YEAR A (2019-2020)

	AUTUMN TERM 1ST Half									
Theme	OUR PRECIOUS WORLD - Eco School Approach across school.									
	English TEXTS TO BE AT CENTRE OF TOPIC	Maths	Science	Computing	**History/ Geography**	Art / DT	Music Charanga	PSHCE	PE	RE
Year 1,2		Lancashire Scheme of Work & Cross curricular referencing	Materials – Properties	Create, manage and manipulate digital content.	**Oceans / Continents**	DT - Structures and strength	Sounds of the Sea	See A Shepherd for new curriculum	Lancashire Scheme of Work	ISLAM
Y3,4 *Re-cycling* *Sources of Energy*			Electricity / Circuits Renewable Sources	Images, video and animation	**Renewable Sources / Pollution**	DT – Mechanical and Electrical Systems				ISLAM
Y4,5 *Plastic Pollution*			Materials	Images, video and animation	**Pollution / world issues**	DT – Make a product from recycled plastic				ISLAM
Y5,6 *Climate Change*			Electricity	Multi Media Presentation (Green Screen)	**Climate Change – Impact on Earth**	DT – Electrical Systems				ISLAM
Extending Learning Opportunities	• Heysham Power Station • Wind Turbines - • Community Litter Picking • Eco – Brick Building • Lakes Aquarium/ Nature reserves / Lakeland Oasis									•

Key Learning Coverage

Class / Year Group - Oak Class (Year 4, 5, 6)	Teacher: Mrs Greenwood
Initials of Children in class: RSJ, JT, MR, MT, HL	TOPIC : AUTUMN 1ST HALF 2019

Subject	Key Learning to cover
Science	Compare and group together everyday materials on the basis of their properties, 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 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. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Computing	use sequence, selection, and repetition in programs; work with variables and various forms of input and output select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Geog/ History	Locational knowledge: Locate the world's countries, using maps … concentrating on their environmental regions, key physical and human characteristics … Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human and physical: Human geography, including … economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Art/ DT	Evaluate: Investigate and analyse a range of existing products Design: 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 groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Technical knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Music	Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Internalise, understand, feel, know how the dimensions of music work together. Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Improvisation - explore and create your own responses, melodies and rhythms. Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. DIscuss/respect/improve your work together.
PE	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSHCE	H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H15. school rules about health and safety, basic emergency aid procedures, where and how to get help L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in

	different situations and how to take part in making and changing rules
RE	**Make links** between beliefs and sacred texts, including stories and various religious sources (B&V LRT) **Suggest meanings** for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur'an. (B&V LRT) **Describe** the impact of religion on people's in terms of beliefs, values and personal meaning. (LRT) **Apply** their ideas to their own and other peoples' lives simply. (B&V) **Ask important questions** about religion and beliefs, and **compare** the different viewpoints within a faith group. (SHE, B&V, SPM)