

**Art & Design:**  
**Autumn 2**

Andy Warhol - Popart  
\*Learn about great artists and designers.

**Computing:**  
**Autumn 1&2**

\*use sequence, selection, and repetition in programs; work with variables and various forms of input and output

**RE: Sources of Wisdom**

**Prayer, Worship and reflection – One religion**

**PSHE:**

**Autumn 1:** New Beginnings  
**Autumn 2:** Relationships

**Maths:**

New APP Grids/ Medium Term Plans

**MFL:**

\*Listen & engage/ engage in conversations, expressing opinion  
\*Speak in simple language & be understood  
\*Develop appropriate pronunciation  
\*Present ideas and information orally  
\*Show understanding in simple reading  
\*Adapt known language to create new ideas  
\*Describe people, places and things  
\*Understand basic grammar, e.g. gender

**Geography:**

**Autumn 2**

To find out about the Earth's climate and areas of extreme temperatures.

**English:**

**Autumn 1**

Suspense writing – 'The Old Mill.'  
Autobiography/Biographies  
Narrative: Writing from different viewpoints  
Information text (*linked to history/ science*)

**Autumn 2**

Poetry  
Persuasion Text  
Creation Myths  
Narrative: Tale of fear

**Music:**

\*Perform with control, expression, solo & ensembles  
\*Improvise & compose using dimensions of music  
\*Listen to detail & recall aurally  
\*Use & understand basics of staff notation  
\*Develop an understanding of the history of music, including great musicians & composers

**History:**

**Autumn 1**

**British history: An extended period study**

**Crime & Punishment**

**Design Technology:**

**Autumn 1**

\*Use annotated sketches, cross section diagrams & computer-aided design

\*Use mechanical & electrical systems in own products, including programming  
\*analyse & evaluate own work

**Pneumatic 'Mayan God'**  
**Mayan headdress/ mask**

**Science:**

**Autumn 1&2**

**Animals including humans**

\*identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

\* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

\*describe the ways in which nutrients and water are transported within animals, including humans.

**Electricity**

\*associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

\*compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

\*use recognised symbols when representing a simple circuit in a diagram.