

**Year C Autumn 1-Unique Somerset**

		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Science</b>	<b>Working Scientifically (taught within all each half term)</b>	To ask relevant questions and suggest a test that could answer them	To ask testable questions, using different types of scientific enquiry to answer them	To plan different types of scientific enquiries to answer questions including recognizing and controlling variables where necessary	To select the most appropriate form of scientific enquiries to answer questions, recognizing and controlling variables where necessary	
		To set up simple practical enquiries	To set up comparative and fair test	To know which variables are being controlled and why		
		To make careful observations, taking accurate measurements	To make systematic observations, taking accurate measurements using a range of equipment (including digital)	To take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where necessary	To understand what measurements should be taken, for how long and whether they should be repeated	
		To gather data in a systematic and useful way	To choose an appropriate way to gather data to answer a question	To recording data and results of increasing complexity using scientific diagram and labels, classification keys, tables and bar graphs	To use more complex tables, scatter graphs and line graphs to record information	
		To record and present data in a variety of ways to help in answering questions	To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables			
		To produce written, oral or presentations of findings	To report and present on findings explaining results and conclusions	To report and present findings from enquiries including conclusions, causal relationships and level of trust in results		
		To use results to draw simple conclusions	To use results to predict new values, suggest improvements and raise further questions	To use test results to make predictions to set up further comparative and fair tests	To use conclusions to make predictions new values within and beyond the data collected	
		To use straightforward scientific evidence to answer questions or support findings	To identify differences, similarities or changes related to scientific ideas and processes	To use primary and secondary sources of information to support a scientific idea	To identify scientific evidence that has been used to support or refute ideas or arguments	
	<b>Energy and Forces</b>	identify how sounds are made, associating some of them with something vibrating				
		recognise that vibrations from sounds travel through a medium to the ear				
		find patterns between the pitch of a sound and features of the object that produced it				
		find patterns between the volume of a sound and the strength of the vibrations that produced it				
		recognise that sounds get fainter as the distance from the sound source increases.				
		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				
		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 that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit				
		recognise some common conductors and insulators, and associate metals with being good conductors.				
	<b>Energy and Forces</b>				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.						
<b>History</b>	<b>Historical Skills</b>	To know that some sources of information about history might not be reliable			To know how our knowledge of the past is constructed from a range of sources	
		To evaluate how useful a source is to find out about an event, person or time			To construct informed responses that involve thoughtful selection and organisation of relevant historical information	

			To study contrasting sources of information to identify the truth of an event, person or time
	<b>Chronology</b>	To place events, periods and people studied within a coherent timeline	To place events, periods, people and artefacts on a large scale time-line adding correct dates
	<b>Historical themes</b>	To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)	To understand historical terms (bias, significance, pre-historic, conquest, invasion, immigrant, emigrant, migration) To gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry)
		To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts	To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to analyse trends
<b>DT</b>	<b>Construction</b>	To research Glastonbury Abbey to gather design ideas.	To create a detailed design that includes historical features of Glastonbury Abbey.
		To sketch and label a design that includes key Abbey features: arches, towers.	To build a scaled model using precise measuring and cutting skills.
		To measure and cut materials accurately to build a frame or wall.	To apply reinforcement methods such as supports, trusses and buttresses.
		To use strengthening techniques like folds, braces and supports.	To evaluate how materials affect strength and appearance.
		To test my model for stability and make changes to improve it.	To compare my prototype to historical references and explain differences.
		To evaluate my model against my original design.	To reflect critically on my model and explain improvements I would make.
<b>RSHE</b>	<b>Think Positive - Wellbeing</b>	understand that it is important to look after our mental health.	• talk about their thoughts, feelings and behaviours.
		recognise and describe a range of comfortable and uncomfortable emotions.	• identify unhelpful and helpful thoughts.
		discuss changes people may experience in their lives and how they might make them feel.	• suggest outcomes linked to certain thoughts, feelings and actions.
		talk about things that make them happy and help them to stay calm.	• discuss ways in which positive thinking can be beneficial.
		identify uncomfortable emotions and what can cause them.	• identify and discuss uncomfortable emotions. • identify common choices we have to make in life.
		discuss the characteristics of a good learner.	• use basic mindfulness techniques, when guided. • describe what makes a good learner.
<b>RE</b>	<b>Understanding Christianity Incarnation</b>	I identify that a <i>Gospel</i> (e.g. Matthew, Mark, Luke, John) tells the story of Jesus' life and teachings, while a <i>Letter</i> (e.g. Romans, Corinthians) shares advice and beliefs written by early Christians like Paul.	Understand the Place of Incarnation and Messiah in the Bible's Big Story
		Pupils will offer suggestions about what Bible texts might mean	
		describe how Christians understand these texts	Pupils will describe how Christians celebrate Jesus' Incarnation at Christmas
		link Bible stories to Christian ideas about God	reflect on how Jesus being the Messiah makes sense in the Bible's big story — from the Fall to Redemption.
		describe how Christians show belief in the Trinity	evaluate how belief in Jesus as Saviour affects people's lives today
	<b>Dance</b>	Perform dances using simple movement patterns.	Perform dances using a range of movement patterns

PE		Develop flexibility, strength, technique, control and balance	Develop flexibility, strength, technique, control and balance
		Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Netball		To show good attitude and sportsmanship
			To enjoy communicating, collaborating and competing with each other
	Swimming	To swim competently, confidently and proficiently over a distance of at least 25 metres	
To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]			
To perform safe self-rescue in different water-based situations			
MFL	Getting to know you/Pleased to meet you	• give and respond to simple classroom instructions appropriately	• name some parts of the body
		• name parts of the body from a song	• give a simple description of their eyes and hair
		• identify colours	• make simple statements using the 3rd person
		• name items of clothing	• match emotions/health words with their pictures.
Computing	Sequence in Music/ Website Design	<b>Programming A- Sequence in Music</b> <ul style="list-style-type: none"> <li>To explore a new programming environment</li> <li>I can identify that each sprite is controlled by the commands I choose</li> <li>To explain that a program has a start</li> <li>To recognise that a sequence of commands can have an order</li> <li>To change the appearance of my project</li> <li>To create a project from a task description</li> </ul>	<b>Web Page Creation</b> <ul style="list-style-type: none"> <li>To review an existing website and consider its structure</li> <li>To plan the features of a web page</li> <li>To consider the ownership and use of images (copyright)</li> <li>To recognise the need to preview pages</li> <li>To outline the need for a navigation path</li> <li>To recognise the implications of linking to content owned by other people</li> </ul>
Music	Composing using ICT / Music inspired by birds	<ul style="list-style-type: none"> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> <li>Identify and recall rhythmic and melodic patterns.</li> <li>Identify repeated patterns used in a variety of music.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how a mood is created by music and lyrics.</li> <li>Listen to longer pieces of music and identify features.</li> <li>Create different effects using combinations of pitched sounds.</li> <li>Use ICT to change and manipulate sounds.</li> <li>Recognise how music can reflect different intentions.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>

EYFS	Subject	Specific areas	Year 1	Year 2	
<b>UTW – The Natural World</b>  Understanding the World – Natural World, how animals grow and change, different animals eat different things, animals found in the local area, how we can care for animals, observe and draw animals.	<b>Science- understandi ng the world</b>	<b>Working Scientifically</b>	To ask questions about the world around me	To ask simple questions and recognise that they can be answered in different ways	
			To explore the world around me	To perform simple tests	
			To use simple measuring equipment	To observe closely using simple equipment	
			To record simple data	To gather and record data to help in answering questions	
			To compare objects and materials and sort and group them	To use the skills of identifying and classifying	
			To talk about what I have found out		
			To begin noticing patterns and relationships with help	To use their observations and ideas to suggest answers to questions	
		To access secondary sources with help	To use secondary sources to find answers		
		<b>Animals</b>	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	explore and compare the differences between things that are living, dead, and things that have never been alive To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify different sources of food	
			identify and name a variety of common animals that are carnivores, herbivores and omnivores	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, and how they depend on each other identify and name a variety of animals in their habitats, including microhabitats	
			describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	
			<b>Earth and Space</b>	observe changes across the four seasons	To know how the four seasons affect the behaviour of plants and animals
				observe and describe weather associated with the seasons and how day length varies.	To identify seasonal and daily weather patterns in the United Kingdom
<b>UTW- Comment on images of familiar situations in the past</b>	<b>History</b>	<b>Historical skills</b>	To know where I can find information about a person or event I am studying	To use sources to find information about a person or event I am studying	
			To study historical artefacts and think about what they tell me about the past	To identify which artefact is the most useful to me	
		<b>Chronology</b>	To sort pictures, names artefacts and events into past and present	To order pictures, names artefacts and events into past and present on a timeline	
<b>Expressive arts- Safely use and explore a variety of materials, tools and techniques,</b>	<b>DT</b>	<b>Construction</b>	To know some ways that the world has changed between my era and now	To identify similarities and differences between the time of my event or person and the present	
			To design a simple structure based on Glastonbury Abbey.		
			To build a model using card, straws or other materials.		

<p>experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Use a range of small tools, including scissors, paint brushes and cutlery.</p>			To use glue, tapes and folds to join parts securely.	
			To check my model to see if it stands up	
			To describe how I made my model and how i like it.	
			To improve one way to improve my design.	
<p><b>UTW</b> – Name and describe people who are familiar to them</p>	<p><b>PSHE</b></p>	<p><b>Think Positive – Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• identify and discuss feelings and emotions, using simple terms.</li> </ul>	
<p><b>PSED – Self-regulation</b> Express their feelings and consider the feelings of others</p>			<ul style="list-style-type: none"> <li>• describe things that make them feel happy and unhappy.</li> </ul>	
<p><b>PSED – Self-regulation</b> Think about the perspectives of others.</p>			<ul style="list-style-type: none"> <li>• understand that they have a choice about how to react to things that happen.</li> </ul>	
<p><b>PSED – Self-regulation</b> Build constructive and respectful relationships.</p>			<ul style="list-style-type: none"> <li>• talk about personal achievements and goals.</li> </ul>	
<p><b>Understanding the World:</b> Understand that some places are special to members of their community</p>			<ul style="list-style-type: none"> <li>• describe difficult feelings and what might cause these feelings.</li> </ul>	
<p><b>Understanding the World:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>RE</b></p>	<p><b>Understanding Christianity: Incarnation</b></p>	<ul style="list-style-type: none"> <li>• discuss things for which they are thankful.</li> </ul>	
<p><b>PD: Gross motor</b> to describe how the body feels when still and when exercising.</p>			<ul style="list-style-type: none"> <li>• focus on an activity, remaining calm and still.</li> </ul>	
<p><b>PD: Gross motor</b> Develop overall body-strength, balance, co-ordination and agility.</p>			<ul style="list-style-type: none"> <li>• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</li> </ul>	
<p><b>PD: Gross motor</b> Start taking part in some group activities which they make up for themselves, or in teams.</p>			<ul style="list-style-type: none"> <li>• Recognise that stories of Jesus’ life come from the Gospels.</li> </ul>	
<p><b>Expressive arts</b> Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Music</b></p>	<p><b>Study of music</b></p>	<ul style="list-style-type: none"> <li>• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what they personally have to be thankful for at Christmas time</li> </ul>
			<ul style="list-style-type: none"> <li>• To listen, help, praise and encourage others in their learning</li> </ul>	
<p><b>PD: Gross motor</b> Start taking part in some group activities which they make up for themselves, or in teams.</p>			<ul style="list-style-type: none"> <li>• To be physically active for sustained periods of time</li> </ul>	
			<ul style="list-style-type: none"> <li>• To master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	
<p><b>Expressive arts</b> Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>			<ul style="list-style-type: none"> <li>• To invent rhythm and pitch patterns and perform these for others, taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• To work with a partner to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.</li> </ul>
			<ul style="list-style-type: none"> <li>• To use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• To play tuned and untuned instruments musically</li> </ul>