Tillington Manor PRIMARY SCHOOL

Working TOGETHER to achieve the best!

YEAR A				
	Autumn Term		**Spring Term**	**Summer Term**
	Mayans/Aztecs	**Contrasting Localities**	Technology in 20th Century Warfare	**Rivers**
English Text	Stormbreaker	**Stormbreaker**	Itch	Holes
History	- Who were the Mayans? - What did they leave behind and what does that tell us? - What evidence do we have they were an advanced civilisation? - What beliefs and rituals did they have? - How was life in Mayan civilisation similar/different to life in Britain now? a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		- Was the Battle of Britain a significant turning point in British history? What was the Battle of Britain? How did technology have an impact upon this battle? - How did technology change warfare? How did this change from WW1 to WW2 (particularly the Battle of Britain)? - How was the Battle of Britain reported on? - Are sources reliable in relation to the Battle of Britain? Are views from these sources biased? a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	

Technology in 20th Century Warfare

| Geography | | How is the city different from Stafford? Why has the city developed in this location? Why do so many people live/work in the city?

describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources | | What is the journey of a river? Why are rivers important? How do they affect the location of settlements? How do people spoil rivers? How can they be protected? How is a river in the UK different from a river in Europe and a river in Africa?

name and locate counties and cities of the United Kingdom, geographical regions 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 |

		including energy, food, minerals and water		
Science	**Forces** *explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object* *identify the effects of air resistance, water resistance and friction, that act between moving surfaces* *recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*	**Materials** 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 separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday	**Livings things and their habitats** 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 the changes as humans develop to old age.	**Earth and Space** 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.

		materials, including metals, wood and plastic		
		demonstrate that dissolving, mixing and changes of state are reversible changes		
Art	Drawing and sculpture *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*
DT	DT link: Levers, gears and pulleys to create greater effect (force) Story book *Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example,*	*Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture,*	*Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].*	*Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].*

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RE	See Discovery scheme	See Discovery scheme	See Discovery scheme	See Discovery scheme
PSHE	See Jigsaw PSHE Scheme	See Jigsaw PSHE Scheme	See Jigsaw PSHE Scheme	See Jigsaw PSHE Scheme
PE	**Netball/Circuits** play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Gymnastics** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**Striking and fielding** use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Athletics** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] use running, jumping, throwing and catching in isolation and in combination
ICT	☐ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ☐ use logical reasoning to explain how some simple algorithms	☐ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for	☐ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ☐ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	☐ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ☐ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

work and to detect and correct errors in algorithms and programs ▯ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	communication and collaboration ▯ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▯ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	▯ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▯ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▯ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▯ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	▯ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▯ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▯ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▯ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.