



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



Unit Theme: Transport

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Science What is the difference between an insulator and a conductor? | How do appliances use electricity to work? | YR3/4 How do I make a simple circuit? YR5/6 How do I draw a scientific diagram of a circuit? | YR3/4 Will a bulb light? YR5/6 How does the voltage affect the brightness of a bulb? | YR3/4 How can we test if a material is an insulator or a conductor? YR5/6 How do I plan a fair test to investigate how components function? | What is renewable energy? | |
| 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 testsreporting 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 Year 3 and 4 <ul style="list-style-type: none">identify common appliances that run on electricityconstruct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzersidentify 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 batteryrecognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuitrecognise some common conductors and insulators, and associate metals with being good conductors. Year 5 and 6 <ul style="list-style-type: none">associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuitcompare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switchesuse recognised symbols when representing a simple circuit in a diagram. | | | | | |
| History How did the railways benefit Britain? | How did people transport things before railways? | How quickly did the railways expand? | What benefits did the railway bring to Cornwall? | Was the railway the same across the country? | What impact did the railway have on the Industrial Revolution? | |
| NC Links | <ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>a significant turning point in British history, for example, the first railways</i>) | | | | | |
| Art and Design How can I create a 3d effect in my drawings? Artist influence – rain, steam and speed – J.M.W. Turner | What is perspective? | How can we use linear perspective in drawing? | How can we use atmospheric perspective in drawing? | Who was J.M.W. Turner and how did he use perspective? | How can I use techniques and influence of Turner to draw with perspective? | |
| NC Links | <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay | | | | | |

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| | <ul style="list-style-type: none"> about great artists, architects and designers in history | | | | | |
| RE What is the Trinity and why is it important to Christians? | What happens in the biblical story of the baptism of Jesus? | How is the Trinity shown in the Biblical story of the baptism of Jesus? | Why is the biblical story of the baptism of Jesus important for many Christians? | What are the similarities and differences between infant baptism and believer's baptism? | What might affect a Christian's decisions about baptism? | |
| Music Classroom Jazz 1 | Three Note Bossa 1. Learn to play the tune/head 2. Improvise using instruments Play the tune/head and improvise | Desafinado Three Note Bossa 1. Play the tune/head 2. Build on improvisation skills using instruments Play the tune/head and improvise | Cotton Tail Three Note Bossa 1. Play the tune/head 2. Build on improvisation skills using instruments Play the tune/head and improvise | Five Note Swing 1. Play the tune/head and the middle 8 2. Improvise using instruments Play the tune/head and middle 8 and improvise | Perdido Five Note Swing 1. Play the tune/head and the middle 8 2. Build on improvisation skills using instruments Play the tune/head and middle 8 and improvise | Things Ain't What They Used To Be Five Note Swing 1. Play the tune/head and the middle 8 2. Build on improvisation skills using instruments Play the tune/head and middle 8 and improvise |
| 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 Relationships | I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens | I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love | I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them | I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise | I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend | |
| PE Dance (Machines) Swimming | 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. | |
| 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 Swimming: <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. | | | | | |
| Computing Digital Media: Webpage Creation | What makes a good website? | How would you lay out your webpage? | What is meant by the terms 'copyright' and 'fair-use'? | Can you evaluate your webpage? | Why are navigation paths useful? | |

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| 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 |
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