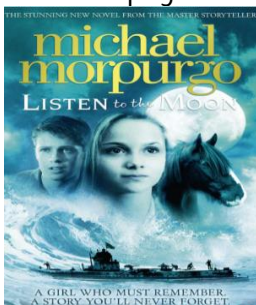
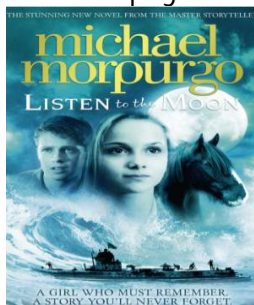


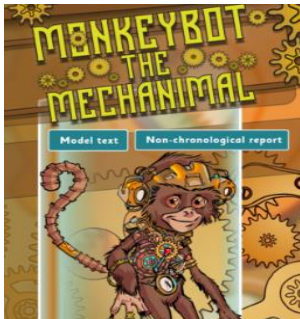
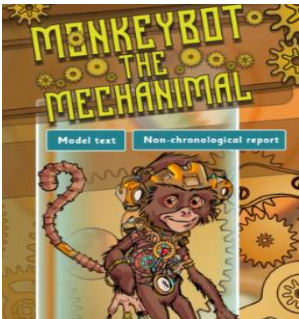







Unit Coverage- Year 3/4/5/6
2024/2025
Summer Term 2



Unit Theme: Transport

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading Vipers	Listen to the Moon by Michael Morpurgo 	Listen to the Moon by Michael Morpurgo 	Listen to the Moon by Michael Morpurgo 	From a Railway Carriage by Robert Louis Stephenson 	From a Railway Carriage by Robert Louis Stephenson 	The Industrial Revolution- Non Fiction text 
English- Writing	Non chronological report linked with Cogheart by Peter Bunzl 	Non chronological report linked with Cogheart by Peter Bunzl 	Non chronological report linked with Cogheart by Peter Bunzl 	Poetry linked with From a Railway Carriage by Robert Louis Stephenson 	Poetry linked with From a Railway Carriage by Robert Louis Stephenson 	Poetry linked with From a Railway Carriage by Robert Louis Stephenson 
Maths	Year 3 and 4 Decimals Year 5 and 6 Algebra	Year 3 and 4 Decimals Year 5 and 6 Algebra	Year 3 and 4 Shape Year 5 and 6 Shape	Year 3 and 4 Shape Year 5 and 6 Shape	Year 3 and 4 Position and Direction Year 5 and 6 Position and Direction	Year 3 and 4 Statistics Year 5 and 6 Statistics
Science How are nutrients and water transported in animals?	Why is a healthy diet important?	Why do I need water?	What is the circulatory system and how does it work?	What job does my heart do?	Why does my blood flow around my body?	Assessment- create a poster explaining how nutrients and water are carried around the body.
NC Links	Working Scientifically Year 3 and 4: <ul style="list-style-type: none">asking relevant questions and using different types of scientific enquiries to answer themsetting up simple practical enquiries, comparative and fair testsgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays Working Scientifically Year 5 and 6: <ul style="list-style-type: none">planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessaryrecording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphsusing test results to make predictions to set up further comparative and fair tests					

	<ul style="list-style-type: none"> 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 <p>Year 3 and 4</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <p>Year 5 and 6</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 					
<p>Geography</p> <p>How can I travel around the U.K?</p>	What are the countries and regions of the U.K?	What are the settlements and counties of the U.K?	How can I use compasses, keys and symbols to read a map?	How can I sue 4 figure gid references to read a map?	What are the key topographical features found in the U.K?	Assessment- create a set of directions.
NC Links	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 					
<p>Design Technology</p> <p>How do bridges work?</p>	How are bridges designed?	What will my bridge look like?	How will I build my bridge?	How will I build my bridge?	Will my bridge hold weight?	How can my bridge be improved?
NC Links	<p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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. <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 					
<p>RE</p> <p>Why do some people think that life is like a journey and what significant events mark this?</p>	How do people mark significant events in their lives?	What is the significance of baptism for Christians? What happens and what does it mean?	How do many Jewish people mark becoming an adult?	What ceremonies do many Hindus mark in the journey of life?	Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?	Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?
<p>Music</p> <p>Reflect, rewind and replay</p>	Reflect - Music For Compline (traditional) (Early Music) Rewind and Listen Out! Johnny B. Goode by Chuck Berry Reflect - Composers and Composition (Rachel Portman)	Reflect - Dido And Aeneas by Purcell (Baroque) Rewind and Listen Out! Things Ain't What They Used To Be by Ellington and Persons Reflect - Composers and Composition (Rachel Portman)	Reflect - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Rewind and Listen Out! Hello by Lionel Richie Reflect - Composers and Composition (Rachel Portman)	Reflect - Minute Waltz by Chopin (Romantic) Rewind and Listen Out! U Can't Touch This by MC Hammer Reflect - Composers and Composition (Jason Yarde)	Reflect - Central Park In The Dark by Charles Ives (Contemporary) Rewind and Listen Out! I Heard It Through The Grapevine by Marvin Gaye Reflect - Composers and Composition (Jason Yarde)	Reflect - Clapping Music by Steve Reich (Contemporary) Rewind and Listen Out! Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops Reflect - Composers and Composition (Jason Yarde).

NC Links	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 					
PSHE Changing Me	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>	<p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>	<p>I understand what responsibilities there are in parenthood and the joy it can bring</p> <p>I can consider what has influenced my life and what might influence the lives of other people.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p>	<p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about these</p>
PE Dance (Machines)	How can I create actions in response to a stimulus and move in unison with a partner.	How can I create actions to move in contact with a partner or interact with a partner.	How can I select and link appropriate actions and dynamics to show our dance idea.	How can I remember, repeat and create actions to represent an idea.	I can perform a dance with dynamics.	Assessment- perform a dance to an audience
NC Links	Dance: <ul style="list-style-type: none"> 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. perform dances using a range of movement patterns 					
Computing Photo Editing Digital Media / Cross Curricular	How can I change digital images?	How do I create different colour effects?	How do I use the cloning tool to change digital images?	How can I combine images?	How can I create my own image using the tools learnt ?	Assessment- create and evaluate own digital image.
NC Links	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 					