



RE: How do our beliefs impact on our actions?
Looking at significant religious stories. What do religions believe about our responsibilities to be stewards for the planet?
 Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.
 Suggest lines of enquiry to address questions raised by the study of religions and beliefs

Know about and understand a range of religions and worldviews;
 Express ideas and insights about the nature, significance and impact of religions and worldviews;
 Develop and use the skills needed to engage with religions and worldviews.

Major world religions to be taught:

- Islam, Christianity, Sikhism, Hinduism, Buddhism, Judaism, Non-religious

Has England always looked like this?
Geography- Understand how geographical locations affects human activity.

Similar geographical features may provide similar outcomes but differences may cause different human activity.
 Understand what pressures cause people to resettle

Build on climate effect, biomes, etc.

Saltire visit – Look at the environmental impact of the creation of Saltire – mills, village, canals
 Skills – use different maps, research present key physical and human features and consolidate directional language

History Lead question – Have we always lived this way?

Look at the different groups that have settled in the UK.

Recap on previous knowledge and build on UK settlers.

Romans -Saxons- Vikings-Industrial Revolution-WWI-WWII
 Who came? When? Where did they come from? Where did they settle? Why did they settle there?
 Why did they leave? What did they leave? How did they change the landscape?

Timelines

Examining the continuity between the way we live today and previous civilisations

Examining how different civilisations are at different stages of development at any given time

Reading books:
Picture Books
LL

English LL and AK

Cold
Hot

Y3 Skills	Y4 Skills	Y5 Skills
Use the range of punctuation taught in mostly correctly (capital letters, full stops and question marks must always be accurate) , ' ? ! * "	Extend the range of sentences with more than one clause by using a wider range of: coordinating and subordinating conjunctions, adverbs & prepositions	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Vocabulary, Grammar and punctuation: apostrophes for contracted forms and possession, full stops used for emphasis (You. Can. Not. Do. That.), brackets, commas and dashes (for parenthesis), semi colon use. Noun types and identification. Tenses.

Art

- Progression of art through periods in history
- Looking at how the colour palette available has increased over time.
- Make own pigments using natural materials.
- Explore tones and tints and colour mixing

DT- Still to discuss as a yeargroup (and with Y6)

Evaluate – analyse existing products and compare. Evaluate against own work and improve.

*lots of maths links to geometry – nets, 3D shapes.

Design
 use research and develop generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Make
 select from and use a wider range of tools and equipment select from and use a wider range of materials and components,

Evaluate
 investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

Science Lead question –

- Pupils are taught the process of reproduction in some plants including sexual and asexual reproduction
- Pupils are taught which parts of the plants could be used to try and re-grow new plants
- Pupils are taught to pose pertinent questions that they can explore and answer how plants reproduce
- Pupils are taught to set up a practical enquiry using fair test including systematic observations and recording results
- Pupils are taught to make predictions and compare the outcomes to draw a conclusion
- Pupils are taught to use scientific knowledge and evidence to support their findings
- Pupils are taught to understand the role of reproduction in the life cycle of a plant
- Pupils are taught that every living thing has to have the means of reproducing itself in order to have a life cycle and to continue the species
- Pupils will visit the Yorkshire Dales
- Pupils will compare river and canal habitats
- Pupils will grow and eat healthy food

See below for more detail.

PSHE:

Link to Growth mind-set and learning
Type of learner. Growth mindset.
Being a good citizen.
Classroom responsibilities.
What does it mean to be British? British Values (examining the make up of the UK)

Environmental issue focus (whole school)
<https://www.eco-schools.org.uk/eyfs-primary-pathway/seven-steps/>

Eco - Committee to be created

Debating to improve confidence and self- belief

Motion- Is the UK doing enough to slow the impact of climate change

Zones of Regulation – understanding and controlling our emotions. How can I support those around me?

Lower Key Stage 2	Upper Key Stage 2
Raise their own relevant questions about the world around them	Use their science experiences to explore ideas and raise different kinds of questions
Should be given a range of scientific experiences including different types of science enquiries to answer questions	Talk about how scientific ideas have developed over time
Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions	Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions
Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up	Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why
Talk about criteria for grouping, sorting and classifying; and use simple keys	Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment
Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations	Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact
Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used	Make their own decisions about what observations to make, what measurements to use and how long to make them for
Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them	Look for different causal relationships in their data and identify evidence that refutes or supports their ideas
Take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately	Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.
Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data	Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions	Identify scientific evidence that has been used to support or refute ideas or arguments
Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions	Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results
With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.	Use their results to make predictions and identify when further observations, comparative and fair tests might be needed

- Pupils are taught the process of reproduction in some plants including sexual and asexual reproduction
 - Pupils are taught which parts of the plants could be used to try and re-grow new plants (N.B. To link with reproduction of animals including living things)
- Pupils are taught to pose pertinent questions that they can explore and answer how plants reproduce
 - Pupils are taught to set up a practical enquiry using fair test including systematic observations and recording results
 - Pupils are taught to make predictions and compare the outcomes to draw a conclusion
 - Pupils are taught to use scientific knowledge and evidence to support their findings
- Pupils are taught to understand the role of reproduction in the life cycle of a plant
 - Pupils are taught that every living thing has to have the means of reproducing itself in order to have a life cycle and to continue the species
- Pupils can generate and use scientific evidence to identify similarities, difference and patterns in the life cycles of living things, offering well-reasoned explanations for differences between species.
- Pupils will visit the Yorkshire Dales
 - Pupils will compare river and canal habitats
 - Pupils will grow and eat healthy food

Plan	Asking questions Asking questions that can be answered using a scientific enquiry.	Questions to be guided by observations of plants and seeds.
	Making predictions Using prior knowledge to suggest what will happen in an enquiry.	Can predictions be made as to how a plant is pollinated based upon the structure of its sex organs? Can the method of seed dispersal be predicted from its structure? Can predictions be made as to which seeds will be the most effective at being dispersed by the wind?
Do	Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same.	Comparative testing of different seeds and how far they can travel upon the wind.
	Research Using secondary sources of information to answer scientific questions.	What are the different methods of pollination and seed dispersal? What are the advantages of sexual vs asexual reproduction in plants?
	Observation over time Observing changes that occur over a period of time ranging from minutes to months.	Observe the development and changes in a fertilised plant – grow daffodils in class and then artificially fertilise them. Take observations/draw diagrams at intervals. Dissect a plant at different stages of ovary and seed development.
	Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control.	
	Identifying, grouping and classifying Making observations to name, sort and organise items.	Group plants based upon their features – can common traits be used to identify how the plants are fertilised? Can seed dispersal be identified before the plant is fertilised?
	Problem-solving Applying prior scientific knowledge to find answers to problems.	Design seeds for a given method of dispersal. Design a plant for given method of fertilisation.
	Recording data Using tables, drawings and other means to note observations and measurements.	Take notes and label diagrams of plants. Measure and record the distance travelled by different types of seed.
Review	Evaluating Reflecting on the success of the enquiry approach and identifying further questions for enquiry.	Evaluate the experiments and the seed designs.
	Interpreting and communicating results Using information from the data to say what you found out.	Present findings to the year group – graphs and talk.