

## Cycle 2 – Summer Term

**Year 3** Sherwood Forest study

**3/4** Year 4 Carlton Explorers

All subjects are directly linked to the National Curriculum's programmes of study.

### History/Geography

### Science

### Art/DT

### Music

National Curriculum objectives and coverage

#### Year 3 History

##### A local history study (link Geography) Sherwood Forest

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

##### Subject Endpoints

To be able to place key events, people and changes into correct periods of time.  
To develop the appropriate use of historical terms.

Interpret the features of periods and societies in the past.

Answer questions about the past using information I have gathered.

Ask questions about change, cause, similarity, difference, and significance.

Begin to identify a primary and secondary source of information and give reasons.

#### Year 3 Geography

##### County study (link History)

Locate counties in the United Kingdom and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

##### Subject Endpoints

To be able to explain how human geography has changed over time in different locations.

#### Year 4 Geography

##### Carlton Explorers

Design questions to study about the local area – traffic survey.

##### Subject Endpoints

Ask and respond to more searching geographical questions including 'how?' and 'why?'  
Use Ordnance survey maps and recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.

Express my opinions on environmental issues and recognise that other people may think differently.

Identify local features on a map and begin to use 4 figure grid references, using them to locate and describe local features.

Undertake a geographical survey.

Conduct a geographical investigation.

Use recognised symbols to mark out local areas of interest on my own map.

Choose effective recording and presentation methods e.g. tables to collect data.

Present data in an appropriate way using keys to make data clear.

Draw conclusions from the data.

To use geographical language to identify and explain some aspects of human and physical features and patterns.

Use appropriate geographical vocabulary related to the topic.

To be able to describe places and features using simple geographical vocabulary.

#### Electricity

##### Subject endpoints

##### Skills

##### Working scientifically

Observe patterns, such as bulbs become brighter if more cells are added.

Knowing how metals and can conductors of electricity. Knowing that some materials can and some cannot be used to connect across a gap in a circuit.

##### Knowledge

Identify common appliances that run on electricity.

Construct a simple series electrical circuit.

Identify and name a circuits basic parts, including cells, wires, bulbs, switches and buzzers.

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.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

#### Art

Viking longboats (pencil and mixed media)

##### Subject endpoints

##### Skills

Develop techniques (shading and sketching techniques).

Use creativity and experimentation and an increasing awareness of different kinds of art and design (creating art by using more than one medium to create a collage).

Improve mastery of techniques including drawing with a range of materials (pencil).

To be able to practise using different grades of pencil to create shade in a piece.

To be able to use shading techniques to then create a piece of work.

##### Knowledge

Learn about great designers in history (focus on Viking longboats).

To understand that mixed media/collage is a form of art.

#### DT

Making bread (Food)

##### Subject endpoints

##### Skills

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Select from and use a range of tools and equipment.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Evaluate their ideas and products against their own design criteria.

Research how bread is made.

Investigate and evaluate different types of bread.

Design their bread, thinking carefully about the criteria.

Make and bake bread.

Evaluate the bread against the criteria.

##### Knowledge

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

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.

Y3

#### Disco

Bringing us Together by Joanna Mangona and Pete Readman

##### Skills

Listen and Appraise

Recognise a range of styles

Understand the interrelated dimensions of music.

Improvisation

Performance

##### Knowledge

Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, and structure.

They will recognise the sound of the musical instruments used and basic musical structure.

They will use correct musical language and describe how the music makes them feel through safe and respectful discussion.

Y4

#### The Beatles and the development of Pop music

Blackbird – The Beatles. Links to the Civil rights movement.

##### Skills

Listen and Appraise

Understanding of pulse, rhythm, pitch and structure.

Improvisation using the voice and instruments

Composition

Performance

##### Knowledge

Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Continue to internalise, understand, feel and know how the dimensions of music work together.

Start to explore the link between sound and symbol.

Continue to sing, learn about singing and vocal health.

Continue to play an instrument in a group/band/ensemble.

Continue to explore and create your own responses melodies and rhythms.

Continue to work together to perform to each other and an audience. Discuss/respect/improve your work together.

Curriculum Enrichment

Visit to Sherwood Forest

## Cycle 2 – Summer Term

**Year 5/6** Year 5 Gedling Local History Study Year 6 Our World  
All subjects are directly linked to the National Curriculum’s programmes of study.

	History/Geography	Science	Art/DT	Music
<p><i>National Curriculum objectives and coverage</i></p>	<p><b>Year 5 History</b> <b>A local history study</b> <b>(link Geography) Gedling Memorial Hall</b> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b>Subject Endpoints</b></p> <p>To be chronologically secure in my knowledge and understanding. Develop the appropriate use of historical terms. To be able to sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past. Answer questions about the past using information I have gathered. Select and record information. To be able to understand the social, cultural, religious and ethnic diversities in the past. Identify and describe reasons for and against historical events, situations and changes Ask questions about change, cause, similarity, difference, and significance.</p> <p><b>Year 5 Geography</b> <b>A local Fieldwork Study (link History)</b> Use a variety of sources of evidence to express views about the local area.</p> <p><b>Subject Endpoints</b></p> <p>Collect and record evidence. To be able to analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life evidence and draw conclusions. Use a variety of sources of evidence to express views about the local area. Use sketches as evidence in an investigation in the local area. To be able to select and use a range of measuring instruments. Draw a variety of thematic maps based on my own data. Make a map of a short route experienced with features in correct order. To be able to draw a plan with some accuracy. Take photographs to support findings e.g. showing different transport used in the area today which would not have been used during WW2. Continue to use satellite images and aerial photographs to extend learning within topic.</p> <p><b>Year 6 Geography</b> <b>Our World</b> Locate main countries in Africa, Asia, Europe and Oceania and identify their main environmental regions including the key physical and human characteristics and major cities.</p> <p><b>Subject Endpoints</b></p> <p>Use maps, atlases, globes, ordnance survey maps and digital/computer mapping (Google earth) to locate the countries of Africa. To be able to identify the largest urban areas in Africa and the deserts/plains. Name and locate an increasing range of places in the world including globally and topically significant events. Identify significant places and environments. To be able to use latitude and longitude on atlas maps and globe.</p>	<p><b>Living things and their habitats</b> <b>(Year 5)</b></p> <p><b>Subject endpoints</b></p> <p><b>Skills</b> <b>Working scientifically</b></p> <p>Study and raise questions about their local environment. Observe life-cycle changes, such as a vegetable patch or animals that live in the local environment. Trying to grow new plants for different parts of a parent plant.</p> <p><b>Knowledge</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <b>(Year 6)</b> <b>Subject endpoints</b></p> <p><b>Skills</b> <b>Working scientifically</b></p> <p>Use classification systems and keys to identify some animals and plants. Research unfamiliar animals and plants from a wide range of other habitats, to then decide where they belong in the classification system. <b>Knowledge</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and</p>	<p><b>Art</b> Artists: Renoir (French)/ Katsushika Hokusai (Japanese).</p> <p><b>Subject endpoints</b></p> <p><b>Skills</b> Develop techniques including use of materials (water colours). Improve mastery of techniques including painting with a range of materials (water colour). To record observations (comment on existing art and experiment with different media). Experimentation (using different media to create the sea). Use water colour effectively. Choose the correct medium to create an effective piece of art.</p> <p><b>Knowledge</b> Learn about great artists. Review and revisit ideas (progression from sea topic).</p> <p><b>DT</b> Moving Animals (Mechanisms)</p> <p><b>Subject endpoints</b></p> <p><b>Skills</b> Select from and use a range of tools and equipment/select and use a range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Understand and use mechanical systems in their products (for example cams). Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Research about different animals to inform my design. Explain how simple cam mechanisms work. Research ideas about different animals to inform my design. Research and develop design criteria to inform my design. Build a framework accurately using a wider range of tools and equipment.</p> <p><b>Knowledge</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Apply their understanding of computing to program, monitor and control their products. Select materials according to their functional properties. Understand and use a mechanical system.</p>	<p><b>Y5</b> <b>Old School Hip Hop</b> The Fresh Price of Belair</p> <p><b>Skills</b> Listen and Appraise Singing Playing an instrument Composition Improvisation Performance</p> <p><b>Knowledge</b> Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language. When listening to the music, find and internalise the pulse using movement. Listen with security and confidently Use correct musical language consistently to describe the music you are listening to and your feelings towards it. Discuss other dimensions of music and how they fit into the music you are listening to. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically.</p> <p><b>Y6</b> <b>You’ve got a friend – Carole King</b> A song about friendship.</p> <p><b>Skills</b> Listen and appraise Discussion Improvisation Composition Performance Reviewing</p> <p><b>Knowledge</b> Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. When listening to the music, find and internalise the pulse using movement confidently and independently. Use correct musical language to confidently describe the music and their feelings towards it. Listen, comment on and discuss with confidence, ideas together as a group</p>
<p>Curriculum Enrichment</p> <p>Gathering field data from local area</p> <p>Visit from local Historian</p>				

<p>Identify and name the key topographical features on a map including coast, hills, mountains and rivers and I can understand how they have changed over time.  Use maps to name and locate countries and cities of Europe.  To be able to create a study of human and physical geography of a region in a European country.  Confidently identify significant places and environments.  To compare and contrast areas within other European countries.  To be able to locate the main countries in Africa, Asia and Oceania and identify their main environmental regions including the key physical and human characteristics and major cities.  Identify capital cities and oceans.  Recognise and describe key mountains around the world.  Investigate how decisions about places and environments affect the future quality of people's lives.  Recognise and describe biomes and vegetation belts around the world.  Use atlases to find out about other features of places e.g. mountains, weather patterns.  Create maps using aerial photographs and satellite images.  Develop my views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p>	<p>differences, including micro-organisms, plants and animals.  Provide and justify reasons for classifying plants and animals based on specific characteristics.</p>		<p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc.  Maintain an independent part in a small group.  Build on understanding the basics and foundations of formal notation.</p>
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