

<u>Term One</u>	
Topic Name	<u>Why Should the Rainforest be important to us all?</u>
<u>Knowledge, Skills and Understanding</u>	
<u>Geography</u>	
<p>I can collect information about a place and use it in a report.            I can find possible answers to my own geographical questions.            I can plan a journey to a place in another part of the world, taking account of distance and time.            I can explain why many cities of the world are situated by rivers.            I can explain how a location fits into its wider geographical location; with reference to physical features.            I can explain why water is such a valuable commodity.            I can explain why people are attracted to live by rivers.            I can explain how a location fits into its wider geographical location; with reference to human and economical features.            I can explain what a place might be like in the future, taking account of issues impacting on human features.            I can name and locate many of the world's major rivers on maps.            I can locate and name the main countries in South America on a world map and atlas.</p>	
<u>Mastering</u>	
I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>Maths</u>	<u>English</u>
Line Graphs	Non-chronological report Persuasive writing
<u>WOW!</u>	<u>Outdoor Learning</u>
Rainforest video	Shelters

<u>Term One</u>	
Topic Name	<u>Could you be the next CSI Investigator?</u>
<u>Knowledge, Skills and Understanding</u>	
<u>Science</u>	
<ul style="list-style-type: none"> <li>• I can plan and carry out an investigation by controlling variables fairly and accurately.</li> <li>• I can make a prediction with reasons.</li> <li>• I can use test results to make further predictions and set up further comparative tests.</li> <li>• I can explain (in simple terms) a scientific idea and what evidence supports it.</li> <li>• <b>I can present a report of their findings through writing, display and presentation.</b></li> <li>• I can explain how changes can result in the formation of new materials.</li> <li>• I can distinguish metals from other solid materials by describing metallic properties.</li> <li>• I can explain why some metals rust.</li> <li>• I can explain what happens when vinegar or bicarbonate of soda is added to materials.</li> <li>• I can explain what an irreversible change is and give examples.</li> <li>• <b>Investigate:</b> fingerprints, hair samples (microscopes), chromatography (ink)</li> </ul>	
<u>Mastering</u>	
I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>Maths</u>	<u>English</u>
Estimate area of body	
<u>WOW!</u>	<u>Outdoor Learning</u>
Body outline Crime scene fingerprints	Orienteering for clues to a crime

## Term One

Topic Name

Why should gunpowder treason plot never be forgotten?

### Knowledge, Skills and Understanding - History

- I can use dates and historical language in my work.
- I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.
- I can use my mathematical skills to work exact time scales and differences as need be.
- I can describe historical events from the different period/s they are studying/have studied.
- I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
- I can begin to appreciate that how we make decisions has been through a Parliament for some time.
- I can appreciate that significant events in history have helped shape the country we have today.
- I can have a good understanding as to how crime and punishment has changed over the years.

### Mastering

I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.

### Maths

Volume of cellars

### English

News report  
Diary entry (Plague / Great Fire of London)

### WOW!

Fire brigade – bonfire night safety

### Outdoor Learning

## Term Two

Topic Name

Can you feel the force?

### Knowledge, Skills and Understanding - Science

- I can explore different ways to test an idea, choose the best way, and give reasons.
- I can vary one factor whilst keeping the others the same in an experiment. I can explain why they do this.
- **I can use information to help make a prediction.**
- **I can use test results to make further predictions and set up further comparative tests.**
- I can explain (in simple terms) a scientific idea and what evidence supports it.
- I can present a report of their findings through writing, display and presentation.
- I can explain what gravity is and its impact on our lives.
- I can explain why a wheeled object that is initially pushed will slow down and stop.
- I can explain the impact of friction on a moving object.
- I can explain the effect of drag force on moving objects.
- I can explain how force and motion can be transferred through gears, pulleys, levers and springs.
- **Investigate:** water resistance (boats), parachutes

### Mastering

I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.

### Maths

Area of parachutes

### WOW!

Skydive from space – boats/parachutes investigation

### English

Biography – Isaac Newton

### Outdoor Learning

Parachutes/Boats investigation

<u>Term Two</u>	
Topic Name	<u>Will we ever send another human to the moon?</u>
<u>Knowledge, Skills and Understanding</u>	
<u>Science</u>	<u>Design Technology - Rockets</u>
<ul style="list-style-type: none"> <li>• <b>I can explain (in simple terms) a scientific idea and what evidence supports it.</b></li> <li>• I can identify and explain the movement of the Earth relative to the Sun.</li> <li>• I can explain how seasons and the associated weather are created.</li> <li>• I can identify and explain the movement of the Moon relative to the Earth.</li> <li>• I can explain the size, shape and position of the Earth, Sun and Moon.</li> <li>• I can explain how night and day are created and use diagrams to show this.</li> <li>• I can explain how planets are linked to stars.</li> <li>• I can compare the time of day at different places on the Earth.</li> <li>• I can create shadow clocks.</li> <li>• <b>Investigate:</b> rockets</li> </ul> <p style="text-align: center;"><u>Mastering</u></p> <p>I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.</p>	<p>Developing, planning and communicating ideas</p> <p>Working with tools, equipment, materials and components to make quality products.</p> <p>Evaluating processes and products:</p> <ul style="list-style-type: none"> <li>• Do they keep checking that their design is the best it can be?</li> <li>• Do they check whether anything could be improved?</li> <li>• Can they evaluate appearance and function against the original criteria?</li> </ul>
<u>Maths</u>	<u>English</u>
Multiplication – calculate weight on other planets Solar system with scaled measurements	Explanation of day and night Recount of trip
<u>WOW!</u>	<u>Outdoor Learning</u>
Class trip/Planetarium Rockets	Solar system with scaled measurements

## Term Three

Topic Name

Were the Anglo Saxons really smashing?

### Knowledge, Skills and Understanding - History

- I can use dates and historical language in my work.
- I can draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.
- I can use my mathematical skills to work exact time scales and differences as need be.
- I can describe historical events from the different period/s they are studying/have studied.
- I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
- I can explain the role that Britain has had in spreading Christian values across the world.
- I can appreciate that significant events in history have helped shape the country we have today.
- I can have a good understanding as to how crime and punishment has changes over the years.
- I can test out a hypothesis in order to answer a question.
- I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.

### Mastering

I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.

#### Maths

Reflection – Saxon Artwork (4 quadrants)

#### WOW!

Stone Age visitor

#### English

Narrative writing

#### Outdoor Learning

<u>Term Three</u>	
Topic Name	<u>What's so special about the USA?</u>
<u>Knowledge, Skills and Understanding</u>	
<u>Geography</u>	<u>Design Technology</u>
<ul style="list-style-type: none"> <li>• I can collect information about a place and use it in a report.</li> <li>• I can map land use.</li> <li>• I can find possible answers to my own geographical questions.</li> <li>• I can plan a journey to a place in another part of the world, taking account of distance and time.</li> <li>• I can explain why many cities of the world are situated by rivers.</li> <li>• I can explain how a location fits into its wider geographical location; with reference to physical features.</li> <li>• I can explain how a location fits into its wider geographical location; with reference to human and economical features.</li> <li>• I can explain what a place might be like in the future, taking account of issues impacting on human features.</li> <li>• I can locate the USA and Canada on a world map and atlas.</li> </ul> <p><b>Mastering</b> I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.</p>	<p>Developing, planning and communicating ideas</p> <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> <li>• I can explain why my finished product is going to be of good quality?</li> <li>• I can explain how my product will appeal to the audience?</li> <li>• I can use a range of tools and equipment expertly?</li> </ul> <p>Evaluating processes and products</p>
<u>Maths</u>	<u>English</u>
Time zones differences Plan a journey to USA using timetables	Non-chronological report
<u>WOW!</u>	<u>Outdoor Learning</u>
Making burgers	Physical map on the field

<u>Term Three</u>	
Topic Name	<u>Do all animals start life as an egg?</u>
<u>Knowledge, Skills and Understanding</u>	
<u>Science</u>	<u>Art &amp; Design</u>
<ul style="list-style-type: none"> <li>• I can describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds.</li> <li>• I can describe the life cycles of common plants.</li> <li>• I can talk with knowledge about birth, reproduction and death of familiar animals or plants.</li> <li>• I can create a timeline to indicate stages of growth in humans.</li> <li>• I can explain what puberty is.</li> <li>• I appreciate that all animals will eventually die.</li> <li>• I can explain why different animals have a different life expectancy.</li> <li>• <b>Investigate:</b> micro-organisms – petri dishes</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with and combine materials and processes to design and make 3D form.</li> <li>• I can learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</li> <li>• I can keep notes in their sketch books as to how they might develop their work further.</li> <li>• I can use their sketch books to compare and discuss ideas with others.</li> </ul>
<b><u>Mastering</u></b>	
I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>Maths</u>	<u>English</u>
Fractions, decimals and percentages of tadpoles that survive into frogs Average heights of children in different year groups	Explanation of life cycle
<u>WOW!</u>	<u>Outdoor Learning</u>
High School visitor – micro-organisms App to show effects of aging	Plants & Seeds Tadpoles