



Science

Intent: To know how animals and organisms are classified.

SEQUENCE OF LESSONS

1. To explain how organisms are classified using the Linnaean system.
2. To classify the cold-blooded vertebrate groups using their common characteristics.
3. To classify the warm-blooded vertebrate groups using their common characteristics.
4. To classify invertebrates using their characteristics.
5. To describe how the plant kingdom is organised (based on shared characteristics).
6. To describe and classify microorganisms.

Key Vocabulary: amphibian, bird, characteristic, classification key, classify, cold-blooded, conifer, exoskeleton, fern fish, flowering plant, insect, invertebrate, life processes, mammal, micro-organism, moss, organism, reptile, snail, spider, vertebrate, warm-blooded worm

Impact: Children will understand how to classify animals and organisms, using classification keys and the Linnaeus system.

History - The Indus Valley

Intent: To understand in what ways the Indus Valley developed.

SEQUENCE OF LESSONS

1. The dancing girl.
2. So many puzzles.
3. Bricks, buildings, baths and bathrooms.
4. Making beautiful things.
5. Boats, barter, trade and travel.
6. Two more puzzles: rulers and religion.

Key Vocabulary: necklace, hangles, Mohenjo-Daro, merchants, market, Indus Valley civilization, reconstruction, Harappa, monuments, seals, sources, evidence, trench, pottery, potsherds, threshed, threshing, barley, beckon, urban, citadel, fired, kiln, technology, sewage, Lothal, drain, wells, draw water, jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian, barter, weights, transport, prow, governed, fertility, Asia, Hindu

Impact: Children can recall key facts about the Indus Valley civilisation and understand the changes throughout.

Geography - Settlements

Intent: To identify key features of a range of settlements.

SEQUENCE OF LESSONS

1. What is a settlement?
2. What is a village?
3. What is a town?
4. What is a city?
5. London: The largest city in the UK
6. Cardiff: Capital city of Wales

Key Vocabulary: settlements, hamlet, farmstead, village, rural, inhabitants, church, village green, post office, small shops, primary school, pub, village hall, secondary school, facilities, railway station, urban settlement, adapt, coastal town, market town, city, university, large hospitals, cathedraw, airport, sprawling, urban sprawl, boroughs, Londoners, Tube, Underground, Cycle lanes, conurbation, flats, Cardiff, capital city, Taff, businesses, connect

Impact: Children can recall the types of settlements and what features they have, as well as, be able to articulate about a city in England and Wales.

RE - Living Hindu traditions

Intent: To understand the traditions of the Hindu religion.

SEQUENCE OF LESSONS

1. Worshipping together - family puja
2. Worshipping anywhere, any time!
3. Ganesha, the god of good fortune.
4. The story of Ganesha's birth.
5. Shiva: endings and beginnings.
6. A festival for Parvati.

Key Vocabulary: shrine, puja, puja tray, sandalwood, incense, atmosphere, impure, Ganesha, swirl, aarti, supreme, tradition, creation, murti, contentment, wise, wisdom, good fortune, joy, prayer, truth, Parvati, Shiva, fierce, warlike, guard, threatened, meditating, hustle and bustle, focus, trident, timeless, necklace, renewal, shed, Nepal, henna, Teej, fasting, procession, thankful

Impact: To explain how Hindu's show their devotion to the Gods.

Year Autumn 2024

PSHE

Intent: Children learn about how to plan for dreams and goals and to explore their aspirations for the future.

SEQUENCE OF LESSONS

1. To know my learning strengths and set goals for myself.
2. To work out the learning steps I need to reach my goal.
3. To identify problems in the world that concern me and talk to others about them.
4. To work with other people to help make the world a better place.
5. To describe some ways in which I can help to make the world a better place.
6. To know what people in my class like or admire about me and to accept praise.

Key Vocabulary: dream, goal, achievement, success, personal realistic criteria, empathy, hardship, unrealistic, personal, praise.

Impact: Children know how to set goals and plan for achieving them.

Computing

Intent: To have an understanding of the history of coding and computing.

SEQUENCE OF LESSONS

1. To tinker with a new piece of software.
2. To understand nested loops.
3. To understand basic Python commands.
4. To use loops when programming.
5. To understand the use of random numbers.

Key Vocabulary: algorithm, code, command, design, import, indentation, loop, output, patterns, random, remix, repeat, loops, coding, input, instructions.

Impact: Children to have an understanding of the significance of the history of coding and computing.

DT

Intent: for children to learn woodwork skills to design and build an automata.

SEQUENCE OF LESSONS

1. To prepare wood for assembly by measuring, marking and cutting each piece.
2. To assemble the automata frame components and supports with the help of an exploded diagram.
3. To explore the relationship between cam profiles and follower movement to inform a design decision.
4. To apply the housing and finishing touches to the automata frame.

Key Vocabulary: accurate, assembly-diagram, automata, axle, bench hook, cam, clamp, component, cutting list, diagram, hand drill, linkage

Impact: Children understand how to reinforce structures and can build a truss bridge.

PE

Intent: : To perform dances using a range of movement patterns.

SEQUENCE OF LESSONS

Dance - Electricity

1. To perform dances using a range of movement patterns. respond to stimuli, improvising freely using a range of controlled movements and I can perform a variety of dance techniques with accuracy and consistency.
 2. To work with a group to create appropriate dance movements to fit with different musical stimuli and I can represent objects and actions through a dance phrase.
 3. To select and use a range of movements to create a dance phrase that demonstrates my ideas and I can suggest and make improvements to my group's dance phrase, based on peer feedback.
- Key Vocabulary:** idea, energy, improvise, canon, represent, transfer, spatial awareness, electricity, stimulus, sequence, accuracy, control

Impact: Children can use a range of different techniques to effectively make contact with the ball in volleyball.



Music

Intent: To recognise the style indicators of Motown music and compose their own piece.

SEQUENCE OF LESSONS

1. To explore the musical concept of theme and variations.
2. To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.
3. To use complex rhythms to be able to perform a theme.
4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.
5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.

Key Vocabulary: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic, elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal, line, woodwind

Impact: Children can recognise the style indicators of Motown music and Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.