

In this topic children gain an understanding of the human skeleton and different muscles. They will also understand how the digestive system works along with gaining a knowledge of different teeth and how to keep them healthy. Knowing how the sound is made, how it travels and how it can be manipulated will also be a focus.



History

Geography

Science

Computing

PSHE

**Intent**—To be able to recall facts learned in Term 3.

**Intent** -To be able to recall facts learned in Term 5.

**Intent**— understanding the basic functions of the human body & understanding how sound is made & manipulated.

**Intent**—to gain a greater understanding of desktop publishing and its purpose in the real world.

**Intent**—to know how the community they live in functions fairly and collaboratively and to understand their place in it and the contribution they make.

**Prior Learning**— To be able to identify how Britain changed from the Iron Age to 1066. There will be a focus on Knowledge acquisition.

**Prior Learning**— to be able to develop locational knowledge & develop physical geographical knowledge through earthquakes & volcanoes.

**Prior Learning**— to be able to understand that there are different rocks & know how magnets work.

**Prior Learning**— to use a range of techniques to create a stop-frame animation using tablets & apply those skills to create an animation linked to English.

**Prior learning**—In the previous term the children have looked at basic first aid including how to deal with bites and stings and how to call for help in an emergency.

Sequence of learning

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sequence of learning

The following was not covered last half term so has been brought over in to this longer term:

Sequence of learning

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In term 3 children learned to understand the different groups who invaded or settled in Britain before 1066. This term we plan to revisit this content through short quizzes and activities, as well as the Leitner System and online quizzes.

None this half term.

Last term's learning to be revisited through the Leitner System & online quizzes.

Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans

Sc4/2.2b identify the different types of teeth in humans and their simple functions

Sc4/4.1a identify how sounds are made, associating some of them with something vibrating

Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear

Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it

Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.

Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases

1. Words & Pictures.
2. Can you edit it?
3. Great template!
4. Can you add content?
5. Lay it out
6. Why desktop publishing

To understand the groups which make up the community and look at the contributions they make.

To begin to understand how democracy works in the local area.

To understand why we have rules and the consequences of breaking rules at school and home.

To begin to understand the UN convention on the rights of the child and human rights

Economic well being

To understand different spending choices

To understand the concept of budgeting and the emotions behind money.

To begin to look at the idea of jobs and careers.

Next steps: We will begin next year looking at families and relationships

**Next Steps**— Historical knowledge will be revisited in Cycle A Term 1 when The Stone Age to Iron Age is studied in depth.

**Next Steps**— locational knowledge & climates zones through investigating the Amazon in Cycle A.

**Next Steps**— In Cycle A Term 2, learners will develop a working understanding of the states of matter.

**Next Steps**— Learners will develop their understanding of what a branching database is and how to create one.

**Impact**

Children will have an understanding of chronology and can interpret the past from a range of sources.

**Impact**

Children will demonstrate a working knowledge of the where earthquakes/volcanoes occur, spotting patterns. To be able to explain how volcanoes & earthquakes occur.

**Impact**

Children will be able to name different bones, muscles and teeth. They will describe the digestive system and explain how sound is made and travels.

**Impact**

Children will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.

**Impact**

Children will explore the ideas behind democracy and be able to talk about how the Parish council and school governing body help to run our community. They will be able to plan, budget, make and sell a product, giving profits to a local charity.

Class Residential to Camp Kernow.

Art

D & T

Music

RE

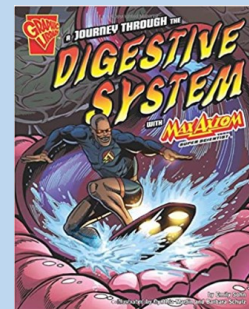
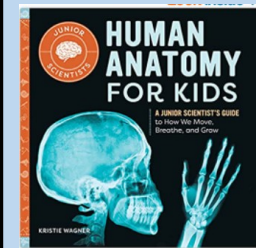
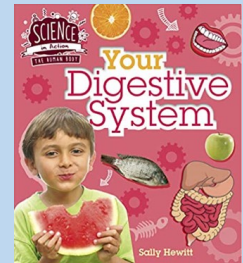
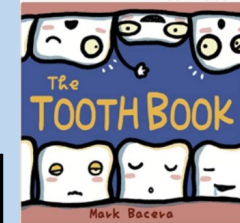
**Intent**—to develop skills in design, drawing, craft, painting, and art appreciation.

**Intent**—

**Intent**—To use the skills learned this year to learn and perform a song

**Intent**—to find out what the Trinity is and why it is important to Christians.

Texts that match our topic



**Prior Learning**— To be able to explore two of the formal elements of art: shape and tone.

None this term.

**Prior learning:** children have had 10 sessions of ukulele over the last 2 terms.

**Prior learning**—children have some understanding of the origins of Christianity and know about the birth of Jesus. They have looked at the Gospels and the idea of Baptism as a new beginning.

**Sequence of learning**

**From last half term:**

1. Tone 1: The 4 rules of shading.
2. Tone 2: Shading from light to dark.

**New learning:**

1. Optical Illusions
2. Paul Cezanne
3. Soap Sculptures (B. Hepworth)
4. Drawing: Still life
5. The work of a curator
- 6.

This term pupils will revisit pitch, pulse and rhythm through the song 'lean on me'. We will also be looking to include some simple ukulele and drum beats.

**Sequence of learning**

Introduce the Trinity and the different roles that Christians believe that God has (father, son and the holy spirit)

Look at Baptisms today, what is the difference between adults and babies and link back to the baptism of Jesus.

Design a work of art that demonstrates their understanding of the Trinity (symbol for a new church)

**Next steps**— we will move on to look at prehistoric art using charcoal and considering the use of a colour palette.

**Next steps:** Children will revisit the beginning of the year and continue to develop their glockenspiel skills.

**Next steps**— Children will go on to explore the Gospels further by investigating what sort of world Jesus wanted.

**Impact**

Children will create an optical illusion print, carve sculptures out of soap, draw a collection of still life objects, painting and mixing colours like Paul Cézanne and understand the role of a 'curator'.

**Impact**

Children will be able to use pitch, pulse, and rhythm to perform a song to a group

**Impact**

Children will know about the gospel, particularly baptism and trinity. They will understand how Christians show their beliefs on the Trinity and express how they think Christians believe God is like