for an Anglo Saxon settlement? What did they use the land for?

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	• Investigate and outline the reported mistakes made by Captain • Smith. • Highlight the Titanic's intended route on a map. • Pinpoint roughly where the wreck lies on a map. • Discuss whether 'women and children first' was a form of • discrimination. • Explore how being in a particular class could affect a passenger's • chance of survival.	[redacted]	
Science	**Forces & Magnets (3)** • Compare how things move on different surfaces • Notice that some forces need contact between 2 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 2 poles **Rocks (3)**	**Light (3)** • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change **Plants (3)**	**Animals including humans (3)** • 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 **All living things and their habitats (4)** • Recognise that living things can be grouped in a variety of ways - Vertebrae/non vertebra (fish, amphibians, mammals etc) Yes No chains

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	• 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 **Electricity (4)** • Common appliances • Simple circuits with equipment • Testing circuits • Switches • Conductors / insulators **Sound (4)** • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear	• 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 **Animals including humans (4)** **(Digestion and teeth)** • 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 **Properties & changes of materials (5)** • Compare and group together everyday materials on the basis of their properties,	• 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 **States of matter (4)** • 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 **Animals, including humans (5)** • Describe the changes as humans develop to old age **Living things and their habitats (5)** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Reproduction of plants and animals

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	• Find patterns between the pitch of a sound and features of the object that produced it • Recognise that sounds get fainter as the distance from the sound source increases • Find patterns between the volume of a sound and the strength of the vibrations that produced it **Earth and Space (5)** • 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 (5)** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes 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 **Animals including humans (6)** • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	• Sexual and asexual reproduction. **Evolution and inheritance (6)** • 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 **Living things and their habitats (6)** • Give reasons for classifying plants and animals based on specific characteristics • 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

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	• 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 **Light (6)** • Recognise 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 **Electricity (6)** • 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,	• 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 **Evolution and inheritance (6)** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	

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	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		
Art	Iceburg art and drawing titanic	**Robert McCall** • Learn about his life and what he drew. • sketch a futerscape image of their own design • Mixing of paints - Primary- secondary then tertiary colours	Sketching techniques - drawing an eye, leading to drawing dragon eyes and finishing by creating clay sculpture of a dragon eye.
DT	Make a boat	**DT – Moon buggy** • Select tools and equipment suitable for the task Select materials and components suitable for the task. • Explain their choice of materials and components according to functional properties and aesthetic qualities Explain their choice of tools and equipment in relation to the skills and techniques they will be using	Make an Anglo- Saxon settlement
Computing			
PE	**Autumn 1 -** Floor Gymnastics – Develop flexibility, strength, technique, control and balance. P Sport – Netball **Autumn 2 -** Dance –	**Spring 1 -** Multi Skills & Fitness Circuits Develop flexibility, strength, technique, control and balance. P Sport – Tag Rugby **Spring 2 -** Gymnastics (including apparatus) –	**Summer 1 –** Athletics –track and field, include sports day prep P Sport – Tennis **Summer 2 –** Rounders P Sport – Football

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	Movement patterns and comparing performances. P Sport – Hockey	Develop flexibility, strength, technique, control and balance. P Sport – Cricket	
Music	Arun Writing music down Playing in a band Adur Musical structures Exploring feelings when you play Rother Melody and Harmony in music Sing and play in different styles	Arun Compose using your imagination Feelings through music Adur Compose with your friends Enjoying musical styles Rother Composing and cords Music styles connect us	Arun Expression and improvisation The show must go on Adur Freedom to improvise Battle of the bands Rother Improvising with confidence Farewell tour
RE	**Year 3 - UC: Creation** What do Christians learn from the creation story (core) **UC: Incarnation** What is Trinity? **Year 4 - UC: Creation** What do Christians learn from the creation story (Digging deeper) **UC: People of God** What is it like to follow God? **Year 5 - UC: God**	**Year 3 - UC: Gospel** What kind of world did Jesus want? **UC: Salvation** Why do Christians call the day Jesus died "Good Friday?" (Core) **Year 4 - EP: Other Faiths** What symbols and stories help Jewish people remember their covenant with God? **UC: Salvation** Why do Christians call the day Jesus died "Good Friday?" (Digging Deeper) **Year 5 - EP: Other Faiths**	**Year 3 - EP: Other faiths** Why does a Hindu want to collect good karma? **EP: Other faiths** How does a Muslim show their submission and obedience to Allah? **Year 4 - EP: Other faiths** Why do Muslims call Muhammed the "Seal of the Prophets?" **EP: Other faiths** How does the story of Rama and Sita inspire Hindus to follow their dharma?

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	What does it mean if God is Holy and loving? **UC: Incarnation** Was Jesus the Messiah? **Year 6 - UC: Creation** Creation and Science: conflicting or complementary? **UC: Kingdom of God** What kind of king is Jesus?	What does the Qur'an reveal about Allah and his guidance? **UC: Gospel** What would Jesus do? **Year 6 - EP: Other faiths** How does tawhid create a sense of belonging in the Muslim community? **UC: Salvation** What difference does the resurrection make for Christians?	**Yea 5 - EP: Other faiths** What is holiness for Jewish people: a time, an object or something else? **EP: Other faith** How do questions about Brahman and Atman influence the way a Hindu lives? **Year 6 - Other Faiths:** What is a good life? Do you have to be religious to lead a good life? **Other faiths:** Are freedom and justice important in the world?
French	Je Peux Fruits	Do you have a pet? At the tea room	Healthy lifestyles At school
PSHE/RSE	**8-11** • Peer Pressure • Adult and children's views (Keeping/Staying Safe) • Looking Out for Others • Adult and children's views (Being Responsible) • Inclusion and Acceptance • Adult and children's views (A World without Judgement)	**8-11** • Enterprise • Adult and children's views (The Working World) • Making Friends Online • Adult and children's views (Computer Safety) • Anger • Adult and children's views (Feelings and Emotions)	**8-11** • Smoking • Adult and children's views (Keeping/Staying Healthy) • Year 5 First Aid • Puberty (Year 5 & 6 only) • Adult and Children's Views (Growing and Changing) (Year 5 only) • Conception (Year 6 only)

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			• Growing and Changing Summative Assessment (Year 6 only)
Trips	Portsmouth Harbour	Planetarium (Winchester) The Observatory Science Centre	Weald & Downland Living Museum