

Theme - CROWNS, CONQUESTS AND CASTLES

	Science	History	Geography	Art	DT	Computing
Year 1	<p>Seasonal Changes (Yr 1) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Sound (Yr2) Observe and name a variety of sources of sound, noticing that we hear with our ears. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Forces (Not NC stat but cover forces basics)</p>	<p>Beyond living memory Events beyond living memory that are significant nationally or globally.</p>	<p>UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Printing To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Mechanisms Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>	<p>Presenting Information and Email Recognise common uses of information technology beyond school.</p>
Year 2						
Year 3	<p>Forces and Magnets (Yr 3) Compare how some things move on different surfaces. Notice that some forces need contact between two objects but magnetic forces can act at a distance.</p>	<p>Britain since 1066 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>For example:</i> □ <i>the changing power of monarchs using case studies such as John, Anne and Victoria 208</i> □ <i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i> □ <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> □ <i>a significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p>	<p>UK 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.</p>	<p>Printing To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Mechanisms (Eg: Gears, pulleys, cams, levers and linkages) Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p>	<p>Presenting Information and Email 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.</p>
Year 4	<p>Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Sound (Yr 4) Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>					
Year 5	<p>Forces (Yr 5) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>					
Year 6			<p>UK 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.</p>	<p>Printing To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Mechanisms (Eg: Gears, pulleys, cams, levers and linkages) Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p>	<p>Presenting Information and Email 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.</p>