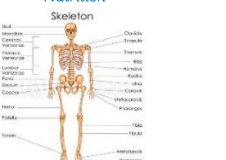





GROWING STRONG	ESPAÑA	VICIOUS VIKINGS	CHANGES OVER TIME	WHEN THE LIGHTS GO OUT	LIVING OFF THE LAND
<b>SCIENCE</b>					
<p><b>Nutrition</b></p>  <p><b>Animals Including Humans (Y3)</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Teeth &amp; Digestion</b></p>  <p><b>Animals Including Humans (Y4)</b> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Rocks</b></p>  <p><b>Rocks (Y3)</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p><b>Living Things and Their Habitats</b></p>  <p><b>Living Things and Their Habitats (Y4)</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Electricity</b></p>  <p><b>Electricity (Y4)</b> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. 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 some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Plants</b></p>  <p><b>Plants (Y3)</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<b>HISTORY</b>					
<p><b>The Anglo-Saxons</b></p>  <p><b>Britain's Settlement by Anglo-Saxons</b> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life Christian conversion – Canterbury, Iona and Lindisfarne. <b>Outcome:</b> Diary entry for an Anglo Saxon after a raid</p>		<p><b>The Viking and Anglo-Saxon Struggle for the Kingdom of England to the Time of Edward the Confessor</b></p>  <p>Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice <b>Outcome:</b> Instructions for how to make a Viking Longhouse</p>		<p><b>The Accrington PALS and WWI</b></p>  <p><b>A Local History Study</b> A study of an aspect of history dating from a period beyond 1066 that is significant in the locality – Accrington at war. <b>Outcome:</b> Poem from a soldier's point of view</p>	
<b>GEOGRAPHY</b>					
	<p><b>Andalusia, Spain</b></p>  <p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Andalusia, Spain <b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate Spain and Andalusia. <b>Outcome:</b> Non-chronological report about Andalusia</p>		<p><b>York</b></p>  <p><b>Locational Knowledge</b> Name and locate counties and cities of the United Kingdom 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. <b>Human and Physical Geography</b> Describe and understand key aspects of: -physical geography including hills, valleys (land forms), river, estuary. -human geography, including: types of settlement and land use. <b>Geographical Skills and Fieldwork</b> Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use maps and digital/computer mapping to locate Yorkshire and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>Outcome:</b> Persuasion – Advertisement for visiting York</p>		<p><b>Earth's Resources</b></p>  <p><b>Human and Physical Geography</b> Describe and understand aspects of: human geography, including: the distribution of natural resources including energy, food, minerals and water <b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>Outcome:</b> Collaborative information booklet about renewable energy sources</p>
<b>ART &amp; DESIGN</b>					
<p><b>Printing – Andy Warhol</b></p>  <p>Use sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing with a range of materials. Find out about great artists, architects and designers in history. <b>Outcome:</b> Printed pop art design using Anglo-Saxon patterns</p>	<p><b>Painting – Joan Miro</b></p>  <p>Use sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing and painting with a range of materials. Find out about great artists, architects and designers in history. <b>Outcome:</b> Artwork in the style of Joan Miro with a focus on exploring colour and investigate tints, shades and colour mixing.</p>				<p><b>Digital Media – Frida Kahlo</b></p>  <p>Use sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing and painting with a range of materials. Find out about great artists, architects and designers in history. <b>Outcome:</b> Digital images in the style of Frida Kahlo</p>
<p><b>Drawing</b> Experiment with ways in which surface detail can be added to drawings. Utilise a variety of media to apply simple pattern and texture and begin to use different grades of pencils for lines and marks. Begin to show an awareness of a third dimension and how to achieve this in drawing.</p>					
<b>DESIGN &amp; TECHNOLOGY</b>					
		<p><b>Structures</b></p>  <p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p>	<p><b>Food</b></p>  <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <b>Outcome:</b> Design and make own soup for a restaurant in York</p>	<p><b>Mechanical &amp; Electrical Systems &amp; ICT</b></p>  <p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p>	

		<p>Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical Knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Outcome:</b> Design and make a Viking Longhouse</p>		<p>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b> Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical Knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products. Understand and use electrical systems in their products.</p> <p><b>Outcome:</b> Design and make a head torch for a soldier in the war</p>	
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