



	Autumn Term Their Past, Our Future	Spring Term Water Ways of the World	Summer Term Location, Location, Location- A local history study
Values	Kindness, Equality, Friendship, Love	Hope, Thoughtfulness, Respect	Courage, Resilience, Individuality, Courtesy
Enrichment (Visits / visitors)	RAF Museum, Hendon (date TBC) Police Week (4.11.19)/Sunnyside Nursing Home (date TBC) /Hamper Delivery (12.12.19/13.12.19) Evacuee dress up day (5.09.19)	Thames Explorer Trust Trip, Chiswick (26.03.20) Litter picking in the local community (date TBC)	St Giles Church (date TBC) Y6 residential/ Non-residential activities (8.06.20)
English	<p>Chapter of a well-known text from another point of view- including colloquial language. Descriptive writing, Diary writing, Historical writing, formality in writing.</p> <p><u>Main text Goodnight Mister Tom by Michelle Magorian</u></p> <ul style="list-style-type: none"> I can 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 I can draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision <p>Newspaper article- Zach Recount, features of a newspaper, formality in writing, use of speech.</p>	<p>Narrative- creating an a adventure story, creating suspense. Descriptive language, appropriate use of dialogue, techniques to create suspense.</p> <p><u>Main text Floodland by Marcus Sedgwick</u></p> <ul style="list-style-type: none"> I can draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action I can draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis I can use commas to clarify meaning or avoid ambiguity I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Discussion text- plastic pollution Discussion text, class debate, PEEL arguments</p> <ul style="list-style-type: none"> I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary 	<p>Narrative with a flashback set in the local area. Descriptive writing, diary entry, recount, persuasive writing.</p> <p><u>Main text The Viewer by Gary Crew</u></p> <ul style="list-style-type: none"> I can 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 I can draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can proof-read for punctuation errors, including use of semi-colons, dashes, punctuation of bullet points in lists, and use of hyphens <p>Persuasion- local tourist leaflet</p>

	<ul style="list-style-type: none"> I can use further organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullet points or tables I can ensure the consistent and correct use of tense throughout a piece of writing I can use the passive to affect the presentation of information in a sentence <p>WW2 poetry- imagery/ description Descriptive techniques, speaking and listening skills, performance, evaluation.</p> <ul style="list-style-type: none"> I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision I can use a wide range of clause structures, sometimes varying their position within the sentence. 	<ul style="list-style-type: none"> I can use selected vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately I can use passive and modal verbs mostly appropriately I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes colons and hyphens 	<p>Persuasive techniques, independent research, discussion, recount.</p> <ul style="list-style-type: none"> I can use further organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullet points or tables I can proof-read for punctuation errors, including use of semi-colons, dashes, punctuation of bullet points in lists, and use of hyphens <p>Poetry- Thomas Gray Performing, role play, public speaking techniques, evaluation</p> <ul style="list-style-type: none"> I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Grammar Focus</p>	<ul style="list-style-type: none"> I can use a wide range of clause structures, sometimes varying their position within the sentence Use commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes colons and hyphens. I can use prefixes involving the use of a hyphen e.g. co-ordinate <ul style="list-style-type: none"> Use semi-colons, colons or dashes to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely. Use commas to clarify meaning or avoid ambiguity in writing. Use semi-colons, colons or dashes to mark boundaries between independent clauses.
<p>Spelling Focus</p>	<ul style="list-style-type: none"> I can spell most words correctly from the Year 5/6 spelling list I can use a dictionary to check the spelling of uncommon words or more ambitious vocabulary I can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover, as for – request 	<ul style="list-style-type: none"> I can use a dictionary to check the spelling of uncommon words or more ambitious vocabulary I can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover, as for – request 	<ul style="list-style-type: none"> I can use a dictionary to check the spelling of uncommon words or more ambitious vocabulary

	<ul style="list-style-type: none"> I can distinguish between homophones and other words which are often confused with reference to English appendix 1 I can use a thesaurus 		
Maths	<p>Number and place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers up to 10000000 round any whole number to a required degree of accuracy <p>Addition and Subtraction</p> <ul style="list-style-type: none"> practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of the problem, levels of accuracy <p>Multiplication and Division</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number, using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of short division where appropriate identify common factors, common multiples and prime numbers solve problems using multiplication and division <p>Fractions</p> <ul style="list-style-type: none"> use common factors to simplify fractions and use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions <p>Decimals</p> <ul style="list-style-type: none"> identify the value of each digit to three decimal places 	<p>Number and place Value</p> <ul style="list-style-type: none"> use negative numbers in context and calculate intervals across zero <p>Addition and Subtraction</p> <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and larger numbers use my knowledge of the order of operations to carry out calculations involving the 4 operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division <p>Multiplication and Division</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number, using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division perform mental calculations, including with mixed operations and large numbers use estimation to check answers to calculations multiply one digit numbers with up to two decimal places by whole numbers <p>Fractions</p> <ul style="list-style-type: none"> use common factors to simplify fractions and use common multiples to express fractions in the same denomination add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) divide proper fractions by whole numbers (e.g. $\frac{1}{3}$ shared by 2 = $\frac{1}{6}$) 	<p>Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and larger numbers use my knowledge of the order of operations to carry out calculations involving the 4 operation multiply multi-digit numbers up to 4 digits by a two-digit whole number, using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division solve problems involving addition, subtraction, multiplication and division solve problems which require answers to be rounded to specified degrees of accuracy use estimation to check answers to calculations and determine, in the context of the problem, levels of accuracy <p>Fractions</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number, using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division perform mental calculations, including with mixed operations and large numbers use estimation to check answers to calculations <p>Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> associate a fraction with division to calculate decimal fraction equivalents (e.g.

- multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
 - multiply one digit numbers with up to two decimal places by whole numbers
 - solve problems which require answers to be rounded to specified degrees of accuracy
- Properties of Shapes**
- recognise, describe and build simple 3D shapes, including making nets
- Fractions (including decimals and percentages)**
- associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
 - recall and use equivalences between simple fractions, decimals and percentages
 - solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360) and the use of percentages for comparison
- Position and Direction**
- describe positions on the full coordinate grid (all four quadrants)
 - draw and translate simple shapes on the coordinate plane and reflect them in the axes
- Measurement (length and time)**
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
 - use, read, write and convert between standard units, converting measurements of length and time from a smaller unit of measure to a larger unit using decimal notation to up to three decimal places
 - convert between miles and kilometres

- Algebra**
- use simple formulae
 - generate and describe linear number sequences
 - express missing number problems algebraically
 - find pairs of numbers that satisfy an equation with two unknowns
 - enumerate possibilities of combinations of two variables
- Geometry**
- draw 2-D shapes using given dimensions and angles
 - compare and classify geometric shapes based on their properties and sizes
 - find unknown angles in any triangles, quadrilaterals and regular polygons
 - use mathematical reasoning to find missing angles
 - recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles
- Ratio and proportion**
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
 - I can solve problems involving similar shapes where the scale factor is known and can be found
 - I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Measurement (mass)**
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
 - use, read, write and convert between standard units, converting measurements of mass from a smaller unit of measure to a larger unit using decimal notation to up to three decimal places
- Measurement (perimeter and area)**

- 0.375) for a simple fraction (e.g. 3/8)
- solve problems which require answers to be rounded to specified degrees of accuracy
 - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
 - solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360) and the use of percentages for comparison
- Algebra**
- use simple formulae
 - generate and describe linear number sequences
 - express missing number problems algebraically
 - find pairs of numbers that satisfy an equation with two unknowns
 - enumerate possibilities of combinations of two variables
- Ratio and proportion**
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
 - I can solve problems involving similar shapes where the scale factor is known and can be found
 - I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Properties of shapes**
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Position and Direction**
- describe positions on the full coordinate grid (all four quadrants)

		<ul style="list-style-type: none"> • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles <p>Statistics</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • I can calculate and interpret the mean as an average 	<ul style="list-style-type: none"> • draw and translate simple shapes on the coordinate plane and reflect them in the axes <p>Measurement (volume and capacity)</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of volume from a smaller unit of measure to a larger unit using decimal notation to up to three decimal places • recognise when it is possible to use formulae for area and volume of shapes • I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres, and extending to other units (e.g. cubic mm and cubic km) <p>Statistics</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average
<p>Science</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> • Label the main parts of the circulatory system • Describe the function of the heart, blood vessels and blood • Describe how the heart pumps blood around the body • Describe a healthy lifestyle • Explain how the structure of the heart allows it to pump blood around the body • Explain what could happen to them if they have an unhealthy diet and don't exercise • Explain the dangers of alcohol, smoking and drugs on the human body 	<p>Living things and habitats</p> <ul style="list-style-type: none"> • Describe the main features of each vertebrate group: fish, amphibians, reptiles, birds and mammals • Describe the main features of each invertebrate group: worms, snails and slugs, spiders and insects • Explain why living organisms are placed in different groups • Describe how variations between individuals of the same species occur • Use evidence from their observations to show that characteristics can be passed from parents to offspring 	<p>Electricity</p> <ul style="list-style-type: none"> • Identify and draw recognised circuit symbols • Construct simple circuits from circuit diagrams • Draw simple circuit diagrams using recognised circuit symbols • Use evidence from their investigations to describe the relationship between the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit • Use results of their investigations to describe what happens when they change components in a circuit

	<p>Light</p> <ul style="list-style-type: none"> • Provide examples to demonstrate that light travels in straight lines • Use their knowledge about the way light travels to explain how they see objects • Use their knowledge about the way light travels to explain the shape of shadows • Use the results of their investigations to describe other phenomena of light (rainbows, refraction, colour filters) 	<ul style="list-style-type: none"> • Explain why characteristics that give animals and plants advantage can lead to adaptations • Explain how plants and animals have adapted to their environments, leading to evolution. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution • 	<ul style="list-style-type: none"> • Apply their knowledge of simple circuits to solve everyday problems
<p>Computing</p>	<p>We are HTML editors Editing and writing HTML code</p> <p>I can understand some technical aspects of how the internet makes the web possible.</p> <ul style="list-style-type: none"> • I can use HTML tags for elementary mark up. • I can use hyperlinks to connect ideas and sources. • I can code up a simple web page with useful content. • I can understand some of the risks in using the web. 	<p>We are cryptographers Cracking codes</p> <p>I am familiar with semaphore and Morse code.</p> <ul style="list-style-type: none"> • I can understand the need for private information to be encrypted. • I can encrypt and decrypt messages in simple ciphers. • I can appreciate the need to use complex passwords and to keep them secure. • I have some understanding of how encryption works on the web. 	<p>We are marketeers Creating video and web copy for a mobile phone app</p> <p>I can consider key marketing messages, including identifying a unique selling point.</p> <ul style="list-style-type: none"> • I can develop a printed flyer or brochure incorporating text and images. • I can further develop knowledge, skills and understanding in relation to creating a website. • I can further develop skills relating to shooting and editing video.
<p>History</p>	<p><u>World War II</u></p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • I can give reasons for the outbreak and outcome of WW2 • I can evaluate primary and secondary sources from WW2 and decide upon reliability 		<p>Location, location, location</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • I can evaluate sources about Stoke Poges • I can compare the local history of the area to the present <p><u>Investigate and interpret the past</u></p>

- I can compare aspects of life from the 1930s-40s to the present

Investigate and interpret the past

- I can use sources of evidence from wartime to deduce evidence about the past
- I can select suitable sources of evidence for historical enquiries, including first-hand evidence from living memory amongst others
- I can use sources of information to justify my hypotheses and opinions about what life was like during WW2.
- I can show an awareness of the concept of propaganda during WW2, its effect on the population and political motivations, and how historians must understand the social context of evidence studies
- I can understand that no single source of evidence gives the full answer to questions about the past, and that wider research must be used to form a complete picture.
- I can refine lines of enquiry when researching WW2 as appropriate

Understand chronology

- I can describe the main changes during WW2 (using terms such as: social, religious, political, technological and cultural)
- I can identify periods of rapid change in history, looking at 'turning points' in the war and contrast them with times of relatively little change in peacetime.
- I can understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline, putting WW2 in the context of the 20th century.
- I can use dates and terms accurately in describing events of the war.

- I can use primary and secondary evidence about the local area to deduce evidence about the past

Communicate historically

- I can use appropriate historical vocabulary to communicate information about Stoke Poges, 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 local area.
- I can organise my understanding of history in different ways to make sure it makes sense such as:
 - Writing
 - Drawing
 - Drama
 - Making models
 - Making a museum display

<p>Global Dimension</p>	<p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> I can give a broad overview of life in Britain in the late 1930s and during the 40s. I can compare the era with those of the other areas of interest that I have previously studied, such as WW1. 	<p><u>Investigating Patterns</u></p> <ul style="list-style-type: none"> I can understand some of the reasons for geographical similarities and differences between rivers in different countries e.g. the UK and Brazil I can describe how river locations around the world are changing and explain some of the reasons for change I can describe geographical diversity in river locations across the world I can describe how countries and geographical regions are interconnected and interdependent 	<p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> I can identify continuity and change in the history of Stoke Poges in the context of social change around the world I can describe the social, ethnic, cultural or religious diversity of Stoke Poges, in relation to the wider world
<p>Geography</p>	<ul style="list-style-type: none"> I can describe how the countries that were involved in WW2, particularly the Allied and Axis powers, changed and explain some of the reasons for change, linking directly to the impact of war I can describe how countries and geographical regions involved in WW2 were interconnected and interdependent 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> I can use scales on a map (1:10000) I can use 6 figure grid references and identify features around the rivers of the UK. <p><u>Investigate Places</u></p> <ul style="list-style-type: none"> I can collect and analyse statistics about rivers and their surrounding environments, and other information in order to draw clear conclusions about river locations I can identify and describe how the physical features of river environments affect the human activity within a location I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of rivers. <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none"> I can describe and understand key aspects of physical geography including rivers and the water cycle I can use the 8 points of a compass, 4-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of rivers in the UK and the world I can create maps of locations identifying patterns connected to river usage. 	<p><u>Investigate Places</u></p> <ul style="list-style-type: none"> I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in Stoke Poges. I can record the results from above in a range of ways <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none"> I can describe and understand key aspects of human geography in relation to Stoke Poges including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies

<p>RE</p>	<p>Are the saints encouraging role models?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>Do religious people lead better lives?</p>	<p>Is 'God made man' a good way to understand the Christmas story?</p> <p>Do sacred texts have to be true to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p>	<p>Do clothes express beliefs?</p> <p>Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identify?</p> <p>Do religious people lead better lives?</p>	<p>Is the resurrection important to Christians?</p> <p>Should religious people be sad when someone dies?</p> <p>How well do funeral and mourning rituals tell you about what a religion believes about life after death?</p>	<p>Can we know what God is like?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Do sacred texts have to be true to help people understand their religion?</p>	<p>Does it matter what we believe about creation?</p> <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <p>Do religious people lead better lives?</p>
<p>Spanish</p>	<p>Classroom Routines Do you have...? Recap of vocabulary to do with clothes and family Ser y estar (verb usage of 'to be') I live in...</p>		<p>Making a request Stalling strategies Future tense using 'vamos'</p>		<p>Types of accommodation Modes of transport Tourist attractions and places to visit</p>	
<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- applying skills with consistency. Social- leading others by example. 	<p>Dance</p> <ul style="list-style-type: none"> From September 2019, Kaso dance scheme. <p>Gym</p> <p>'Val Sabin' Scheme of Work</p> <ul style="list-style-type: none"> Rotation, twisting and turning on and off apparatus. 	<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- taking full responsibility for own learning and development. Health and fitness- planning my own and others' programmes. 	<p>Dance</p> <ul style="list-style-type: none"> From September 2019, Kaso dance scheme. <p>Gym</p> <p>'Val Sabin' Scheme of Work</p> <ul style="list-style-type: none"> Partner work with synchronisation and cannon in 3's. 	<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- analysing performance of self and others. Creative- developing variety and disguising movements. <p>Outdoor and adventurous pursuits.</p> <p>Dance</p> <ul style="list-style-type: none"> From September 2019, Kaso dance scheme. <p>Gym</p> <p>'Val Sabin' Scheme of Work</p> <ul style="list-style-type: none"> The use of obstacles in movement, moving, avoiding and contact. In addition, the requirement to share space, change speed and link actions. 	

<p>Art</p>	<p>Creating a digital sketch- Anderson Shelter</p> <ul style="list-style-type: none"> • I can explain about the greatest artists, architects and designers in history. • I can enhance digital media by editing (including sound, video, animation, still images and installations) 	<p>Landscapes (Lowry and Hockney)</p> <ul style="list-style-type: none"> • I can sketch before painting to combine line and colour • I can create a colour palette based upon colours observed in the natural or built world • I can use the qualities of watercolour and acrylic paints to create visually interesting pieces 	<p>People in Action</p> <ul style="list-style-type: none"> • I can Show life-like qualities and real-life proportions. • I can use tools to carve and add shapes, texture and pattern. • I can give details (including own sketches) about the style of some notable artists, artisans and designers. • I can create original pieces that show a range of influences and styles
<p>DT</p>	<p>Anderson Shelters</p> <ul style="list-style-type: none"> • I can cut materials with precision. • I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape. • I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • I can plan with time, cost and materials in consideration • I can evaluate my work, considering how it matches a brief. • I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit) • I can make products through stages of prototypes making continual refinements • I can ensure products have a high quality finish, using art skills where appropriate 	<p>Suspension Bridges</p> <ul style="list-style-type: none"> • I can develop a range of practical skills to create products (e.g. cutting, drilling and screwing, nailing, gluing, filling and sanding) • I can plan with time, cost and materials in consideration I can evaluate my work, considering how it matches a brief. • I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit) • I can make products through stages of prototypes making continual refinements • I can use prototypes, cross-sectional diagrams and computer aided designs to represent designs 	<p>Electrical Product- toy linked to The Viewer</p> <ul style="list-style-type: none"> • I can create circuits using electronics kits that employ a number of components (e.g. LEDs, resistors, transistors and chips) • I can write code to control and monitor models or products • I can use innovative combinations of electronics (or computing) and mechanics in product designs <p>I can plan with time, cost and materials in consideration.</p> <ul style="list-style-type: none"> • I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit) • I can make products through stages of prototypes making continual refinements • I can create innovative designs that improve upon existing products

	<ul style="list-style-type: none"> I can evaluate the design of products so as to suggest improvements to the user experience 					
Music	Blues – Ukulele unit Ukulele recap Ukulele tablature Hound Dog Simple 12 bar blues Tab	Somebody that I used to know – ukulele unit Tab Focus on singing Perform to an audience Preparing for the Carol Concert	Voices Creative voices Listening to more challenging music Group work	Apache – ukulele unit A chance to perform with the orchestra Ukulele finishing touches A final ukulele performance Where next for the ukulele?	Blues – keyboard unit Introduction to keyboard 12-bar blues chord progression Composing a blues song performance	Perparing for a performance