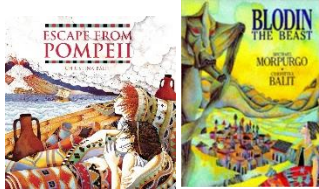
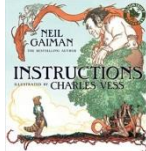
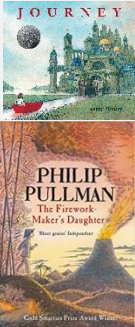
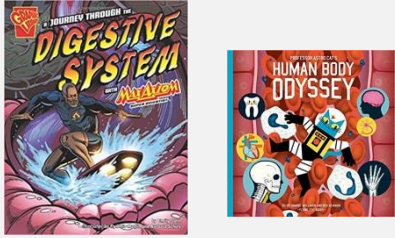
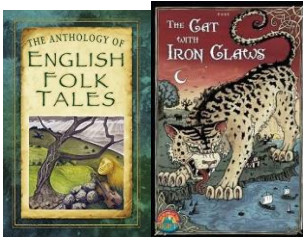
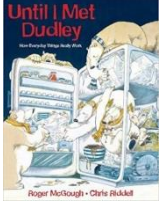

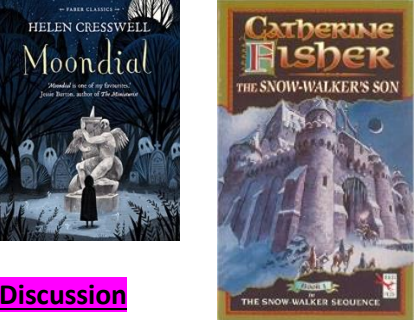



Term & Values	Autumn 1 Thankfulness Kindness & Generosity Friendship	Autumn 2 Peace Trust Compassion	Spring 1 Perseverance Courage Responsibility	Spring 2 Humility Justice Forgiveness	Summer 1 Wisdom Service Creation	Summer 2 Respect & reverence Hope Truthfulness
Thematic Enquiry Title	<p>The Empire Strikes Back.</p> <p>Big subject ideas: cause, consequence and significance</p> <p>NC objectives:</p> <p>Global concept:</p> <p>Question: What does it mean to be free?</p> <p>What does it mean to be British?</p>	<p>Where Does My Food Go?</p> <p>Big subject ideas: classification/energy</p> <ul style="list-style-type: none"> NC objectives: describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey <p>Global concept: ?</p> <p>Question: How do our bodies digest our food?</p>	<p>What Makes a Place Worth Saving?</p> <ul style="list-style-type: none"> Big subject ideas: place and scale NC objectives: Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK, a region in a European country and a region within North or South America Global concept: beauty, happiness, belonging Question: What makes a place worth saving? 		<p>Garden of Life</p> <p>Big subject ideas: classification</p> <ul style="list-style-type: none"> NC objectives: recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <p>Global concept: stewardship</p> <p>Question: How can we be stewards of the environment?</p>	<p>Edward the Confessor</p> <p>Big subject ideas: cause, consequence, significance</p> <ul style="list-style-type: none"> NC objectives: <p>Global concept: oppression, media</p> <p>Question: What does it mean to be British?</p> <p>Did Edward the Confessor cause the Norman invasion in 1066?</p>
Entry Point/visits & Landings/ Special events such as Science week/production /	<p>Rockbourne Roman Villa</p> <p>Harvest Service</p>	<p>Remembrance Service</p> <p>Christmas service</p> <p>Anti-bullying Week</p> <p>Children in Need</p>	<p>Safer Internet Day</p>	<p>Science Week</p> <p>Red Nose Day</p> <p>Easter Service (Y4 presents)</p>	<p>Trip to Blashford Lakes</p>	<p>Ancient Technology Centre Residential.</p> <p>Sponsored Walk</p> <p>Variety Show/Production</p> <p>Sports Day</p> <p>Leaver's Service</p>
Global awareness and responsibility	<p>Identity and diversity:</p> <ul style="list-style-type: none"> Contributions of different cultures to our own lives nature of prejudice, racism and sexism and ways to combat these. 		<p>Social justice and equity:</p> <ul style="list-style-type: none"> how fairness may not always mean equal treatment. some causes and effects of poverty and inequality at local and national level. 			<p>Sustainable development:</p> <ul style="list-style-type: none"> people's dependencies on the environment basics of climate change environmentally responsible living.
Learning How to Learn	<p>Independence</p>		<p>Working Together</p>	<p>Creative and Critical Thinking</p>		<p>Reflection</p>
Developing Self (health, safety, spirituality, self-esteem,	<p>SEAL Feeling Good</p> <ul style="list-style-type: none"> appreciate home and school values make "I" statements about their interests and feelings 	<p>SEAL Ups and Downs in Relationships.</p> <ul style="list-style-type: none"> know that there are many different patterns of friendship 	<p>SEAL Changes in Families</p> <ul style="list-style-type: none"> develop understanding of different types of relationships and families understand what families are, and what members expect of each other 	<p>SEAL Keeping Healthy</p> <ul style="list-style-type: none"> accept responsibility for personal cleanliness handle food safely 	<p>SEAL Keeping Safe Outside School</p> <ul style="list-style-type: none"> identify hazards from substances at home and at school know about the range of legal drugs encountered in everyday 	<p>SEAL Looking Ahead</p> <ul style="list-style-type: none"> look forward to new situations assess positive things about themselves and set personal goals

<p>confidence, relationships)</p>	<ul style="list-style-type: none"> ❑ express positive things about themselves and others ❑ recognise and be sensitive to the needs and feelings of others ❑ clarify what is important to them ❑ form reasoned opinions. 	<ul style="list-style-type: none"> ❑ understand the meaning of friendship and loyalty ❑ be able to be honest ❑ know where to get help in school and through helplines when facing problems. 	<ul style="list-style-type: none"> ❑ know the different changes that take place in human life ❑ develop skills needed for relationships, such as listening, supporting, showing care. 	<ul style="list-style-type: none"> ❑ know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used ❑ know about different cultural practices in health and hygiene ❑ understand the important and beneficial part which drugs have played in society ❑ know some of the options open to them in developing a healthy lifestyle now and in the future ❑ know about the positive effects of exercise. 	<p>life, including over the counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco</p> <ul style="list-style-type: none"> ❑ have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse ❑ think about risks and hazards in the environment and where to go for help ❑ understand that it is wrong for children to be bullied or abused by other children or adults. 	<ul style="list-style-type: none"> ❑ record information about current events and choices they will make in the future ❑ have realistic aspirations when target setting <p>think about financial implications of future needs and wants.</p>
<p>Mathematics (key areas of maths learning)</p>	<p>Place Value Addition and Subtraction</p>	<p>Measurement, length and perimeter Multiplication and Division</p>	<p>Multiplication and Division Measurement, area Fractions</p>	<p>Fractions Decimals</p>	<p>Decimals Measurement – Money Time Statistics</p>	<p>Geometry – properties of shape Geometry – position and direction.</p>
<p>English (Learning Journey Title, Purpose, Key text drivers)</p>	<p>Narrative Purpose: to entertain Focus: Disaster tale Context: Escape from Pompeii Link reading: Blodin the Beast</p>  <p>Instructions Purpose: to instruct. Context: Instructions, Neil Gaiman</p>  <p>Site of application:</p> <ul style="list-style-type: none"> • Diary entry of a by-stander who has heard Jesus talk and what they learned from him. 	<p>Narrative Purpose: To entertain. Focus: setting Context: The Journey – Aaron Becker. Link Reading: The Firework Maker’s Daughter Linked poetry:</p>  <p>Information text Purpose: to inform Context: leaflet about teeth/parts of the digestive system.</p>  <p>Site of application: explain how food is digested: SC from year 3:</p>	<p>Narrative Purpose: to entertain Focus: oral story-telling Context: Various folk tales including the Wherwell Cockatrice, Link Reading: Cat with Iron Claws – Catherine Fisher</p>  <p>Explanation Purpose: to explain Context: Inventions Focus: cohesion</p>  <p>Site of application:</p> <ul style="list-style-type: none"> • Instructions on how to make DT project. 	<p>Persuasion Purpose: to persuade Context: Book reviews – Firework Maker’s Daughter, Until I met Dudley etc.</p> <p>Poetry Purpose: to entertain Focus: impact of language Context: The New Vestments Edward Lear (nonsense poetry)</p>  <p>Site of application: History – informative leaflet</p>	<p>Narrative Purpose: to entertain Focus: Characterisation/Building suspense Context: the Snow-walker’s Son – Catherine Fisher Link Reading: Moondial – Helen Cresswell</p>  <p>Discussion Purpose: to discuss Context: Should supermarkets be using plastic packaging?</p> <p>Site of application: Persuade to avoid single-use plastics. Do site of application of doing a piece of information about animal to create book for year 6 and one for year R – element of writing for a purpose.</p>	<p>Newspaper Recount Purpose: To recount Focus: structure Context: 1066 – Battle of Hastings</p> <p>The Viking Invader</p>  <p>Site of application: History: explanation</p>

Class Reader	Roman Quests: Escape from Rome – Caroline Lawrence	Firework Maker’s Daughter – Phillip Pullman	Cat with Iron Claws – Catherine Fisher	Anglo Saxon Boy – Tony Bradman	The Snow-walker’s Son – Catherine Fisher	
Science	<p>States of Matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Working scientifically</p> <ul style="list-style-type: none"> Make systematic and careful observations using a range of equipment and, where appropriate, taking accurate measurements using standard units (e.g. time, temperature, mass, length) including thermometers and data loggers Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use straightforward scientific evidence to answer questions or to support their findings Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p>Animals, including Humans: digestion and teeth</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey <p>Working scientifically</p> <ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Make systematic and careful observations using a range of equipment and, where appropriate, taking accurate measurements using standard units (e.g. time, temperature, mass, length) including thermometers and data loggers 	<p>Electricity</p> <ul style="list-style-type: none"> 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 <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Gather, record, classify (Talk about criteria for classifying/grouping) and present data in a variety of ways to help in answering questions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>Sound</p> <ul style="list-style-type: none"> 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 <p>Working scientifically</p> <ul style="list-style-type: none"> Ask (their own) relevant questions Recognise when a fair test is necessary Recognise risks & plan how to minimize them Use straightforward scientific evidence to answer questions or to support their findings Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	<p>Living things and their habitats: classification</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <p>Working scientifically</p> <ul style="list-style-type: none"> Use effectively a range of simple keys Use straightforward scientific evidence to answer questions or to support their findings Gather, record, classify (Talk about criteria for classifying/grouping) and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>Living things and their habitats: The environment.</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things <p>Working scientifically</p> <ul style="list-style-type: none"> Use effectively a range of simple keys Use straightforward scientific evidence to answer questions or to support their findings Gather, record, classify (Talk about criteria for classifying/grouping) and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
RE	<p>2a.4 Understanding Christianity: Gospel What kind of world did Jesus want? Christianity</p> <ul style="list-style-type: none"> Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. Offer suggestions about what Jesus’ actions towards 	<p>Discovery RE: Beliefs and Practices How special is the relationship Jews have with God? Judaism</p> <p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express</p>	<p>Discovery RE: Passover and Kashrut How important is it for Jewish people to do what God asks them to do? Judaism</p> <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.</p>	<p>2a.5 Understanding Christianity: Salvation Why do Christians call the day Jesus died ‘Good Friday’? Christianity</p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the 	<p>Discovery RE: Rites of passage and good works What is the best way for a Jew to show commitment to God? Judaism</p> <p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p>	<p>Understanding Christianity: Kingdom of God When Jesus left, what was the impact of Pentecost? Christianity</p> <ul style="list-style-type: none"> Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now.

	<p>the leper might mean for a Christian.</p> <ul style="list-style-type: none"> • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 	<p>their special relationship with God and start to understand how that might feel.</p>		<p>texts studied mean to some Christians.</p> <ul style="list-style-type: none"> • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	<ul style="list-style-type: none"> • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
<p>Art</p>	<p>Mozaics Collage 3. He/she is able to create a collage using overlapping and layering.</p> <ul style="list-style-type: none"> • Cut complex shapes from a range of materials with some accuracy • Tear paper to pre-determined strips and shapes • Change the surface of materials by, crumpling, creasing, folding, pleating, scoring, tearing and fraying • Apply adhesive sparingly and stick shapes down accurately • Experiment with materials to achieve new textures and colours • Work as a member of a group to produce a single collage <p>Journey: Make a small mosaic that tells a story. Experiment with making and using different materials:</p> <ul style="list-style-type: none"> • paints • rubbings • foils • seeds • tissue paper. <p>Create mosaics that reflect Rockbourne for villa – communicates something. Layering can come from background for effect.</p>				<p>Drawing and Painting 4. Draws familiar objects with correct proportions.</p> <ul style="list-style-type: none"> • Use and control more specialist media to explore ways in which they can be applied to achieve particular effects • Identify key visual elements, eg. Colour, line, shape, space in their work and the work of others • Begin to adapt and apply colours to achieve tonal effects, patterns and textures • Begin to match the approach to the scale of the work • Describe what they have achieved and how it was produced using art language • Make drawing and paintings that include detail and context • Select media from a limited range and decide how to use it <p>Look at scientific drawings versus illustrations (Eric Carle). What's the difference in purpose? When would we use one or the other?</p> <p>Do Austin's butterfly sequence across 2 lessons Perhaps retrace and turn into illustration –</p>	<p>Wire Sculture: Sculpture 3. Compare and recreate form of natural and manmade objects. 4. Plan a sculpture through drawing and other preparatory work. 4. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <ul style="list-style-type: none"> • Mould malleable materials eg. Clay, to create objects and people from a range of component shapes • Use a wider range of simple tools to cut, shape and impress patterns and textures into a range of materials • Create simple shapes from paper and card • Make armatures to support the work • Work on a range of scales and sizes • Plan the sculpture and select the appropriate materials and tools to work with <p>Journey: Exploration: make small wire leaves and use different materials to decorate. Materials:</p> <ul style="list-style-type: none"> • acrylic paint or sharpies on foil • tissue paper • thread beads • clay body. <p>Then make insect from observational drawings.</p>
<p>History</p>	<p>Enquiry: Why did the Romans come to Rockbourne?</p> <ul style="list-style-type: none"> • Place some historical periods in a chronological framework 			<ul style="list-style-type: none"> • Use sources of information in ways that go beyond simple observations to answer questions about the past • Use a variety of resources to find out about aspects of life in the past 	<ul style="list-style-type: none"> • 	<p>Enquiry: Did Edward the Confessor cause the Norman invasion in 1066?</p>

	<ul style="list-style-type: none"> Use historic terms related to the period of study Put people, places, events and artefacts on a timeline <p>Understand more complex terms e.g. BC/AD</p> <ul style="list-style-type: none"> Use a variety of resources to find out about aspects of life in the past Use sources of information in ways that go beyond simple observations to answer questions about the past Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Choose relevant material to present a picture of one aspect of life in time past Communicate his/her learning in an organised and structured way, using appropriate terminology 			<ul style="list-style-type: none"> Suggest where we might find answers to questions, considering a range of sources Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Use a variety of questions Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Communicate his/her learning in an organised and structured way, using appropriate terminology Identify and begin to describe historically significant people and events in situations 		<ul style="list-style-type: none"> Understand that sources can contradict each other Be aware that different versions of the past may exist and begin to suggest reasons for this Begin to evaluate the usefulness of different sources Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes Communicate his/her learning in an organised and structured way, using appropriate terminology Use a variety of questions Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past
Geography	<ul style="list-style-type: none"> Understand the effect of landscape features in the development of a locality Describe how people have been affected by change in the environment Explain about key natural resources e.g. water in the locality Draw accurate maps with more complex keys. 		<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK, a region in a European country and a region within North or South America</p> <ul style="list-style-type: none"> Recognise shape of continents Locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America <p>Identify the position and significance of the Prime Meridian and the concept of latitude and longitude</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <p>Physical geography:</p> <ul style="list-style-type: none"> World climate zones Volcanoes and earthquakes Mountains Water cycle <ul style="list-style-type: none"> Know about the wider context of places e.g. region, country Understand why there are similarities and differences between places Plan the steps and strategies for an enquiry Explain about key natural resources e.g. water in the locality Explore weather patterns around parts of the world Ask and respond to questions, and offer their own ideas Begin to suggest questions for investigating Draw an annotated sketch from observation, including descriptive/explanatory labels and indicating direction Select views to photograph, include titles and labels indicating location and date Locate position of a photo on a map Consider how photos provide useful evidence <p>Human geography:</p> <ul style="list-style-type: none"> Types of settlement and land use 		<ul style="list-style-type: none"> Measure straight lines using the appropriate scale Explore features on OS maps using 6 figure grid references 	
Design & Technology		<p>Sandwiches</p> <p>Designing: I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>I can create designs using exploded diagrams. use research and develop design criteria to inform the design of innovative, functional,</p>	<p>Crumble Project: design a toy</p> <p>Designing: I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>I can create designs using exploded diagrams. use research and develop design criteria to inform the design of innovative, functional,</p>		<p>Design a habitat box for animal they are drawing in art.</p> <p>Group children who did similar animals together – given choice of structures – make appropriate structure thinking of size, materials</p>	

appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

describe the purpose of their products

- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

Food and hygiene.

I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.

I can understand seasonality and the advantages of eating seasonal and locally produced food.

I can read and follow recipes which involve several processes, skills and techniques understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Where food comes from

Pupils should be taught:

- that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

Food preparation, cooking and nutrition

- how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

In early KS2 pupils should also know:

- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

Evaluating:

I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Own ideas and products:

- identify the strengths and areas for development in their ideas and products
 - consider the views of others, including intended users, to improve their work
- In early KS2 pupils should also:
- refer to their design criteria as they design and make

appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design describe the purpose of their products

- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

Making:

I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots

I can understand and use electrical systems in my products.

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

- explain their choice of materials and components according to functional properties and aesthetic qualities

In early KS2 pupils should also:

- *order the main stages of making* follow procedures for safety and hygiene
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In early KS2 pupils should also:

- measure, mark out, cut and shape materials and components with some accuracy
- assemble, join and combine materials and components with some accuracy
- apply a range of finishing techniques, including those from art and design, with some accuracy

Evaluating:

I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Own ideas and products:

- identify the strengths and areas for development in their ideas and products
 - consider the views of others, including intended users, to improve their work
- In early KS2 pupils should also:
- refer to their design criteria as they design and make
 - use their design criteria to evaluate their completed products

Existing ideas and products

investigate and analyse:

- how well products have been designed
 - how well products have been made
 - why materials have been chosen
 - what methods of construction have been used
 - how well products work
 - how well products achieve their purposes
 - how well products meet user needs and wants
- In early KS2 pupils should also investigate and analyse:
- who designed and made the products
 - where products were designed and made

and strength. Will choose one design to.

Designing:

I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.

I can create designs using exploded diagrams.

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design describe the purpose of their products

- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

Making:

I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots

I can understand and use electrical systems in my products.

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

select tools and equipment suitable for the task

- select materials and components suitable for the task
- explain their choice of materials and components according to functional properties and aesthetic qualities

In early KS2 pupils should also:

- *order the main stages of making* follow procedures for safety and hygiene
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In early KS2 pupils should also:

- measure, mark out, cut and shape materials and components with some accuracy
- assemble, join and combine materials and components with some accuracy
- apply a range of finishing techniques, including those from art and design, with some accuracy

Evaluating:

I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

		<ul style="list-style-type: none"> • use their design criteria to evaluate their completed products <p>Existing ideas and products investigate and analyse:</p> <ul style="list-style-type: none"> • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants <p>In early KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused <p>Taste test each other's packed lunches – can also do teeth observation at the same time.</p>	<ul style="list-style-type: none"> • when products were designed and made • whether products can be recycled or reused <p>Technical Knowledge</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Making products work</p> <ul style="list-style-type: none"> • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • that mechanical and electrical systems have an input, process and output <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> • how simple electrical circuits and components can be used to create functional products 		<p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Own ideas and products:</p> <ul style="list-style-type: none"> • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • refer to their design criteria as they design and make • use their design criteria to evaluate their completed products <p>Existing ideas and products investigate and analyse:</p> <ul style="list-style-type: none"> • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants <p>In early KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused <p>Technical Knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Making products work</p> <ul style="list-style-type: none"> • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • how to make strong, stiff shell structures 	
Music	Music Unit: HMS Romans Unit Dimensions: Duration and Dynamics Experiment with, create, select and combine sounds in different ways.	Music Unit: Volcanoes (Composing, & Listening) Dimensions: Dynamics, Texture & Timbre Play un-tuned and tuned instruments with increased accuracy, control and expression. Listen with attention to detail and appreciate and understand a range of live and recorded music.	Music Unit: Brilliant Britain Dimensions: Pitch and Structure Experiment with, create, select and combine sounds in different ways.	Music Unit: HMS Norse myths Dimensions: Duration, dynamics and tempo. Use and understand staff and musical notations. Play and perform musically with increased confidence and control.	Music Unit: Garden of Life. Dimensions: Texture and dynamics. Perform in an ensemble with increasing confidence and control. Listen with attention to detail and recall sounds with increasing aural memory.	Music Unit: Imir the Frost Giant Medieval Music Dimensions: Duration and tempo. Develop and understanding of the history of music.
P.E. & Games	Personal real PE: Cardio - Coordination - Floor Movement Patterns One Leg Standing Val Sabin: Ball and invasion skills	Social real PE: Cardio - Dynamic Balance to Agility Static Balance - Seated Anton Junior: Gymnastics- Anton Junior	Cognitive real PE: Cardio - Dynamic Balance Coordination - Ball Skills Val Sabin: Net/wall court games Anton Junior: Rugby	Creative real PE: Coordination with Equipment Counter Balance in Pairs Dance: Val Sabin- Theseus and the Minotaur/Vikings	Physical real PE: Agility - React/Response Static Balance - Floor Work Anton Junior Athletics	Health and Fitness real PE: Cardio - Agility - Ball Chasing Static Balance - Small Base
French	Skills developed: listening, speaking, reading, writing. Countries and Nationalities	Skills developed: listening, speaking, reading, writing. All aboard Modes of Transport	Skills developed: listening, speaking, reading, writing.	Skills developed: listening, speaking, reading, writing. Phonic focus: nasal sounds in	Skills developed: listening, speaking, reading, writing. Use: I have, I don't have and I would like	Skills developed: listening, speaking, reading, writing Weekly activities using je joue/je fais.

	<p>Apply previous learning in a new context. Explore part of the verb to "be" Improve knowledge of feminine and masculine words. Phonic focus will be the sound /ã/. Ask and answer the question "Où habites-tu?" à + town / village en + feminine countries Nationalities Ask and answer the question "De quelle nationalité es-tu?" Verb used: je suis, il est, elle est anglais/e - français/e - irlandais/e - gallois/e - écossais/e Looking at British and European flags. Discuss stéréotypes associated with some countries.</p>	<p>The weather Learn modes of transport to say how we get to school: en voiture / en train / en avion / en métro / en bateau / en taxi / en car / en bus / en moto à pied / à vélo / à moto / à mobylette / à cheval The use of en / à in front of a mode of transport Where French is spoken and how to get there Weather Ask and answer the question "Quel temps fait-il?" Quel temps fait-il? La météo Il pleut. / Il neige. / Il gèle. Il fait chaud. / Il fait froid. Il fait beau. / Il fait mauvais. / Il y a du soleil. / Il y a du vent. Il y a des nuages. / Il y a des orages. Il y a du brouillard Noël en France: writing a Christmas card.</p>	<p>Learn and adapt a song about going to school, including weather and transports. Learn Aller – to go in the present tense. Personal pronouns Dictionary work to find new places to go to. Write short sentences using the verb to go . Perform new song.</p>	<p>Recognise and memorise Numbers to 100. Understand how numbers work in French. Look at euro notes and coins. In which countries we use Euros. Add euros in French. Simple prices Learn to say "how much /many" C'est + singular nouns Ce sont + plural nouns C'est + adjectives Expressing likes and dislikes (about toys and other words learnt) Justification of opinions avoir: negative je n'ai pas de Qu'est-ce que c'est? - What is it? les jouets - toys des legos / une trottinette une voiture télécommandée un coffret d'artiste / un puzzle une peluche / des cartes un ordinateur / un vélo une console de jeux une poupée / un jeu de société</p>	<p>link sentences with connectives. Give one's opinion by saying why one would like something using because and adjectives. Chez moi / à la maison J'ai / je n'ai pas de Je voudrais Mais / et Parce que / car + adjectives: super, génial, chouette, cool, fantastique, nul, ennuyeux pour mon anniversaire Je ne voudrais pas de Listen and learn a song about football and likes and dislikes Adapt the song with sports of our choice. Verb practised: Je joue / je fais</p>	<p>Revise the days of the week to say what activities they do on particular days. Draw a weekly planner with activities using je joue / je fais. La santé: food and drink associated with healthy and unhealthy lifestyles.</p>
<p>Computing</p>	<p>E-safety</p> <ul style="list-style-type: none"> Use technology responsibly and understand that communication online can be seen by others. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Understand that games and films have age ratings and what that means. Pupils can more confidently recognise different trusted adults in their lives that they can go to for advice about their online activities. <p>Research related to topic.</p> <p>Computer Literacy</p> <ul style="list-style-type: none"> Find programs using the 'Start' menu and know what this looks like on different operating systems. Understand what an 'internet browser' is and examples they can choose from. 	<p>Pacman maze – sensor commands.</p> <ul style="list-style-type: none"> Decompose programs into smaller parts to make it simpler Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software and systems and content that accomplish given goals. Use diagrams to represent an algorithm e.g. flowchart. Use forever loops in a command. Predict the outcome of a program, e.g. Scratch or Flowol. Create a program using a range of events/inputs to control what happens. <p>Word Processing – English work</p> <ul style="list-style-type: none"> With support, select and use a variety of software on a range of digital devices to accomplish given goals. Use font sizes and effects appropriately to fit purpose of text develop further basic drafting and editing skills cut, copy and paste between applications use spell checker 	<p>Crumble project.</p> <ul style="list-style-type: none"> Use diagrams to represent an algorithm e.g. flowchart. Decompose programs into smaller parts to make it simpler Use logical reasoning to detect and correct errors in algorithms and programs. <p>Net Searching</p> <ul style="list-style-type: none"> Understand how search results are selected and ranked. 	<p>Word Processing – English work</p> <ul style="list-style-type: none"> With support, select and use a variety of software on a range of digital devices to accomplish given goals. Use font sizes and effects appropriately to fit purpose of text develop further basic drafting and editing skills cut, copy and paste between applications use spell checker delete, insert and replace text using mouse or arrow keys hold two hands over different halves of the keyboard use more than two fingers to enter text Open and save a file to a suitable folder. Use suitable file names when saving work. Understand you can organise files and folders. Delete, move and copy files. Use right-click, left-click and double click appropriately on a mouse. select items and use cut, copy and paste as necessary 	<p>Publisher and powerpoint – diagram of digestive system which links to information powerpoint.</p> <ul style="list-style-type: none"> With support, select and use a variety of software on a range of digital devices to accomplish given goals. Use font sizes and effects appropriately to fit purpose of text recognise key features of layout and design such as text boxes, columns, borders, WordArt develop further basic drafting and editing skills cut, copy and paste between applications use spell checker delete, insert and replace text using mouse or arrow keys begin to use more than two fingers to enter text. Understand what servers are and how they provide services to a network. 	<p>Quiz – animals</p> <ul style="list-style-type: none"> Decompose programs into smaller parts to make it simpler Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software and systems and content that accomplish given goals. Use diagrams to represent an algorithm e.g. flowchart. Use forever loops in a command. Predict the outcome of a program, e.g. Scratch or Flowol. Create a program using a range of events/inputs to control what happens.

		<ul style="list-style-type: none"> • delete, insert and replace text using mouse or arrow keys • hold two hands over different halves of the keyboard • use more than two fingers to enter text • Open and save a file to a suitable folder. • Use suitable file names when saving work. • Understand you can organise files and folders. • Delete, move and copy files. • Use right-click, left-click and double click appropriately on a mouse. • select items and use cut, copy and paste as necessary • have experience of a range of ICT equipment and software including Microsoft Office and iPads 		<ul style="list-style-type: none"> • have experience of a range of ICT equipment and software including Microsoft Office and iPads 		
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