

Term Driver	Autumn 1 Fame	Autumn 2 Festivals	Spring 1 Health	Spring 2 Britain	Summer 1 Adventure	Summer 2 Competition
Week	7 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 ½ weeks
Genre	Newspapers Biographies	Diary Poetry	Instructions Persuasion	Dr Who Comic books Sci-fi stories	Jumanji Adventure stories Informal letter writing (Guess what happened to me?)	Greatest needs
Grammar Focus	Handwriting Prefixes and suffixes Expanded noun phrases Tenses Headings/Subheadings Present perfect Determiners Pronouns	Homophones Paragraphs Sub conjunctions A/an Pronouns Determiners Present perfect Possessive apostrophes	Fronted adverbials Headings/Subheadings Prepositions A/an Sub clauses	Direct speech Time and cause Create settings, characters and plots Paragraphs (plus any not achieved)	Time and cause Create settings, characters and plots Direct speech Paragraphs (plus any not achieved)	Greatest needs

<p style="text-align: center;"><b>Science</b></p>	<p>Electricity Tesla, Thomas Edison identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Light Einstein recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.</p>	<p>Plants Humans</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>States of matter Weather</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Greatest needs Science skills</p>	<p>Greatest needs Science skills</p>
<p style="text-align: center;"><b>Maths</b></p>	<p>Place Value Addition and Subtraction</p>	<p>Multiplication and Division</p>	<p>Fractions and Decimals</p>	<p>Time Measurement</p>	<p>Measurement Geometry</p>	<p>Statistics</p>

<p style="text-align: center;">Learning Challenge</p>	<p>History the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared</p> <p>Music</p>	<p><b>Geography</b> Locational knowledge: locate the world's countries, using maps to focus 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><b>Art</b> 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>about great artists, architects and designers in history</p> <p><b>DT</b> 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 Evaluate: investigate and analyse a range of existing products <b>RE</b></p>	<p><b>Art (Georgia O'Keeffe)</b> 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>about great artists, architects and designers in history</p> <p><b>PE</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Geography</b> Human and physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>History</b> Britain's settlement by Anglo-Saxons and Scots</p> <p><b>RE/SMSC</b></p>	<p><b>PE (orienteering)</b> take part in outdoor and adventurous activity challenges both individually and within a team <b>Computing</b></p>	<p><b>PE</b> 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</p> <p><b>Greatest needs</b></p>

Unit 3 Plan 2017/2018