

<b>4</b>	<b>Term 1 India &amp; China</b>	<b>Term 2 Middle East Silk Road</b>	<b>Term 3 Explorers</b>	<b>Term 4 NE Coast Indians</b>	<b>Term 5 UK 1066</b>	<b>Term 6 WW1 &amp; Eastbourne</b>
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<b>Paragon</b>		<p>How does culture flow from a river?</p> <p>How does a culture expand?</p>	How do cultures share goods and ideas?	How do explorers connect cultures?	How do different cultures inhabit the same land?	How cultures create a new society?	How do neighbouring cultures interact and stay unique?
<b>History</b>		I can research what it was like for children in a given time period of history and present my findings to an audience.	I can explain how the lives of wealthy people were different from the lives of poorer people.	I can research two versions of an event and explain how they differ.	I can research what it was like for children in a given time period of history and present my findings to an audience.	<p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p>	<p>I can explain how historical items and artefacts can be used to build up a picture of life in the past.</p> <p>I can explain how an event from the past has shaped our life today.</p>

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<b>Geography</b>	<p>-I can use the correct geographical terms to describe a place</p> <p>-I can use an atlas by using the index to find places.</p>					
	<p>I can carry out research to discover features of villages, towns and cities.</p> <p>I can collect and accurately measure information, eg. rainfall, temp, wind...</p>	<p>I can explain why people may be attracted to live in cities.</p>	<p>I can explain why people may choose to live in one place rather than another.</p> <p>I can locate the Tropic of Cancer and the Tropic of Capricorn.</p>	<p>I can use the correct geographical terms to describe a place</p>	<p>I can name and locate some of the main islands that surround the UK.</p> <p>I can find at least 6 cities in the UK on a map.</p>	<p>I can plan a journey to a place in England.</p> <p>I can explain the difference between The British Isles, GB and the UK.</p> <p>I can name the areas of origin of the main ethnic groups in the UK and in our school.</p>
	<p>Plus knowledge and skills covered in GK sessions</p>					

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<b>Science</b>	<b>Sound</b>	<b>Electricity</b>	<b>Animals including humans</b>	<b>Living Things &amp; their Habitats</b>	<b>States of Matter</b>
	<p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and the features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of vibrations that produce it.</p> <p>I can recognise that the sound gets fainter as the distance from the sound source increases.</p>	<p>I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit, identifying and naming it's basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>I can identify 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 battery.</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I can identify the different types of teeth in humans and their simple functions.</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of things in their local and wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can observe that some materials change state when they are heated or cooled, and measure or research the temp at which this happens in degrees C.</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temp.</p>

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<b>Art &amp; Design technology</b>	<b>ART</b>	<b>ART</b>	<b>ART</b>	<b>ART</b>	<b>ART</b>	<b>ART</b>
	<p>I can use marks and lines to show textures in my art. (Royal Pavilion)</p> <p>I can print into different materials, using at least 4 colours. (Batik)</p>	<p>I can integrate my digital images into my art. (carpet designs)</p>	<p>I can show reflections in my art. (Explorer's ships)</p> <p>I can explain some of the features of art from historical periods. (Explorer's scientific equipment)</p>	<p>I can use line, tone, shape and colour to represent figure and forms in movement.  (Indian tribal dances)</p>	<p>I can sculpt clay and other mouldable materials. (castles)</p> <p>(Bayeux tapestry)</p>	<p>I can experiment with the styles used by other artists. (War pictures)</p> <p>I can explain some of the features of art from historical periods. (Scotland, Ireland, England-compare)</p>
	<b>DT</b>	<b>DT</b>	<b>DT</b>	<b>DT</b>	<b>DT</b>	<b>DT</b>
	<p>I can persevere and adapt my work when my original ideas do not work. (sizing of clay for models)</p>	<p>I can evaluate products for both their purpose and appearance. (carpets)</p> <p>I can measure accurately.</p>	<p>I can use ideas from other people when I am designing. (ships)</p>	<p>I can measure accurately</p> <p>I know how to be both hygienic and safe when using food.</p>	<p>I can produce a plan and explain it.</p> <p>I can evaluate and suggest improvement for my design.</p> <p>I can explain how I have improved my original design.</p>	<p>I can present a product in an interesting way. (WWI tanks)</p>
	<b>Royal pavilion Batiks Clay figures</b>	<b>IT Carpet designs  Weaving frame</b>	<b>Explorers ships Scientific equipment in paintings</b>	<b>Tribal dance pictures  Indian foods</b>	<b>Bayeux tapestry  Castles</b>	<b>War pictures  WW1 tanks</b>

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<b>Jigsaw</b>	<b>PSHE</b>	Being Me in my world	Celebrating Difference including anti-bullying	Healthy Me (teeth)	Dreams and Goals	Relationships	Changing Me (included Sex Ed)
	<b>RE</b>	Beliefs and Practices How special is the relationship that Jews have with God?	Christmas What is the most significant part of the Nativity story for Christians today?	Passover How important is it for Jewish people to do what God asks them to do?	Easter Is forgiveness always possible?	Rites of Passage and good works What is the best way for a Jew to show commitment to God?	Prayer and Worship Do people need to go to church to show they are Christians?
	<b>FRENCH</b>	Numbers Greetings	Classroom instructions	Ask for and give name. Ask for and give age. (Revise numbers)	Colours	Names of fruit and food items.	Days of the Week Months of the Year
	<b>General Knowledge</b>	Countries	Rivers	Climates and Weathers	Food/drink around the world	Celebrations	Sport
<b>ICT</b>		Algorithms Powerpoint skills	Scratch Programming	Presenting the weather	Digital music	HTML editors	We are co-authors Introduce Wiki
<b>Music</b>	<b>Charanga scheme</b>	Charanga Scheme  Recorders	Charanga Scheme  Five Gold Rings!	Charanga Scheme  Mamma Mia	Charanga Scheme  Benjamin Britten Cuckoo!	Charanga Scheme  Lean on Me	Charanga Scheme  Reflect, recap and rewind
<b>PE</b>	<b>PE Coach</b>	Core Skills	Invasion Games	Gymnastics	Net & Wall Games	Athletics	Striking & Fielding Games

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<b>Literacy</b>	Linked to Paragon if appropriate	<p><b>Unit 3: Fiction</b> Stories from other cultures Stories from India <b>The Trapped Tiger</b> <b>The Blue Jackal</b></p> <p><i>Special Friendship Week</i></p> <p><b>Unit 2 : Non-fiction</b> Recount/Leaflets (related to Brighton Pavilion and Museum)</p> <p>(Assessment)</p> <p><b>Unit 2: Non-fiction</b> Linked to Science Sound investigation Sound Field Experiment</p>	<p><b>Unit 1: Poetry</b> Fireworks Dragons Magic Box</p> <p><b>Unit 2: NF</b> Travel Brochure (linked to India)</p> <p><b>Unit 3: Fiction</b> Stories from other cultures The Silk Rainbow</p> <p><b>Unit 3: Letters</b> <b>Tolkien's Christmas Letters</b></p> <p>(Assessment)</p> <p><b>Unit 1: Poetry</b> Winter poems</p>	<p>Special Week <b>BOOK WEEK</b></p> <p><b>Unit 2: NF</b> History of Photography</p> <p><b>Unit 3: Fiction Stories</b> Pirates and Pistols book The Tenth Man Cross-legged Jack Treasure Island</p> <p><b>Unit 3: NF</b> Information Texts</p> <p><b>Unit 3: Fiction</b> Sophie and the Seawolf</p> <p><b>Unit 2: NF</b> Columbus Book Making: child design</p> <p>(Assessment)</p>	<p><b>Unit 1: Poetry</b> Haikus</p> <p><b>SAFETY WEEK</b></p> <p><b>Unit 3: NF</b> Information Texts (Assessment)</p>	<p><b>Unit : Myths and Legends</b> Humpty Dumpty and the Fall of Colchester (linked to Paragon Roman towns) The Flaming Gibbet of Galley Hill Robin Hood</p> <p><b>Unit 3: Fiction</b> Mr Benn stories</p> <p>(Assessment)</p>	<p><b>Spywatch DVD</b> Series of World War II children's experiences plus related work</p> <p><b>Unit 4: NF Non-chronological reports</b></p> <p>(Assessment)</p> <p><b>Unit 3: Fiction</b> Charlie and the Chocolate Factory</p> <p><b>Unit 1: Poetry</b> (related to CATCF)</p> <p>Paragon Performance</p> <p>(Assessment)</p>
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<b>Maths</b>	Numicon / Pearson Medium Term plan	<p>*Know number bonds to 100</p> <p>*Know place value to 4 digits</p> <p>*Know column subtraction up to 4 digits</p>	<p>*Know rounding numbers to the nearest 10,100 and 1,000</p> <p>* Know up to 12 x 12 table</p> <p>*Know fractions and their decimal equivalents</p>	<p>*Know column addition and column subtraction (inverse)</p> <p>*Know how to convert measures (length, capacity and mass)</p> <p>* Know how to add fractions and fractions of amounts</p>	<p>* Know multiplication and division methods (inverse)</p> <p>*Know lines of symmetry in 2D shapes</p> <p>*Know properties of 2D and 3D shapes</p>	<p>*Identify different angles and compare/order angles</p> <p>*Know time and convert between digital and 12/24 hour clocks</p> <p>* Know place value, counting back multiples of 6,7,9,25 and 1,000</p>	<p>*Know how to solve problems involving money</p> <p>* Know negative numbers</p> <p>*Describe position and translations</p>