



Science

Intent: To know the main circuit symbols and use these to draw circuit diagrams.

SEQUENCE OF LESSONS

1. Explain the importance of the major discoveries in electricity.
2. Use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effect of different volts in a circuit.
3. Build a Circuit.
4. Compare and give reasons for variations in how components function, including the brightness of bulbs.
5. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables by investigating the relationship between wire length and the loudness of buzzers.

Key Vocabulary: Component, Circuit, Loudness, Switch Brightness, Buzzer, Cell, Battery, Crocodile Clip, Voltage, Current

Impact: Children know the main circuit symbols and use these to draw circuit diagrams, are able to plan and conduct an investigation. Children can plan an investigation based on the results of a previous investigation and can decide how to record data.

History - Ancient Egypt

Intent: To understand the significance of the beliefs, culture, history and changes in Ancient Egypt.

SEQUENCE OF LESSONS

1. Howard Carter gets a big surprise.
2. How did the ancient Egyptians live?
3. How did Egypt change over time?
4. What did ancient Egyptians believe?
5. What did ancient Egyptians believe about death?
6. How did the ancient Egyptians write?

Key Vocabulary: excavate, tomb, ruler, ancient Egypt, archaeologist, remains, hieroglyphic, valley of the kings, ebony, Tutankhamun, historian, civilization, BC, Nile, Mediterranean sea, kingdom, unity, crown, pharaoh, tax, enemies, priests, scribes, fertile, mine, pyramid, Giza, Amun Ra, Ankh, chariot, overpower, sacred carvings, Osiris, Isis, Ma'at, Anubis, afterlife, embalm, mummification, cartouche, papyrus

Impact: Children can understand the significance of the beliefs, culture, history and changes in Ancient Egypt.

Geography - Rivers

Intent: To recognize how rivers, people and land affect each other.

SEQUENCE OF LESSONS

1. The mighty River Indus.
2. The changing River Indus.
3. How rivers get their water.
4. How rivers shape the land: the young river.
5. How rivers shape the land: the mature river.
6. Britain's longest river: the River Severn.

Key Vocabulary: mountain, Tibet, Himalayas, Indus, India, Pakistan, glaciers, monsoon, tributaries, Arabian Sea, riverbed, turbulent, river levels, dams, reservoirs, canals, irrigation, irrigate, turbine hydro-electric, pala, delicacy, Sindh, province, revive, natural flow, evaporation, condenses, erosion, V-shaped valley, meanders, sediment

Impact: Children can recall what happens to rivers that affects the land. How the land affects the river. How rivers affect people and how people affect rivers.

RE - A Hindu story: Rama and Sita

Intent: To understand what the story of Rama and Sita mean to Hindus.

SEQUENCE OF LESSONS

1. An ancient story
2. Fours sons for the king of Ayodhya.
3. Rama and Sita leave the kingdom.
4. Rama, Sita and the demon Ravana.
5. Rama and Sita return.
6. Understanding the story of Rama and Sita.

Key Vocabulary: believers, Hindus, Indus, Rama, Sita, epic, Ramayana, Lakshmana, kingdom, subjects, succeeds, prosperous, Vishnu, embodiment, manhood, decree, banish, companion, oath, throne, symbol, victory, altar, demon, chariot, entranced, Hanuman, dharma, Diwali

Impact: Children can understand what the story of Rama and Sita mean to Hindus.

Year Autumn 1 2024

PSHE

Intent: Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others

SEQUENCE OF LESSONS

1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
2. I understand that belonging to an online community can have positive and negative consequences.
3. I understand there are rights and responsibilities in an online community or social network
4. I know there are rights and responsibilities when playing a game online.
5. I can recognise when I am spending too much time using devices (screen time)
6. I can explain how to stay safe when using technology to communicate with my friends.

Key Vocabulary: Personal attributes, Self-esteem, Comparison, Negative self-talk, Social media,, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Peer pressure, SMARRT rules.

Impact: Children can recognise their positive attributes and know how to stay safe online.

Computing

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

SEQUENCE OF LESSONS

1. To understand there are many different types of secret codes
2. To understand the importance of having a secure password.
3. To understand the importance of Bletchley Park to the World War II war effort.
4. To research historical figures that contributed to technological advances in computing.
5. To research and present information about historical figures in computing.

Key Vocabulary:

Bletchley park, coding, secure, passwords, hacking, significant,

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

DT

Intent: To be able to explore and build structures.

SEQUENCE OF LESSONS

1. To research and analyse a range of children's toys.
2. To design a steady hand game for a target audience.
3. To construct a stable base.
4. To assemble electronics for a functioning fit for purpose game.

Key Vocabulary: toys, battery, battery pack, benefit, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user

Impact: Children understand how to design and make a base with an electrical circuit to create a game.

PE

Intent: To perform dances using a range of movement patterns.
To be able to attack and defend effectively in netball.

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

Netball

1. Passing and Catching.
2. Pivoting and outwitting a defender.
3. Attacking and Defending and small sided games.

Key Vocabulary: Catching, passing, attacking, defending, pivot, footwork, high-5

Impact: Children can perform dances using a range of movement patterns.
Children can play competitive games and apply basic principles suitable for attacking and defending.

Music

Intent: To create a composition using dynamics, pitch and texture.
To understand dynamics, pitch and texture.



SEQUENCE OF LESSONS

1. To appraise the work of a classical composer (Felix Mendelssohn).
2. To improvise as a group, using dynamics and pitch.
3. To improvise as a group, using texture.
4. To use knowledge of dynamics, texture and pitch to create a group composition.
5. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.

Key Vocabulary:

Classical, characterise, composition, graphic score, improvisation, notation, conductor, depict, dynamics, ensemble, orchestra, pitch, texture

Impact: Children can engage with the work of Felix Mendelssohn and create a piece using his techniques.

Languages

Intent: To allow children to speak about their sports in French.

SEQUENCE OF LESSONS

Unit 1 - sport and the Olympics

1. To express playing a sport using the correct verb and preposition.
 2. To express sporting preferences using an opinion verb, a second verb and an adjective.
 3. To express travel plans using the verb aller.
 4. To create sentences for a sports diary including opinion verbs, second verbs and adjectives.
 5. To create a description using familiar language, a wide range of vocabulary and grammatical structures.
- Key Vocabulary:** le sport, la boxe, je joue, je fais, le football, le basketball, le tennis, le rugby, le ski, le gymnastique, la natation, le tir à l'arc, le skate, j'aime, j'adore, je déteste

Impact: children will be able to talk about the sports in French.