



	Autumn Term Victorians and Inventions	Spring Term Extreme Earth	Summer Term World War One
Values	Kindness, Equality, Friendship, Love	Hope, Thoughtfulness, Respect	Courage, Resilience, Individuality, Courtesy
Enrichment (Visits / visitors)	Reading Museum visit – Victorian school and Christmas workshops London Transport Museum visit – geography of London underground	World Book Day celebrations – Karl Nova, poet visit	
English	<p>Mystery and Suspense</p> <ul style="list-style-type: none"> describe a setting and create atmosphere identify character’s feelings from a film predict what might happen from details stated in the chapter write a diary entry from a character’s perspective use figurative language effectively describe a setting/character plan a story ending <p>Information Text</p> <ul style="list-style-type: none"> plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own plan my writing by noting and developing initial ideas, drawing on reading and research where necessary draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precis longer passages use a wide range of devices to build cohesion within and across paragraphs 	<p>Recounts</p> <ul style="list-style-type: none"> plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own plan my writing by noting and developing initial ideas, drawing on reading and research where necessary draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precis longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by assessing the effectiveness of my own and others’ writing evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Persuasive Writing</p>	<p>Narrative Poetry</p> <ul style="list-style-type: none"> plan my writing by noting and developing initial ideas, drawing on reading and research where necessary draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear recite a wider range of poetry by heart <p>Discussion Text</p> <ul style="list-style-type: none"> use persuasive features effectively use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) precis longer passages use a wide range of devices to build cohesion within and across paragraphs link ideas across paragraphs using adverbs of time e.g. later, place e.g. nearby, and number e.g. secondly or

	<ul style="list-style-type: none"> link ideas across paragraphs using adverbs of time e.g. later, place e.g. nearby, and number e.g. secondly or tense choices e.g. he had seen her before 	<ul style="list-style-type: none"> use persuasive features effectively use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must use devices to build cohesion within a paragraph e.g. then, after that, this, firstly <p style="text-align: center;">Take one poet – Karl Nova</p> <ul style="list-style-type: none"> perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>tense choices e.g. he had seen her before</p> <p style="text-align: center;">World War One poetry</p> <p>Poems:</p> <ul style="list-style-type: none"> - depicting life in trenches - missing home - life as a soldier
<p>Grammar Focus</p>	<ul style="list-style-type: none"> convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify understand verb prefixes e.g. dis-, de-, mis-, over and re- use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must use commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis use semi-colons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently use devices to build cohesion within a paragraph e.g. then, after that, this, firstly link ideas across paragraphs using adverbs of time e.g. later, place e.g. nearby, and number e.g. secondly or tense choices e.g. he had seen her before 	<ul style="list-style-type: none"> use and understand the grammatical terminology: <ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity

	<ul style="list-style-type: none"> in writing e.g. might, should, will, must 		
Spelling Focus	<ul style="list-style-type: none"> spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency spell words ending in –able and –ible and also –ably and -ibly continue to distinguish between homophones and other words which are often confused use a dictionary to check the spelling and meaning of words 	<ul style="list-style-type: none"> use prefixes and suffixes spell some words with ‘silent’ letters (e.g. knight, psalm, solemn) spell word endings which sound like ‘shus’ spelt –cious or –tious spell word endings which sound like ‘shil’ spelt –cial or –tial use a thesaurus 	<ul style="list-style-type: none"> distinguish between ei and ie words use –ough correctly choose correctly between –ance and –ence, -ant and –ent, -cious and –tious spell the –fer words correctly write legibly, fluently and with increasing speed use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Maths	<p style="text-align: center;">Place Value</p> <ul style="list-style-type: none"> Read and write numbers to 100,000 Order and compare numbers to 100,000 Count backwards through zero with negative numbers Solve negative number problems <p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> Solve addition and subtraction multi-step problems Add whole numbers with five digits Subtract whole numbers with five digits Add and subtract decimals to two decimal places <p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> Recognise and use square numbers and cube numbers Use the formal written method of short multiplication Identify multiples and factors Identify common factors for two numbers Solve problems involving addition, subtraction, multiplication and division 	<p style="text-align: center;">Measurement (Length, Perimeter & Area)</p> <ul style="list-style-type: none"> Use knowledge of place value, multiplication and division to convert between units of length Know and use approximate equivalences between metric units of length and common imperial units Measure and calculate the perimeter of composite rectilinear shapes Calculate and compare the area of rectangles using standard units Use the relations of perimeter or area to find unknown lengths Calculate the area of irregular shapes formed from rectangles <p style="text-align: center;">Geometry: Properties of shapes</p> <ul style="list-style-type: none"> Use the properties of rectangles to deduce related facts and find missing lengths and angles Use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals; use conventional markings for parallel lines and right angles 	<p style="text-align: center;">Geometry: Properties of shape</p> <ul style="list-style-type: none"> Identify 3D shapes with parallel or perpendicular faces or edge Use properties to identify 3D shapes from 2D representation Know angles are measured in degrees: estimate, compare and measure with a protractor acute, obtuse and reflex angles Use a protractor to measure and draw angles to the nearest 5° Make accurate drawings of given angles, drawing lines with a ruler to the nearest millimetre and measuring angles to the nearest degree Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ turn (total 180°), other multiples of 90°Recognise where a shape will be after a translation on a 2D grid and know that the shape has not changed Translate two or more shapes to make a tiling pattern on a 2D grid Identify, describe and represent the position of a shape following a translation in the first quadrant of a

- Solve problems involving money and decimal notation
- Use short division to calculate with decimal remainder
- Use all four operations to solve problems with formal written methods

Fractions

- Find fractions of numbers and quantities
- Recognise fraction sequences and find the term to term rule
- Identify, name and write equivalent fractions of a given fraction
- Compare and order fractions whose denominators are all multiples of the same number

Measurement (Time)

- Solve problems involving converting between units of time to calculate duration of time
- Use all four operations in problems involving time, including conversions and scaling

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

- Use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems

Fractions

- Compare and order fractions whose denominators are all multiples of the same number
- Add fractions and denominators that are multiples of the same number
- Subtract fractions with the same denominator and denominators that are multiples of the same number
- Recognise mixed numbers and improper fractions and convert from one form to the other
- Write mathematical statements > 1 as a mixed number
- Connect fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders

Multiplication and Division

- Use the formal written method of short division to calculate
- Solve division problems including answers that involve rounding remainders up or down
- Use partitioning to calculate
- Use expanded written method of long multiplication to calculate
- Solve problems involving addition, subtraction, multiplication and division
- Find fractions of numbers and quantities using fractions as operators
- Compare and order fractions whose denominators are all multiples of same number

coordinate grid and know that the shape has not changed

- Recognise and use reflection in a variety of diagrams, including continuing to use a 2D grid
- Recognise where a shape will be after a reflection in given mirror lines and know that the shape has not changed

Statistics

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables
- Connect work on coordinates and scales to interpreting information in time graphs Complete, read and interpret information in tables and begin to decide which representations of data are most appropriate and why

Measurement (Converting Units/Volume)

- Use knowledge of place value, multiplication and division to convert between units of capacity
- Know and use approximate equivalences between metric units of capacity and common imperial units and estimate capacity
- Estimate volume using 1cm^3 blocks to build cuboids
- Use all four operations to solve problems involving volume and capacity using decimal notation, including scaling

		<ul style="list-style-type: none"> • Add and subtract decimals with different numbers of decimal places <p>Fractions, decimals and equivalences</p> <ul style="list-style-type: none"> • Recognise per cent symbol (%) and understand that per cent relates to 'number of parts per hundred' • Write percentages as a fraction with a denominator of 100 • Write percentages as a decimal with two places • Round decimals with two decimal places to one decimal place • Recognise and describe linear number sequences involving decimals and find the rule • Know percentages and decimal equivalents of fractions • Find percentages of amounts • Solve problems involving percentages 	
<p>Science</p>	<p>Properties of materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of properties including hardness, solubility, transparency and 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 materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind 	<p>Earth and space</p> <ul style="list-style-type: none"> • 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 <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall toward 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 	<p>Living things and their environment</p> <ul style="list-style-type: none"> • 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 <p>Animals – including humans</p> <ul style="list-style-type: none"> • Describe how humans change as they get older

	<p>of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<ul style="list-style-type: none"> Recognise that some mechanisms, including levers, pulley and gears, allow a smaller force to have a greater effect 	
Computing	<p>We are game developers</p> <p>Outcome: Developing an interactive game</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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. 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. 	<p>We are artists</p> <p>Outcome: Fusing Geometry and art</p> <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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. 	<p>We are web developers</p> <p>Outcome: Creating a website about cyber safety</p> <ul style="list-style-type: none"> 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.
History	<p>Victorians & Inventions</p> <ul style="list-style-type: none"> - reasons for the outcome of events - evaluate sources - compare aspects of the past to the present <ul style="list-style-type: none"> To understand how life was different for richer and poorer Victorians To understand features of Victorian architecture 	<p>Local History</p> <ul style="list-style-type: none"> - local history study e.g. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <ul style="list-style-type: none"> I can use sources of evidence to deduce information about the past I can select suitable sources of evidence for historical enquiries 	<p>World War I</p> <ul style="list-style-type: none"> - reasons for the outcome of events - evaluate sources - compare aspects of the past to the present <ul style="list-style-type: none"> To think about how the world is interdependent and consider our role as global citizens

	<ul style="list-style-type: none"> • To think about the lives of people living in other places and times • To learn how child labour impedes children's rights • To know whom Queen Victoria was. • To know about Victorian leisure. • To know about Victorian childhood. • To know about Victorian homes. • To know about some of the key Victorian inventions. • To compare and contrast William Morris designs. • To create designs based on observational drawing. • To make a series of prints. <ul style="list-style-type: none"> • I can use sources of evidence to deduce information about the past. • I can select sources of evidence and give reasons for my choices. • I can describe the social, ethnic, cultural or religious diversity of a society from the past. • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can identify continuity and change in the history of the locality of the school • I can describe the social, ethnic, cultural or religious diversity of past society • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> • I can identify continuity and change in the history of the locality of the school • I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line • I can use dates and terms accurately in describing events 	<ul style="list-style-type: none"> • To be able to identify countries on a map. • To explain whom the Great Powers were. • To evaluate the usefulness of a source. • To understand why the assassination of Archduke Franz Ferdinand was a major cause of the First World War. • To understand the main causes of the First World War. • To understand the impact of the assassination of Franc Ferdinand. • To understand what the trenches were. • To understand what was life like in the trenches. <ul style="list-style-type: none"> • I can explain reasons for the outcome of events • I can evaluate sources • I can compare aspects of the past to the present • I can use sources of information to form testable hypotheses about the past • I can seek out and analyse a wide range of evidence in order to justify claims about the past • I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studies • I can identify continuity and change in the history of the locality of the school • I can give a broad overview of life in Britain in the periods studied I can compare some of the times studied with those of the other areas of interest around the world • I can describe the social, ethnic, cultural or religious diversity of past society
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			<ul style="list-style-type: none"> • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy • I can use English, maths and computing skills to a good standard in order to communicate information about the past • I can organise my understanding of history in different ways to make sure it makes sense such as: <ul style="list-style-type: none"> o Writing o Drawing o Painting and collage o Drama o Making models o Making a museum display
<p>Geography</p>	<p style="text-align: center;">London Underground</p> <p>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country</p> <ul style="list-style-type: none"> • I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map) 	<p style="text-align: center;">Extreme Earth</p> <p>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country</p> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Under Our Feet To describe and understand key aspects of physical geography in the context of what is under the Earth’s surface.</p> <ul style="list-style-type: none"> • I can describe what you find underground <p>Volcanoes</p>	<p style="text-align: center;">Marvellous Maps</p> <p>- Use a compass to orientate a map and follow a route in the local area</p> <p>- use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>- 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</p> <p>Using Atlases To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p>

		<p>To describe and understand key aspects of physical geography in the context of volcanoes.</p> <ul style="list-style-type: none"> • I can explain how volcanoes affect people's lives. • I can explain how volcanoes are formed. <p>Earthquakes</p> <p>To describe and understand key aspects of physical geography in the context of earthquakes.</p> <ul style="list-style-type: none"> • I can explain what causes earthquakes and how they are measured <p>Tsunamis</p> <p>Describe and understand key aspects of physical geography in the context of tsunamis.</p> <ul style="list-style-type: none"> • I can explain what causes tsunamis and how they affect people. <p>Tornadoes</p> <p>Describe and understand key aspects of physical geography in the context of tornadoes.</p> <ul style="list-style-type: none"> • I can explain what causes tornadoes and the effects they have. <ul style="list-style-type: none"> • I can describe and understand key aspect of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • I can describe and understand key aspect of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies • I can identify and describe the geographical significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) • I can understand some of the reasons for geographical similarities and differences between countries 	<ul style="list-style-type: none"> • I can find countries in Europe and North and South America on a map. <p>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p> <ul style="list-style-type: none"> • I can find cities in the UK on a map and identify some of their features. <p>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p> <ul style="list-style-type: none"> • I can find information in an atlas using the index and simple co-ordinates. <p>Symbols</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</p> <ul style="list-style-type: none"> • I can use a key to describe features on an Ordnance Survey map. <p>Compass Points</p> <p>To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.</p> <ul style="list-style-type: none"> • I can use the eight compass points to describe routes on a map. <p>Grid References</p> <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p> <ul style="list-style-type: none"> • I can use four or six-figure grid references to locate places on a map. <p>Planning a Route</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world by planning a journey.</p> <ul style="list-style-type: none"> • I can plan a journey using the eight compass points and four or six-figure grid references. <p>Planning a Route</p>
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<p>Global Dimension</p>	<ul style="list-style-type: none"> • How did the Victorians impact modern Britain? • Comparing life in Victorian Britain to life today. • Learn about key historical figures and inventions • Identify objects and inventions that the Victorians gave to us (eg London Underground) 	<ul style="list-style-type: none"> • Sustainable environments • How to survive a natural disaster • Warning systems and natural disaster prevention 	<ul style="list-style-type: none"> • Understanding the impact and aftermath of WW1 • Comparing the maps of Europe before, during and after the war • Being able to navigate the world around them

<p>RE</p>	<p>Do Sikhs need the Guru Granth Sahib?</p> <ul style="list-style-type: none"> Do sacred texts have to be true to help people understand their religion? Does participating in worship help people feel closer to God or their faith community? 	<p>Does God communicate with man?</p> <ul style="list-style-type: none"> Do sacred texts have to be true to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? 	<p>Does the community of the Gurdwara help Sikhs lead better lives?</p> <ul style="list-style-type: none"> Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or to their faith community? 	<p>Was the death of Jesus a worthwhile sacrifice?</p> <ul style="list-style-type: none"> Should religious people be sad when someone dies? Is religion the most important influence and inspiration in everyone's life? 	<p>Are you inspired?</p> <ul style="list-style-type: none"> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? 	<p>What's best for our world?</p> <ul style="list-style-type: none"> Does religion help people decide? Do religious people lead better lives? Is it possible to hold religious beliefs without trying to make the world a better place?
<p>Spanish</p>	<ul style="list-style-type: none"> Buildings on the high street Directions Asking where places are Revision of the days of the week Christmas vocabulary 		<ul style="list-style-type: none"> Revision of hobbies Revision of sports Numbers Simple future tense Fruit and food 		<ul style="list-style-type: none"> Revision of connectives Breakfast Ingredients for a Spanish dessert Months of the year Weather phrases Saying where we live 	
<p>PE</p>	<p>Games- 'Real PE'</p> <p>Through a range of sports and activities including netball, football, cross country and hockey, pupils will develop their skills in the following areas:</p> <ul style="list-style-type: none"> Physical- combining actions with increasing fluency. Social- improving the performance of self and others. 	<p>Swimming lessons.</p>	<p>Games- 'Real PE'</p> <p>Through a range of sports and activities including netball, football, cross country and hockey, pupils will develop their skills in the following areas:</p> <ul style="list-style-type: none"> Personal- embracing challenge and pursuing improvement. Health & Fitness- being prepared for activities and 	<p>Swimming lessons.</p>	<p>Games- 'Real PE'</p> <p>Through a range of sports and activities including athletics, cricket and tennis, pupils will develop their skills in the following areas:</p> <ul style="list-style-type: none"> Cognitive- making good decisions based on game outcomes. Creative- being able to express, 	<p>Swimming lessons.</p> <p>Outdoor and adventurous pursuits.</p>

			the benefits of warming up/ cooling down.		adapt and adjust during games.	
Art/ D&T	<p>Making a Victorian Dolls House</p> <ul style="list-style-type: none"> - produce step by step instruction, plans and diagrams - select a range of tools appropriate - use safely and increasingly effectively a wider range of tools, equipment and materials with increasing skill to make products that are fit for purpose - extend their skills to communicate their ideas visually in 2-D and 3-D, including through using information and communication technology 	<p>William Morris Patterns</p> <ul style="list-style-type: none"> - plan and design using initial sketches - learn about the greatest artists, architects and designers in history 	<p>Model volcanoes</p> <ul style="list-style-type: none"> - extend their skills to communicate their ideas visually in 2-D and 3-D, including through using information and communication technology 	<p>The Great Wave off Kanagawa</p> <ul style="list-style-type: none"> - plan and design using initial sketches - understand the impact and effect of light and shade - to improve their mastery of techniques, such as drawing, painting and sculpture with materials - learn about the greatest artists, architects and designers in history. 	<p>Silhouette of the battlefield</p> <ul style="list-style-type: none"> - plan and design using initial sketches - understand the impact and effect of light and shade - to improve their mastery of techniques, such as drawing, painting and sculpture with materials - learn about the greatest artists, architects and designers in history. 	<p>Cross-section of a trench/textile poppy</p> <ul style="list-style-type: none"> - plan and design using initial sketches - learn about the greatest artists, architects and designers in history
Food Technology	<p>Linked to science</p> <ul style="list-style-type: none"> • I can understand the importance of correct storage and handling of ingredients 		<ul style="list-style-type: none"> • I can demonstrate a range of cooking and baking techniques 		<p>Linked to Maths/Topic</p> <ul style="list-style-type: none"> • I can measure accurately and calculating ratios of ingredients to scale up or down from a recipe • I can create and refine recipes, including ingredients, methods, cooking times and temperatures 	
Music	<p>Introduction to trombone</p> <p>How to assembly and hold a trombone How to buzz First 2 notes Occasional ukulele playing</p>	<p>Introduction to trombone</p> <p>Learning the next 3 notes Learning hand signs Working towards the Carol Concert</p>	<p>Trombone</p> <p>Building on the 5 notes Improvising and performing</p>	<p>Trombone</p> <p>Extending the range Top Bb and bottom C Improvising and performing</p>	<p>Trombone</p> <p>New tunes – a challenge! Improvising and performing</p>	<p>Preparing for a performance</p>