Brocklewood Primary School

	Autumn Term	Spring Term	Summer Term
	How did life change in Britain after WWII? (H)	Watt made the difference? (S)	What make a champion?
Science	Working Scientifically – on going across the year		
	Evolution and Inheritance Animals including humans	Electricity Light	Living Things and Habitats
Computing	Computer Science - solve problems by decomposing them into smaller parts; use logical reasoning to detect and correct errors in algorithms IT - combine a variety of software to accomplish given goals and select, use, combine software. Digital Literacy - appreciate how search results are ranked	IT - use and combine software on a range of digital devices Design and create systems Digital Literacy – be discerning in evaluating digital content	Computer Science - use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work; IT - analyse & evaluate data select, use and combine software Understand the opportunities computer networks offer for collaboration Digital Literacy - be discerning in evaluating digital content
History	**What was World war 2? How did it change life in Britain? (1940's)** place current study on time line in relation to other studies know key dates, characters and events of time studied consider ways of checking the accuracy of interpretations – fact or fiction and opinion- **The boy in the striped pyjamas extended writing.** use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account **The development of popular culture after WW2. (1960's)** know key dates, characters and events of time studied compare beliefs and behaviour with another period studied	**Famous Inventors- Volta, Edison, Watt, Benjamin. Extended writing** select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations	
Geography	**Locate countries that participated in the war.** ·describe route, direction, location ·16 points on compass to degrees on compass · locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.		**Geography champion- David Attenborough (water and rivers)** ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern

			changed? analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it
			communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
	Geographical skills and fieldwork – on going across the year		
DT	**Create air raid shelters-** Explore a range of great artists, architects and designers in history. Plan the order of their work, choosing appropriate materials, tools and techniques. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests **Create foods using rationing** Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source Know food and drink contains different substances	**Electronic games** Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. **Paper circuit using different materials-** generate, develop, model and communicate ideas through discussion, annotated sketches and exploded diagrams	**Water wheel mechanism-** Understand how mechanical systems such as cams or pulleys or gears create movement. Evaluate their work both during and at the end of the assignmnent.
Art & Design	**Andy Warhol and pop art– Post war culture** Explore a range of great artists, architects and designers in history. Have opportunity to explore modern and traditional artists using ICT and print making . **Silohette The Bilitz Images-** Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Mix colour shade and tones with confidence, building on previous knowledge. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further.	**Hugo Cabret inspired images-** This style may be through the development of: line, tone, pattern, texture. Adapt their work according to their views and describe how they might develop it further. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further.	**Waterfall images/ Canal art-** Use sketchbooks to collect and record visual information from different sources. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Discuss and review own and others

			work, expressing thoughts and feelings explaining their views.
	Create sketchbooks to record observations		
Music	- 1940's (swing, frank Sinatra, Vera Lynn) and 1960's music (beetles) History of music and how it changed - -1960's something inside so strong (song music express)	Tuned instruments: chords – cycle of 5ths structures e.g. - tonic/dominant/ subdominant /tonic	Rhythmic reflections – performance creating music for a ceremony/leavers' assembly
MFL	Our World Describing geographical features Describing position of features Reinforce the weather (present and future) Use the superlative Present the months	The Café Saying and understanding prices (reinforce numbers) Buying food and drink in a café	The Past and the Present Describing places Comparing past and present Saying how much or many things there are
P.E.	Dance- 1960's Dance moves	Dance & Gymnastics Games & Gymnastics	Games & Gymnastics Athletics
R.E.	What do people use ritual in their lives? What do the gospels tell us about the birth of Jesus?	What is religion? What concepts do religions have in common? Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts)
Whole School Weeks	Christmas Eid Anti-bullying Week Diwali- Diwa Lamps Model and develop work through a combination of pinch, slab, and coil. Demonstrate experience of understanding in different ways glaze, paint, and polish.	Chinese New Year World Book Day Easter Easter pictures- Sewing With confidence pin, sew and stitch materials together to create a product.	Transition Week

Additional information relating to Computing.			