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| Spring 1 | Spring 2 |
| Exploration | Exploration |  Exploration | Expression |  Expression |  |
| Science:How can I investigate gravity?Outcome: To produce a scientific report with the findings of the investigation into gravity | Design TechnologyEnquiry Question: How can I use plan-do-review to improve my design?Outcome: A design using the plan do review process | PoetryEnquiry Question: how can I write a poem in the style of Carol Ann Duffy?Outcome: To write a poem in the style of Carol Ann Duffy | HistoryEnquiry Question: Who was the most important God of Ancient Egypt?Outcome: Persuasive speech  | Religious EducationEnquiry Question: What does it mean to be a Muslim in Britain today?Outcome: An information text on what it’s like to be a Muslim in Britain today. |
| Substantive KnowledgeI know what gravity is and the impact it has on falling objects.Isaac Newton’s Third Law of Gravity.I know the effects of air resistance.Parachute experiment.Dropping different sized objects from a height in the air.I know how forces effect the movement of the earth and smaller planets relative to the sun in the solar system. | Substantive Knowledge How to produce cross sectional drawings. How to produce an appropriate list of tools needed. How the views of others can help me improve my design. How to combine materials and components.How to produce a step by step plan. How cams, pulleys and gears create movement. How linkage and pneumatics work. How electrical components work. | Substantive KnowledgeTo recognise and discuss somedifferent forms of poetry (e.g.free verse or narrative poetry). | Substantive KnowledgeWho the Egyptians wereHow the Egyptian civilization grew and how they dealt with resistance (expansion of the empire, role of the pharaoh and armies)Who the main Egyptian Gods were and why they were important (Osiris, Isis, Ra etc)About the hierarchy of lifestyle for different groups of people (lower, middle and upper classes)About aspects of Egyptian culture and how beliefs affected what they did e.g. pyramids, mummification, tools, jewelleryWhat the Egyptians believed about after-life (never-ending) | Substantive Knowledge \*Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary \*Explain how and why these beliefs are understood in different ways, by individuals and within communities \*Examine and explain how and why people express their beliefs in diverse ways \*Appreciate and appraise the significance of different ways of life and ways of expressing meaning \*Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response |
| Disciplinary Skills

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| Plan an investigation that demonstrates how I have considered how the variables need to be controlled for the test to be fair.Carry out repeated tasks to justify reliability of data Make ongoing observations and records. Demonstrate how the constant evaluation of my investigation has helped ensure fair and accurate results |

 | Disciplinary Skills• Explain my designs appeal • Develop my own design specifications • Research to improve my design • Explain how my design is functional

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 | Disciplinary Skills Words such as quite, fairly, rather, pretty can modify an adjective or adverb.Use variety of longer and shorter sentencesSelect adverbs for degree of intensity | Disciplinary SkillsChoose between reliable sources of primary and secondary information to collect information about the past.Evaluate different sources of information for both accuracy and usefulness.Show an understanding of and explain why there is not always a single reason why historical events happened.Show that I have considered source reliability when researching particular events.Form my own opinions about historical events from a range of sourcesIdentify bias and give reasons for where an account reflects this.Look at different accounts and identify where factual accuracy might be broughtinto doubt.Present my findings in an organised and structured way that makes sense andillustrates particular points.Use dates and times with accuracy and use these to explain how one event led toanother.Choose the way I present my findings for interest and engagement. | Disciplinary Skills \*Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation \*Make connections between religious and non-religious beliefs, concepts, practices and ideas studied \*Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses |
| Reading Objectives  To participate in discussions about books and texts, building on ideas and challenging others’.To discuss vocabulary used by the author.Self identify misconceptions To identify main ideas and summariseTo participate in discussions about books and texts, building on ideas and challenging others’.To discuss vocabulary used by the author.Self identify misconceptions To identify main ideas and summarise | Reading ObjectivesTo identify main ideas and summariseTo use knowledge of texts and organisationdevices to retrieve, record and discuss information from fiction and non- fiction texts. | Reading Objectives * To discuss vocabulary used

by the author to create effect including figurative language.* To evaluate the use of authors’

language and explain how it has created an impact on the reader.* Recognise and understand the

use of figurative language: Metaphor and personification | Reading Objectives• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non- fiction texts.To identify main ideas drawn from more than one paragraph and to summarise these. | Reading ObjectivesTo read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  |
| Writing Objectives* Make complex sentences using – before,while
* appropriate structure, organisation and layout devices for a range of audiences and purposes.
* use a range of conjunctions accurately, varying the position within the sentence.
* Modal verb
* use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
 | Writing Objectives* proofread their work to assess the effectiveness of their own and others’ writing, making corrections and improvements with purple pens
 | Writing Objectivesappropriate structure, organisation and layout devices for a range of audiences and purposesperform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. | Writing ObjectivesWriting to persuade, giving a balanced argument and strongly justify own opinion and viewpointBuild cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). | Writing ObjectivesUse a colon or semi colon in lists to separate clauses |
| Fiction and non-fiction texts that will be shared with children:Book Talk: Newton’s Third LawBook Talk: Working Scientifically Book Talk: Space and GravityClass Book:Freedom by Catherine Johnson  | Fiction and non-fiction texts that will be shared with children: Class Book:Freedom by Catherine Johnson | Poetry by the featured writer Carol Ann Duffy Class Book: New and Collected Poems for Children by Carol Ann Duffy | Fiction and non-fiction texts that will be shared with children:Class Book: Egyptian Myths: Meet the Gods, Goddesses, and Pharaohs of Ancient Egypt (Ancient Myths) | Fiction and non-fiction texts that will be shared with children:Class Book: Egyptian Myths: Meet the Gods, Goddesses, and Pharaohs of Ancient Egypt (Ancient Myths |
|  | **Coverage within non-enquiry subjects:** PE: DanceMusic: Melody, Rhythm and Chords: transcription Maths: Fractions, multiplication and division, decimal and percentages, area and perimeter |

**Content Coverage Summary: Please refer to subject progression document for more detail.**