

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver						
Literacy Outcomes	<p>STAR WARS hook for writing & SPACE linked non fiction texts</p> <ul style="list-style-type: none"> Star Wars film literacy – Narrative landing on planet Jakku Neil Armstrong / Tim Peake biography (link to Science lesson) Sci-fi writing (Narrative) Landing on own planet / search for life 	<p>Skellig</p> <ul style="list-style-type: none"> Setting description (Garage) Character description Diary entry (from Michael's perspective) Diary entry from Skellig's point of view 	<p>Skellig/Tom's Midnight Garden</p> <ul style="list-style-type: none"> Non-chronological report on birds – linked to character of Mina Letter from a character's perspective Diary entry from Tom's perspective Narrative writing – continue the story 	<p>Tom's Midnight Garden / The Stove Haunting</p> <ul style="list-style-type: none"> Narrative – time slip stories Letter from character to his brother (change of heart letter) Victorian non-chron report on Victorian schooling 	<p>The Hobbit</p> <ul style="list-style-type: none"> Narrative - setting description Narrative – character description Non-chron report about Barnsley coal mines / (research about local coal fields) 	<p>The Hobbit</p> <ul style="list-style-type: none"> Balanced argument – miner's strike Recount of trip to Coal Mining HQ Barnsley Town Centre or record interview Q&A's from visitor A diary entry from a child miner's point of view
Vocabulary	Outerspace, solar system, planets, solar, lunar, moon, galaxy, Jakku, space rover, Tuscan raiders, scavenge, landings, abandoned, barren, isolated, the Raveger, crash, exploration, explore, uncover, journey	Beckon crouch unfurl agony hobble extinct evolution distress recoil mope silhouette glisten cavernous disgust lumbering regurgitate fledgling fragile gape hostile vagrant Filthy arid collapse lurch shudder ragged fossil famished sheen congealed stench ancestor derelict descend scurry figment wince slink piercing totter whimper abandoned	Flashback, back in time, falling, memory slip, timeslip, time period, foggy, stove, Victorian, mansion, hall, sadness, ghost, apparition, vision	Flashback, back in time, foggy, stove, Victorian, mansion, hall, ghost, apparition, vision	other worlds, fantasy, lonely, hobbit hole, mountain, misty, forest, darkness cauldron, babble, cobbled, stalagmite, stalactite, ravine, infernal, collapsible, gloom Bowtruckle. Demiguise.	other worlds, fantasy, lonely, hobbit hole, mountain, misty, forest, darkness cauldron, babble, cobbled, stalagmite, stalactite, ravine, infernal, collapsible, gloom Bowtruckle. Demiguise.
Maths	*follow white rose - Place value Addition and subtracting Statistics	Statistics Multiplication and division Perimeter and area	Multiplication and division Fractions – Equivalent fractions	Fractions Decimals and percentages.	Decimals Properties of shapes	Direction Measures. Co-ordinates Grid references
Topic Outcomes	New planets / Alien worlds	Space crafts / build the ISS	To know who the Victorians were and what they achieved.	To know what education was like for Victorian children. To know what childhood was like for Victorian children.	To understand the relevance of the 1984-1985 Miner's Strike	
Science	<p>Space</p> <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <ul style="list-style-type: none"> Building upon the work in Year 3, pupils can explain why it is not safe to view the sun directly, even with sunglasses. Pupils can describe the sun as Sol, a heliocentric star at the centre of our solar system, along with eight orbiting planets. Working scientifically, using models, pupils refer to a globe or appropriate spherical model and compare this with an equally sized 2D circle representation of the sun, moon and earth and describe the difference. 		<p>Properties of materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Working scientifically pupils compare through testing, categorising and recording data and results of increasing complexity and using with decision tree diagrams to sort a range of materials according to properties.</p> <ul style="list-style-type: none"> Pupils can say why with reference to tabulated results why materials are grouped together. Pupils demonstrate awareness that some properties will be categorised by everyday intended use e.g. wooden or plastic handles can be used on saucepans stating the need for the pan to conduct heat whilst the handle needs to insulate. Pupils demonstrate a greater awareness that some properties will be categorised by intended use e.g. a plastic ruler can be transparent and flexible but durable whereas glass is transparent, durable but brittle. Electrical wire comprises a metal conductor 	<p>Solids, liquids and gases</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through layering, decanting, filtering, sieving and evaporating</p> <p>Using familiar substances, pupils explore reversible changes, including evaporating to separate dissolved solids.</p> <p>Pupils use filtering to demonstrate that a material dissolved in a liquid cannot be separated by such means and the evaporation process is necessary.</p> <p>Pupils can investigate mixtures comprising solids with solids; solids with liquids and liquids with liquids (i.e. cooking oil and water).</p> <p>Pupils can explain how to separate solids mixed together and how to filter a liquid and solid. Offer a reason why evaporation might be appropriate.</p> <ul style="list-style-type: none"> Pupils will respond with a suitable method to separate a given mixture saying why they have selected it. E.g. evaporation is needed for a sugar solution because it is a solution that cannot be separated by filtering but demonstrate when a filter would be practical. Explain using for example that separating sugar strands from chick peas could be 	<p>Describe the life process of reproduction in some plants and animals</p> <p>Pupils observe nature, conduct practical activities and use secondary sources to describe the processes of reproduction in plants and animals.</p> <ul style="list-style-type: none"> Pupils can state that plants can reproduce sexually to produce seeds or asexually from bulbs and cuttings. Animals reproduce sexually to give other animals. Micro-organisms e.g. bacteria reproduce asexually to produce exact copies. Pupils describe sexual reproduction as involving male and female parts from two or more plants or animals (of the same species). Pupils can accurately describe the processes of plant and animal sexual reproduction using the correct scientific vocabulary. Identifying the sexual components of flowering plants. 	<p>Life cycles of mammals</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Pupils compare the life cycles using the processes of fertilisation, and development to adulthood:</p> <ul style="list-style-type: none"> Mammal: internal fertilisation; internal development; live birth; infant; child; adolescent; adult* Amphibian: external fertilisation; egg; external development; tadpole; frog-let; adult* Insect: external fertilisation; egg; pupa; chrysalis; imago; adult* Bird: internal fertilisation: egg; chick; fledgling; adult* <p>* adult- capable of reproduction</p> <ul style="list-style-type: none"> Pupils can describe in general terms the stages of development in one type of animal. Pupils can compare the life cycles of two or more types highlighting similarities e.g. amphibians, birds and insects all lay eggs. Pupils can accurately detail the life cycles of all types of animals comparing similarities and differences and making conclusions to the advantages and disadvantages of these differences.

	<ul style="list-style-type: none"> Referring to a globe, or appropriate spherical model, and single light source; describe the shadow and how by rotating the spherical object parts will be in darkness and parts will be illuminated and this will change with rotation anticlockwise. Plot observation of a sundial gnomon to track and record the Sun's apparent movement. Observe effect using computer simulation e.g. Celestia. 		that is flexible and is covered with an insulator (relate to work undertaken on electrical conductors/insulators in Year 4)	accomplished in two ways. 1) By sieving a dry mixture or 2) adding water and filtering then using their knowledge of evaporation to recover the sugar.		
Geography	<p>Locational knowledge: Geographical skills and field work: Locating the worlds continents and countries Map work – Europe/N+S America (similarities and diff's) Arctic circle: latitude/longitude Locational knowledge WALT: 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 region, key physical and human characteristics, countries, and major cities.</p> <p>WALT: Identify the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night).</p> <p>Progression – map skills</p> <p>Find and recognise places on maps of different scales. Locate the world's countries; focus on North and South America. Identify the position and significance of lines of longitude and latitude. Begin to use atlases to find other information (time zones).</p>	<p>Locational knowledge: Geographical skills and field work: Locating the worlds continents and countries Map work – Europe/N+S America (similarities and diff's) Arctic circle: latitude/longitude Locational knowledge WALT: 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 region, key physical and human characteristics, countries, and major cities.</p> <p>WALT: Identify the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night).</p> <p>Progression – map skills</p> <p>Find and recognise places on maps of different scales. Locate the world's countries; focus on North and South America. Identify the position and significance of lines of longitude and latitude. Begin to use atlases to find other information (time zones).</p>		<p>Place knowledge: Locational knowledge: The Empire – which countries did Victorian Britain rule?</p> <p>Locational knowledge WALT: 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 region, key physical and human characteristics, countries, and major cities.</p> <p>Progression – field work</p> <p>Use a database to interrogate/amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements.</p> <p>Progression - map skills</p> <p>Draw a variety of thematic based on their own data.</p>		<p>Place knowledge: Human and Physical knowledge: Geographical similarities between UK and another place</p> <p>WALT: to understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region with North or South America.</p> <p>Progression – map skills</p> <p>Use eight figure compasses, begin to use six figure grid references. Select a map for a specific purpose</p>
History			<p>WALT: a study of an aspect or theme in British history that extends pupils' chorological knowledge beyond 1066.</p> <p>Victorians – chronologically (who were the Victorians and what did they achieve?) Key historical facts</p> <p>Progression – cause and consequence Begin to offer explanations about why people in the past acted as they did.</p> <p>Progression – similarities and differences Show understand of some of the similarities and differences between different periods (e.g social, belief, local, individual)</p>	<p>WALT: a study of an aspect or theme in British history that extends pupils' chorological knowledge beyond 1066.</p> <p>Victorian Childhood/education</p> <p>Progression – history enquiry Devise and ask and answer more complex questions about the past considering key concepts in history. Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past.</p>	<p>WALT: study an aspect of local history The Miners Strike of 1984-85</p> <p>Progression –</p> <p>Build on Local History study in Year 3 on Mining – Oaks Colliery Disaster (Fantastic Mr Fox)</p>	

Art	<p>Painting– make planets</p> <p>Confidently control the types of marks.</p> <p>Experiment with different effects and textures (colour blocking, washes, thickened paint etc)</p> <p>Mix and match colours to create effects and textures</p>	<p>Painting– make planets</p> <p>Build on previous work with colour by exploring intensity</p> <p>Develop watercolour techniques Explore using limited colour palettes</p> <p>Investigate working on canvas experiment with colour in creating an effect</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>	<p>William Morris Artist study (sketching and printing)</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Confidently control the types of marks.</p> <p>Use sketchbooks to collect and record information to plan future work.</p> <p>Use the work of artists to replicate ideas or inspire own work William Morris</p> <p>Consider the work of William Morris</p> <p>Consider the work of the Pre-Raphaelites</p> <p>Improve quality of sketchbook with mixed media work and annotations</p>	<p>Victorian Tiles Design and Printing</p> <p>Investigate techniques from paper printing to work on fabrics</p> <p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p> <p>Design and create motifs to be turned into printing block images</p> <p>Using tools in a safe way.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques.</p>	<p>Lowry Artist Study</p> <p>Confidently control the types of marks.</p> <p>Experiment with different effects and textures (colour blocking, washes, thickened paint etc)</p> <p>Mix and match colours to create effects and textures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning.</p>	<p>Mining Silhouettes</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement?</p>
Design Technology	<p>Food technology – Bread</p> <p>Investigate and evaluate bread products according to their characteristics.</p> <p>Learn how bread products are an important part of a balanced diet and can be eaten in different ways.</p>		<p>Structures - Bridges</p> <p>Explore ways in which pillars and beams are used to span gaps.</p> <p>Explore ways in which trusses can be used to strengthen bridges.</p> <p>Explore ways in which arches are used to strengthen bridges.</p>	<p>African Musical Instruments</p> <p>Investigate and analyse African musical instruments.</p> <p>Explore kalimbas, how they work and how they can be recreated.</p> <p>Select suitable tools and materials to create a kalimba.</p>	<p>Textiles - make a Victorian ‘sampler’</p> <p>Do they think what the user would want when choosing textiles? • How have they made their product attractive and strong? • Can they make up a prototype first?</p> <p>Art links - Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Select tools and equipment suitable for the task</p> <p>Compare their ideas and products to their original design specification, particularly evaluate the quality of the design.</p>	
Music	<p>Ukulele – Barnsley Music Service</p> <p>Charanga 1</p> <p>Livin on a prayer</p> <p>In greater depth and with increasing confidence: Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p>	<p>Ukulele – Barnsley Music Service</p> <p>Charanga 2</p> <p>Jazz 1</p>	<p>Ukulele – Barnsley Music Service</p> <p>Charanga 3</p> <p>Listen & Appraise</p>	<p>Ukulele – Barnsley Music Service</p> <p>Charanga 4</p> <p>Listen & Appraise</p>	<p>Ukulele – Barnsley Music Service</p> <p>Games</p> <ul style="list-style-type: none"> ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Ukulele – Barnsley Music Service</p>
PE	<p>Real PE- Invasion games</p> <p>Cognitive</p> <p>I review analyse and evaluate my own and others strengths and weaknesses.</p> <p>I can read and react to different situations as they develop.</p> <p>I can develop methods to outwit opponents.</p> <p>I can recognise and suggest patterns of play which will increase chances of success.</p> <p>I have a clear idea of how to develop my own and others work.</p> <p>I can identify specific parts of performance to work on.</p> <p>I can understand ways to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p>	<p>Real PE – Gymnastics and dance</p> <p>Creative</p> <p>I can effectively disguise what I am going to do next.</p> <p>I can use variety and creativity to engage an audience.</p> <p>I can respond imaginatively to different situations.</p> <p>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p>	<p>Real PE – Ball skills dribbling throwing catching shooting</p> <p>Social</p> <p>I can involve others and motivate those around me to perform better.</p> <p>I can negotiate and collaborate appropriately.</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p>	<p>Real PE – Striking and fielding</p> <p>Physical</p> <p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p>	<p>Real PE -Health and Fitness – Strength and conditioning understanding of physical health</p> <p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme.</p> <p>I can self select and perform appropriate warm up and cool down activities.</p> <p>I can identify possible dangers when planning an activity.</p> <p>I can describe the basic fitness components.</p> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p>	<p>Real PE – Athletics</p> <p>Personal</p> <p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes.</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p>
RE	<p>Christian Faith & Sikh Dharma</p> <p>Why are some times of the year special?</p>		<p>Christian Faith & Sikh Dharma</p> <p>How can faith contribute to community cohesion?</p>		<p>Christian Faith & Sikh Dharma</p> <p>What can be learned from the lives of significant people?</p>	
Computing	Computing systems and networks - sharing information	Creating media - Vector drawing	Creating media - video editing	Data and information - flat file databses	Programming A - selection in physical computing	Programming B - selection in quizzes

PSHCE, FBV & Life skills	<p>Jigsaw - Unit 1 Being me in my world <i>Respectful relationships (improving and supporting respectful relationships)</i> Class rules and expectations (FBV Law/ Responsibility) School Council elections (Link to FBV Democracy)</p> <p>Unit 2 Celebrating Difference (Link to FBV – Individual Liberty/Tolerance) <i>I can explain the differences between direct and indirect types of bullying</i> <i>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied)</i></p> <p>Bikeability Parliament Week Anti-Bullying Week</p>		<p>Jigsaw - Unit 3 Dreams and Goals <i>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</i> Mental wellbeing Careers Day</p> <p>Unit 4 Healthy Me <i>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</i> <i>I respect and value my body. Being safe (how to report concerns or abuse)</i></p>		<p>Jigsaw - Unit 5 Relationships <i>I can explain how to stay safe when using technology to communicate with my friends</i> <i>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</i></p> <p>Unit 6 Changing Me <i>I can describe how boys' and girls' bodies change during puberty</i> <i>I can express how I feel about the changes that will happen to me during puberty</i> Health and fitness</p>	
Spanish	<p>The High Street (buildings what can be found on the high street, identify position of adjectives in a sentence)</p>	<p>Keeping Fit and Well (Eating well and exercise. Express likes/dislikes. Say 10 Spanish food items)</p> <p>Christmas and New Year</p>	<p>Cont Keeping Fit and Well (Express likes/dislikes of different foods. Know what is eaten at breakfast time in Spain. Prepare a Spanish menu and follow a method to make a Spanish dessert)</p>	<p>Date and Weather (Give date in Spanish. Present a weather report-town and weather forecast)</p>	Revision	Revision
Trips	Kingswood		Trip to Bradford Industrial Museum		Trip to Mining HQ in Barnsley Town Centre or have mining visitors	