

<b>TOPIC A</b>	Autumn  Heroes	Spring  Europe	Summer  Once upon a time
<b>TOPIC B</b>	Marvellous Me	Asia	Myths and Legends
<b>TOPIC C</b>	Feasts and Festivals	Africa	Rulers
Literacy	Stories from other cultures Instructions	Non-fiction Poetry Persuasive	Non-fiction Letters Biographies
Science	<u>Earth and space</u>  describe the movement of the Earth, and other planets, relative to the Sun in the solar system  describe the movement of the Moon relative to the Earth  describe the Sun, Earth and Moon as approximately spherical bodies  use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>Living things and their habitats</u>  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.  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro organisms, plants and animals	<u>Properties and changes of materials</u>  Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  use knowledge of solids, liquids and gases to decide how mixtures might be

		<p>give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Forces</u></p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>
History	History of Egypt – Pharoahs, pyramids, mummification etc.		History of Chulmleigh – buildings, people, wars?
Geography	<p>Latitude, longitude, equator, hemisphere, tropics, circles, time zones, day and night</p> <p>Major world cities</p>	<p>Climate zones and biomes</p> <p>Digital technologies to observe, measure, record and present geography fieldwork</p>	<p>8 compass points</p> <p>4 figure, 6 figure grid references</p> <p>OS maps</p> <p>UK and wider world</p> <p>Fieldwork to observe, measure, record and present on human and physical feature</p>

Art	<p>Create Sketch books to record, observe, review, revisit.</p> <ul style="list-style-type: none"> <li>• Ancient civilisations:</li> <li>• Greek Gods, Egyptians, Hieroglyphics, Cartouche</li> </ul>	Art based on the paintings of Henri Rousseau	Local artist – Jill Jones, Helen Lee, Robin Lewis
DT	<p>Making pyramids Making Egyptian masks Sarcophaguses</p>	Making moving animal parts and/or instrument	Cooking and food: Making local produce/food
ICT	<p><b>Communicating in the digital world/E-Safety</b></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>• Independently select, edit and combine sound files. Manipulate the sounds (such as reversing sounds, adding echo, altering speed etc. and using them appropriately considering audience and purpose.</li> <li>• Independently select and use a variety of appropriate devices to record sounds. Upload and download projects (e.g. Learning Platform/MP3 player/mobile phone/computer etc.).</li> <li>• Create their own sounds and compositions to add to their presentations/films/images/photos. Use ICT to produce music for a specific purpose, considering the impact on the audience (e.g. length, style, genre etc.).</li> </ul>	<p><b>Exploring/Shaping the digital world</b></p> <ul style="list-style-type: none"> <li>• Write a more complicated flow diagram using inputs and outputs</li> <li>• Use sub routines in your flow diagram to make it easier to organise</li> <li>• Explain what an algorithm is</li> <li>• Find simple errors in algorithms</li> </ul> <p><u>E-Safety:</u></p> <ul style="list-style-type: none"> <li>• To discuss what we need to remember when communicating with people online.</li> <li>• To remember the types of data that we should be keeping private</li> </ul>	<p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>• Know whenever they are online they are creating a digital footprint.</li> <li>• Know that the aim of many sites is to sell something or gain personal information and can be linked to from other sites.</li> <li>• Talk about copyright, plagiarism and why you should not upload other peoples images or content without permission.</li> <li>• Talk about some of the ways companies use the internet to sell us something.</li> </ul>

	<p>E-Safety:</p> <ul style="list-style-type: none"> <li>Remind children of the rules for staying safe online.</li> <li>Discuss why it is important that we stay safe.</li> </ul>		
PE	<p>Dance – Tracey Dodd</p> <p>Invasion games</p>	<p>Net/wall games</p> <p>Striking and fielding</p> <p>Athletics</p>	<p>Gymnastics</p> <p>Invasion games</p>
PSHE	<p>SEAL:</p> <ul style="list-style-type: none"> <li>New Beginnings</li> <li>Say No to Bullying</li> <li>Getting on and Falling out</li> </ul> <p>What do I need to keep myself safe from?</p> <p>Child protection: when is it good to tell secrets?</p>	<p>SEAL:</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changes</li> </ul> <p>Puberty</p> <p>Coping with emotions</p> <p>Caring for school environment</p>	<p>SEAL:</p> <ul style="list-style-type: none"> <li>Going for Goals</li> <li>Good to be me</li> </ul> <p>Drugs education: tobacco, alcohol, caffeine, other mood changing substances.</p> <p>Understanding food packaging/labels</p>
RE	<p>Buddhism –</p> <ul style="list-style-type: none"> <li>Be able to explain what Buddhism is.</li> <li>Understand what Buddhists believe and centre their beliefs on.</li> <li>To know what vesak is. Understand how Buddhists celebrate this festival.</li> <li>Be able to recognise Buddhist symbolism.</li> <li>Be able to talk about the significance of this symbolism.</li> </ul>	<p>Buddhism</p> <ul style="list-style-type: none"> <li>To be able to explain and give examples of Theravadin Buddhists.</li> <li>To understand what Theravadin Buddhists do to show their faith?</li> <li>To understand the concept of community in Buddhism.</li> <li>To appreciate this in our local community.</li> </ul>	<p>Buddhism</p> <ul style="list-style-type: none"> <li>Understand the origins of Buddhism.</li> <li>Understand what Buddhists believes and where it originates from.</li> <li>To understand how a Buddhist will lead their life.</li> <li>To appreciate how they show their faith.</li> </ul>
Languages (French)	Months and seasons, planets	Weather, rainforest animals	Directions, journey to school, types of building

<p>Music</p>	<ul style="list-style-type: none"> <li>• Skill: appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians</li> </ul> <p>Ensemble composition a piece of music to accompany a journey into space.</p>	<ul style="list-style-type: none"> <li>• Building rainforest sounds one on top of the other – use the structure of the rainforest habitat from bottom to top to create a structure for a piece of music.</li> <li>• <a href="http://www.tes.co.uk/teaching-resource/Habitats-The-rainforest-music-6130137/">http://www.tes.co.uk/teaching-resource/Habitats-The-rainforest-music-6130137/</a></li> <li>• Skill: understand and explore how music is created, produced and communicated, including through the inter-related dimensions: timbre, texture, structure and appropriate musical notations.</li> <li>• Tuned &amp; untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Famous local composers / musicians: <a href="#">Phil Beer</a>, musician and composer – Show of Hands (born at Exminster), <a href="#">Matthew Bellamy</a> (born 1978), guitarist, pianist, and vocalist of rock band <a href="#">Muse</a>, <a href="#">Seth Lakeman</a>, folk musician, <a href="#">Chris Martin</a> (b 1977), singer with <a href="#">Coldplay</a>, <a href="#">Robert Stone</a> (1516–1613), composer and member of the <a href="#">Chapel Royal</a> etc.</li> </ul> <p>Skill: learn to sing and to use their voices, to create and compose music on their own and with others.</p>
<p>Outdoor education</p>	<p>Telling stories round the camp fire.  Observe and record position of sun in the sky over course of the day.  Give directions around the school grounds in French.  Learn to use orienteering skills</p>	<p>Sculptures using natural materials  Making instruments using natural materials?</p>	<p>Visit local farms, compare.  Grow own veg and fruit for feast.  Make Ribena from blackcurrants on field.</p>