



Unit Coverage- Year 3/4/5/6
2024/2025
Autumn Term 1



Unit Theme: Amazing Amazon

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science States of Matter	Can I identify solids, liquids and gases and name examples of each	Can I plan an investigation about liquids and communicate the results?	Can I take accurate measurements using a thermometer?	Can I observe that materials change state when they are heated or cooled?	Can I identify the part played by evaporation and condensation in the water cycle?	Can I plan and carry out a fair test about evaporation? Can I plan and carry out a fair test about evaporation?
NC Links	<p>Year 3 & 4:</p> <ul style="list-style-type: none"> ➤ setting up simple practical enquiries, comparative and fair tests ➤ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers <p>Year 4:</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Year 5 & 6:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate <p>Year 5</p> <ul style="list-style-type: none"> ➤ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 					
History Ancient Maya	When and where did the Maya live?	What made the Maya civilisation so successful?	How do we know about the Maya?	How were the Maya ruled?	How was the Maya region like England leading up to the 10 th Century? Compare to Anglo-Saxons	What do we know about Maya city states and Anglo-Saxon kingdoms? How did the abandonment of the Southern Maya lowlands help the northern states to thrive?
NC Link	<i>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>					
Geography	Geography will be covered next half term					
Art/DT	Which foods are healthy?	Where do different foods come from? Temperate vs tropical climates	Which foods come from the rainforest?	Which rainforest fruits do I enjoy?	Can I design a healthy, tropical fruit salad?	Can I make and evaluate my fruit salad?
NC Links	<ul style="list-style-type: none"> ➤ Understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed- ➤ Cooking and tasting foods from other countries 					

RE Christianity: God What does it mean if God is holy and loving?	Why is knowing God such a personal experience for Christians?	How is God portrayed to his believers?	What does God look like to you?	What do cathedrals show about what Christians believe about God?	What does God hate?	How do Christians show the values of love and forgiveness through worship?
Spanish	Explain where I live in Spanish	Talk about my town in Spanish	Give directions using left or right in Spanish	Talk about my school in Spanish	Ask someone to borrow equipment in Spanish	Learn the alphabet in Spanish Talk about the time in Spanish
Music Make you feel my love	I can learn and perform the song 'Make you feel my love'	I can play along to 'Make you feel my love' with a glockenspiel	I can improvise to the song 'Make you feel my love'	I can improvise and compose a song	I can compose and practise a song	I can perform a song
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 Jigsaw – Being in my world	I can talk about my year ahead	I understand what it is to be a citizen of my country	I understand my responsibilities and my right to learn	I can explain rewards and consequences and why they are important	I can discuss the significance of our learning charter	I can identify my own goals and ambitions
PE Dance	To copy and create actions in response to an idea and be able to adapt this using changes of space.	To develop a dance using matching and mirroring.	To learn and create dance moves in the theme of carnival.	To develop a carnival dance using formations, canon and unison.	To understand how dynamics, space and relationships can be used to represent a state of matter.	To use actions, dynamics, space and relationships to represent a state of matter.
NC Links	<ul style="list-style-type: none"> ➤ 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] ➤ perform dances using a range of movement patterns ➤ take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Computing Communication & Collaboration Computer Systems & Contexts	Recognise that data is transferred and explain the importance of internet addresses	Understand how data is transferred across the internet	Explain how and why information is shared online	Evaluate different ways of collaborating online	Recognise how we communicate using technology	Evaluate and compare different methods of communication
NC Links	<ul style="list-style-type: none"> ➤ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ➤ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ➤ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ➤ 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 ➤ 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					